
Table of Contents

Executive Summary	4
Introduction and Background	5
Sampling Strategy and Rationale.....	6
Results of Current Student Survey	
I. TTU, LCU, and WBU	7
II. Texas Tech Health Sciences Center (TTUHSC)	26
Summary and Conclusion.....	40
Appendix.....	41
Key Personnel Biographies.....	47
Acknowledgments.....	48

List of Tables

TTU, LCU, and WBU Combined

Table 1	Demographic characteristics I.....	7
Table 2	Demographic characteristics II	9
Table 3	Proficiency in a language other than English.....	12
Table 4	Preference for jobs by sector.....	13
Table 5	Percentage of students seeking employment in the private sector.....	14
Table 6	Percentage of students seeking employment in the public sector.....	15
Table 7	Annual salary expectation upon graduation.....	18
Table 8	Factors important in making decision where to live	19
Table 9	Reasons for not selecting Lubbock	22
Table 10	Residential choice and place of origin	23
Table 11	Measures the City needs to undertake to attract and retain young professionals.....	25

TTUHSC

Table 12	Demographic characteristics	27
Table 13	Description of type of employment	28
Table 14	Proficiency in language other than English	31
Table 15	Plans after graduation and job preference.....	32
Table 16	Annual salary expectation upon graduation.....	33
Table 17	Factors important in making decision where to live	34
Table 18	Reasons for not selecting Lubbock	37
Table 19	Measures the City needs to undertake to attract and retain young professionals.....	39

List of Figures

TTU, LCU, and WBU Combined

Figure 1	Quality of communications skills	10
Figure 2	Quality of computer skills	11
Figure 3	Type of position you will be looking for (Private sector).....	16
Figure 4	Type of position you will be looking for (Public sector).....	17
Figure 5	Aspects of community life most important to you	20
Figure 6	Preference for Lubbock	21
Figure 7	Rate Lubbock on each of the following factors.....	24

TTUHSC

Figure 8	Quality of communications skills	29
Figure 9	Quality of computer skills	30
Figure 10	Aspects of community life most important to you	35
Figure 11	Preference for Lubbock	36
Figure 12	Rate Lubbock on each of the following factors.....	38

Higher Education Student Survey

Aman Khan and Colleen Barry-Goodman

Executive Summary

This report presents the results of a survey conducted by the Department of Political Science and the Earl Survey Research Laboratory (ESRL) in collaboration with the Center for Public Service (CPS) at Texas Tech University in the late spring and early summer of 2007. The study was sponsored by Lubbock Economic Development Alliance (LEDA) as a continuation of a study it conducted last year to determine the job preference and residential choices of higher education students in Lubbock and the vicinity.

The study was based on a survey of 1,029 advanced-undergraduate students from three local universities - Texas Tech, Lubbock Christian, and Wayland Baptist, as well as from Texas Tech Health Sciences Center. The following provides a brief summary of the findings on four major issues addressed in the study:

§ *The types of jobs most students would be looking for after graduation.*

- *The majority of the students surveyed would be looking for jobs in all three sectors – public, private, and some in non-profit, consistent with the general pattern one would find with most students at the undergraduate level.*
- *The industries they would be most looking for jobs are marketing and real estate, research and development, retail, entertainment, communications and mass media, followed by energy and natural resources, social and community services, health care, finance and accounting, recreation, food, and hotel.*
- *Most students would be looking for beginning, entry-level management positions with some exceptions for those who already have some professional experience and would prefer middle- or upper-level management positions.*

§ *The type of community in which they would prefer to live, given their preference for job and residential location.*

- *The students in general would prefer communities with quality education and health care, low cost of living, low crime rate, short commuting distance, friendliness of people, good social and cultural life, especially for young professionals, and a good place to raise a family.*

§ *How is Lubbock rated as a community and, given a choice, to what extent would they prefer to live in the city?*

- *While most students rate Lubbock quite high on a variety of factors and prefer the quality of life it offers and, given a choice, would prefer to live here, there are some real concerns that they feel the city needs to address.*

§ *The measures the city needs to undertake to attract young professionals to the community.*

- *Improve the availability of well-paying jobs with good career prospects.*
- *Improve recreational facilities and emphasize social and cultural life.*
- *Improve opportunities to further education and job training.*

Introduction and Background

This study is an extension of a study conducted last year by the Department of Political Science and the Earl Survey Research Laboratory (ESRL) in collaboration with the Center for Public Service (CPS) at Texas Tech University on behalf of Lubbock Economic Development Alliance (LEDA) under the title “Job Location Preference Survey (JLPS).” The study focused primarily on job and residential preference of graduate students from two major colleges at Texas Tech - the College of Engineering and the College of Business. It did not include any other college or undergraduate students because of the cost it would have involved in a comprehensive survey; it also did not include the two other universities in the vicinity which mostly provide undergraduate education. Since a vast majority of college students are undergraduates specializing in a range of disciplines other than business and engineering plus the fact that many of them would be looking for jobs immediately after graduation, it was necessary to conduct this survey to have a more complete picture of student preference for job and residential location. The survey objective was essentially the same as the previous study: *to determine the preference for jobs and residential location of young college students in Lubbock and the vicinity, as well as to determine the extent to which they would consider Lubbock as the place they would most prefer to live, should such an opportunity be available.*

Lubbock is a unique place in a number of ways. Removed from the bustles of large metropolitan areas, the city offers an excellent environment to locate or start a new life. It has many of the same amenities one would find in a large city but without the corresponding traffic, noise, and congestions that are the hallmarks of larger communities. Several times in the past the city has been voted as one of the most livable places in the nation, yet it has systematically lost a good many of its young, bright, and entrepreneurial members to larger cities. This may seem like a familiar pattern for many of the communities in the north and northeastern parts of the country, but for Lubbock, given its unique location, even a marginal loss of its population can have a profound effect on the city and the region it serves. It is hoped that the information presented in this report will be useful in understanding the dynamics that attract young professionals to a community.

Sampling Strategy and Rationale

Data for the study came from a survey of 1,029 randomly selected advanced undergraduate students from three local universities: Texas Tech, Lubbock Christian, and Wayland Baptist, as well as from Texas Tech Health Sciences Center. Of the total students interviewed, 811 or 78.8% were from Tech, 103 or 10.0% from Texas Tech Health Sciences Center, and the remaining 11.2% were from Lubbock Christian and Wayland Baptist universities, consistent with the overall distribution of the student population. Of the three universities, Tech is the largest with an approximate enrollment of 30,000 students and is also one of the five comprehensive universities in the state. The sample size was determined to ensure that the results would be reliable within a plus-minus 5.0% margin of error. (For a detailed discussion of the sample and the survey procedure, see the Appendix).

The survey produced information on four sets of questions that are directly related to the study objectives: [1] the type of job students would be looking for after graduation, [2] the type of community in which they would prefer to live based on their preference for job and residential location, [3] how is Lubbock rated as a community and, given a choice, to what extent they would prefer to live in Lubbock, and [4] what can the city do to attract them to the community.

The results of the survey are presented in three parts: Part I presents the combined results for Texas Tech, Lubbock Christian, and Wayland Baptist; Part II presents the findings for Health Sciences Center; and Part III provides a brief summary and conclusion for the study. The results for the Health Sciences Center are presented separately because of the nature of the programs the Center offers and the types of jobs the Center students would be looking for, which are markedly different from those for the other three universities.

Results of Combined Student Survey: TTU, LCU, and WBU

The general conclusion that emerges from the survey is that students do not have a definitive preference for a specific job and/or residential location. *While they have a general understanding as to the type of job they would be looking for once they graduate, their choices are not restricted to one specific area, as one would expect with most undergraduate students.* Given a choice, a majority of students, especially those with a social science and liberal arts background, would prefer to have more than one option to ensure a job in today's competitive job market. This ambivalence is also reflected in their preference for residential location. *While many of them have a broad sense of the type of community they would prefer to live, there is no overwhelming singularity when it comes to selecting Lubbock as their most preferred choice of residence.* Several factors contribute to this response. The following sections provide a detailed analysis of the survey results that lead to the general conclusion.

Demographic Characteristics

Table 1 presents the demographic characteristics of the student population. Consistent with the general distribution of the undergraduate student population at the three universities, the majority were seniors (66.8%) and females (51.6%). The proportion of females in the sample is slightly higher than males partly because of their higher distribution in some of the colleges and programs. Of the students sampled, 10.2% were from Business Administration, 8.2% from Engineering, 3.1% from visual and performing arts, and 6.2%, respectively, were from communications, social, physical and natural sciences. A fairly large percentage (53.9) did not specify their current or future majors. (Table 1)

The ethnic composition of the student population also reflects the general pattern of distribution for the universities: 79.0% white, 10.6% Hispanics, and 2.9% African Americans. Interestingly, only 15.4% were from Lubbock, while a vast majority of the students surveyed

(76.4%) were from other parts of the state; only 3.2% were from bordering states. (Table 1)

Table 1 Demographic characteristics I

	(%)
Class	
Junior	32.4
Senior	66.8
	~100
Major field of study	
Engineering	8.2
Computer Science	0.6
Architecture	2.8
Business Administration	10.2
Law	0.4
Communications	6.2
Agriculture	1.9
Social Science	6.2
Physical/Natural Science	6.2
Visual and Performing Arts	3.1
Other (Please Specify)	53.9
	~100

Results of Combined Student Survey

Table 1 Demographic characteristics (contd.)

	(%)
Gender	
Male	48.4
Female	51.6
	100
Race/Ethnicity	
White	79.0
Hispanic/Latino	10.6
African American /Black	2.9
American Indian/ Alaska Native	0.9
Asian or Pacific Islander	2.6
Multicultural	0.5
Other	2.7
	~100
Which part of the state or nation are you from?	
Lubbock area	15.4
East Texas	5.9
West Texas	21.5
Central Texas	17.8
North Texas	16.1
South Texas	8.6
Southeast Texas	5.8
Bordering State	3.2
Other state	3.1
Outside the US	1.9
	~100

According to the survey, 92.0% of the students were full-time; only 7.8% were part-time, but the number drops considerably for full-time students when they were compared individually for LCU and WBU. (Table 2) For instance, 76.3% of the students from LCU and 73.3% from WBU were full-time, compared to 94.4% for Texas Tech. (Not shown in the table)

The average age of students also reflects this trend. For instance, the average age of full-time students for all three universities combined was 23.2 years, compared to 30.0 years for part-time students. (Table 2) The figures appear to be slightly higher than one would expect because of higher average age for both full-time and part-time students at LCU and WBU. For instance, the average age of full-time students at LCU was 28.2 years and part-time 34.2 years. For WBU, they were 27.2 and 37.3 years, respectively, compared to 22.6 and 26.6 years for Texas Tech. (Not shown in the table)

Although a small percentage of students study part-time, a lot of students, both part-time and full-time, also work part-time. Many of these students work in a cross-section of public, private, and nonprofit organizations. For instance, 37.5% of all students surveyed work in the private sector, 25.3% in the public sector, 21.8% work on campus, and the rest predominantly in the non-profit sector. Over one-fifth of them (23.4%) work in entry-level management positions, 10.8% in middle-level, 3.0% in upper-level, and the rest in a variety of other positions. (Table 2).

On the other hand, of the students who work in the public sector, a significant number (25.0%) work in entry-level management positions, about 10.3% in middle-level, a small percentage (3.8) in upper-level, and the rest mostly in non-management positions. (Table 2)

Table 2 Demographic characteristics II

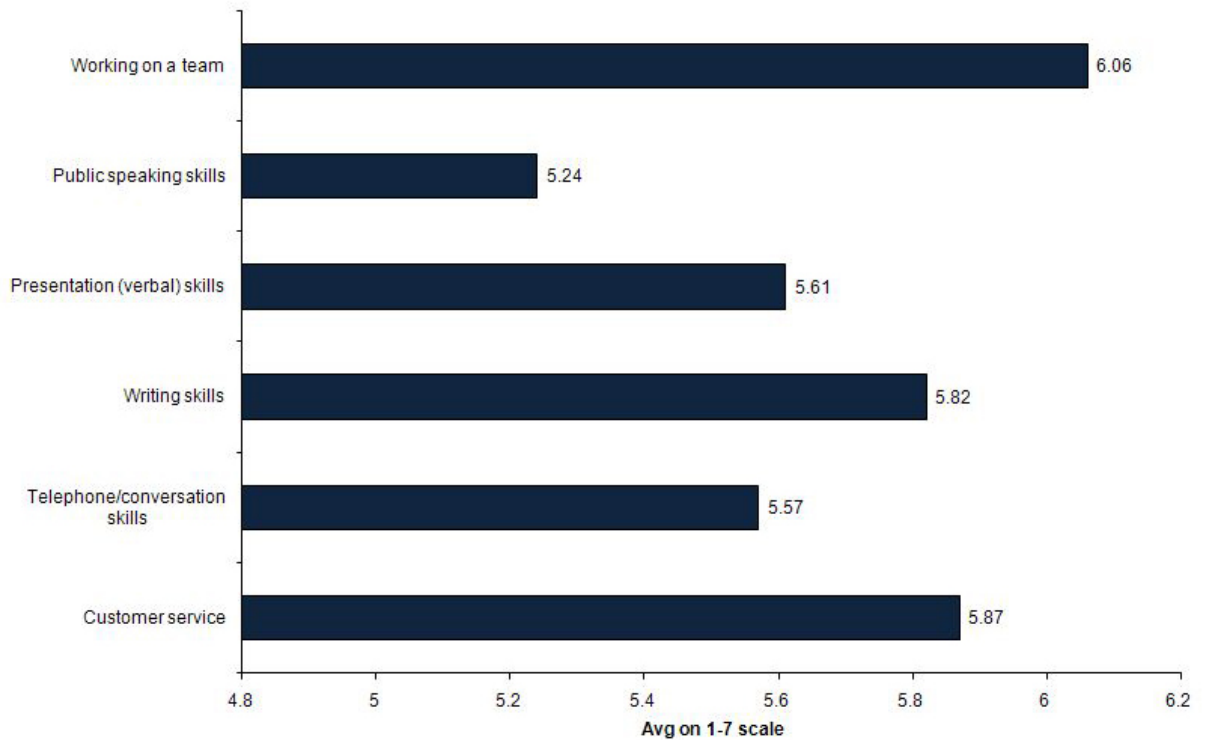
	(%)
Enrollment Status	
Full-time	92.0
Part time	7.8
	~100
Average age of respondents	
Part-time	30.0
Full-time	23.2
Overall	23.7
	~100
What is your type of employment?	
Private sector	37.5
Public sector/government	25.4
Non-profit	6.7
Self employment	3.1
On-campus employment	21.6
Don't know	5.7
	100
What is your position in the organization (Private)?	
Upper-level management	3.0
Middle-level management	10.8
Entry-level management	23.4
Other	62.8
	~100
What is your position in the organization (Public)?	
Upper-level management	3.8
Middle-level management	10.3
Entry-level management	25.0
Other	60.9
	100

Skills Background

It takes a lot of hard work, commitment, and determination to succeed in today’s competitive world. Not only that, young professionals are expected to have skills in a variety of fields other than the ones in which they are specializing to be marketable. At a minimum, it is expected that they should have good communications skills, a good working knowledge of computers, and also some proficiency in another language besides English, especially in communities that are becoming increasingly diverse.

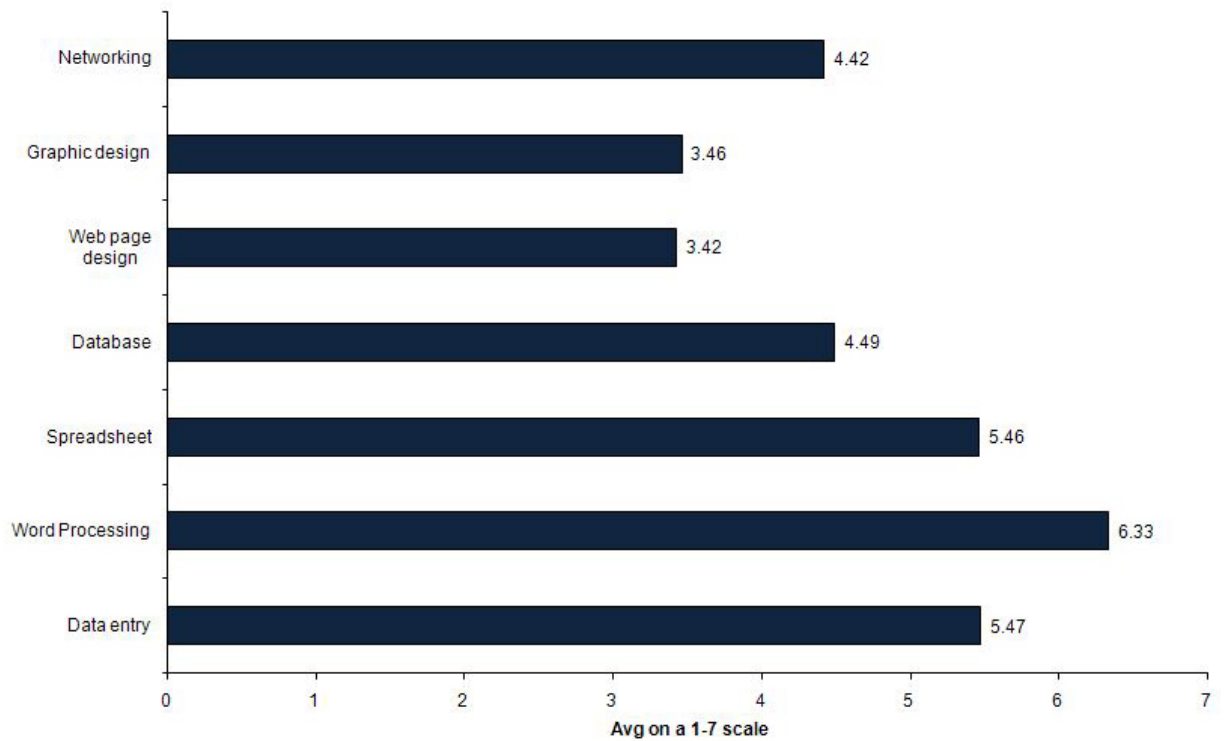
In order to get a sense of their level of proficiency in each of these skills areas, the survey asked the students to rate themselves on a scale 1 to 7, 1 being “least proficient or no background at all” and 7 being “most proficient”. On communications skills, for instance, they were asked to rate on the following six categories: customer service, conversation, writing, presentation (verbal), public speaking, and working on a team. As one would expect, the responses were quite high on all six categories with an average of 5.7. (Figure 1)

Figure 1 Quality of communications skills



On computer skills, the survey focused on several key areas that have become absolutely vital for most organizations hiring young professionals these days such as data entry, word processing, database, graphic design, web design, and networking. It is expected that individuals entering the job market today will have a good knowledge of most of these areas, if not all, regardless of their fields of academic specialization. According to the survey results, three of these areas – data entry, word processing, and spreadsheet – were rated above 5.25, which is fairly high. Overall, the response on the knowledge of computers was quite good with an average of 4.7, although not as high as those on communications skills. (Figure 2)

Figure 2 Quality of computer skills



Regarding their knowledge of another language other than English, 65.5% of the students surveyed said they “do not speak” any other language; only 34.5% said they “do.” Of those who speak another language, 47.7% speak fluently and 65.4% can communicate or understand. Spanish is the language most frequently spoken besides English (24.3%), which is understandable considering the fact that the state has a significant Spanish-speaking population. A small percentage also speaks other languages such as French (2.7%), German (2.4), Dutch (0.6%), Portuguese (0.6), etc., consistent with their distribution in the general population. Interestingly, about 2.4% also know how to use sign language. (Table 3)

Table 3 Proficiency in a language other than English

	(%)
Do you speak any other language besides English?	
Yes	34.5
No	65.4
	~100
Do you speak any of the languages fluently? (Only those who speak another language)	
Yes	47.7
No	51.7
	~100
What language do you speak?	
Spanish	24.3
French	2.7
German	2.3
Dutch	0.6
Portuguese	0.6
Chinese	0.3
Sign language	2.4
Other	66.7
	~100

Preference for Jobs by Sector

While education beyond a bachelor's degree may be a preferred choice for some, the majority of the students surveyed (52.5%) would rather "have a job" right after they receive their undergraduate diploma, 37.9 % said they would "continue with their studies" further, 5.7% "would do something else," and the remaining 4.4% were undecided. When asked where, in particular, they would look for jobs, 50.9% said "private sector," 59.5% said "public," 33.1% said "non-profit," and 43.0% said they might consider working for them- selves. (Please note that the percentages in the second part of the table do not add up to be 100 because when asked where they would look for employment, most students expressed an interest in more than one category.) (Table 4)

Table 4 Preference for jobs by sector

	(%)
What do you plan to do after graduation?	
Enter the job market	52.5
Continue studies	37.9
Do something else	5.2
Don't know	4.4
	100
Where will you look for employment? (could choose more than 1)	
Will look for employment in the public sector	59.5
Will look for employment in private sector	50.9
Will look for self-employment opportunities	43.0
Will look for jobs with non-profit	33.1

Preference for Specific Jobs by Sector

The greatest challenge facing a young professional in today’s job market is finding the right job after they graduate. In the past, one could very well predict the type of job one would get once he or she leaves college because the market was more predictable and jobs were in good supply. Not only that, the market was constantly looking for bright, young professionals and jobs could be assured sometimes even with minimal training in high-demand fields such as engineering and business. For instance, most jobs in the 1960s and 1970s were in manufacturing. In the 1980s and 1990s, they were predominantly in high-tech, but with jobs in both of these areas fast disappearing, choices are becoming more restricted and competitions more keen.

This was clearly evident when the survey asked in what type of industry they would be looking for jobs. The responses were mixed with most indicating a preference for more than one area. There are two plausible explanations for this: one, uncertainty in the job market (i.e., a lot of students do not have a clear picture as to what type of opportunity will be available once they leave college) and, two, having more than one option would increase their likelihood of getting a decent job.

This is an emerging trend, especially with students coming out of a social science and liberal arts background. For instance, of the percentage of students seeking employment in the private sector, 48.1% said “marketing and real estate,” 47.4% said “research and development,” 40.6% said “communications,”

37.6% said “energy and natural resources,” while 31.6% expressed an interest in “retail and wholesale.” (Table 5)

Other areas that were also high on their preference list are “health care” (28.9%), “recreation” (28.2%), “accounting and finance” (27.4%), “industrial design and equipment” (25.2%), electronics” (24.8%), “computer technology” (23.3%), “construction” (22.9%), and “software and IT services” (20.7%). (Table 5)

Table 5 Percentage of students seeking employment in the private sector who would be willing to look for a job in each of the following areas

	(%)
Marketing/Real estate	48.1
Research and development	47.4
Communications/Mass media	40.6
Social/Community service	37.6
Energy/Natural resources	37.6
Entertainment/Recreation	36.5
Retail/Wholesale	31.6
Health Care	28.9
Recreation/Food/Hotel	28.2
Accounting/Finance	27.4
Industrial design/ Equipment/supplies	25.2
Electronics	24.8
Engineering/Metallurgy	23.7
Computer Technology/Semi conductor	23.3
Construction	22.9
Insurance	21.8
Software/IT services	20.7
Architecture/Interior design	19.9
Automotive	18.4
Chemical/Biotech	16.2
Agriculture	15.8
Transportation	15.0

Similarly, of those seeking employment in the public sector, a large percentage (53.4) indicated a career in “education,” which is a positive sign since there is a severe shortage of teachers in the country, especially in science and mathematics. This was followed by “planning and development” (41.8%), “general administration” (39.2%), and “health and human services” (37.0%). (Table 6)

Other areas that were also high on their preference list are “information management” (29.3%), “public works” (28.0%), “public safety” (22.2%), and “parks and recreation” (22.2%). (Table 6)

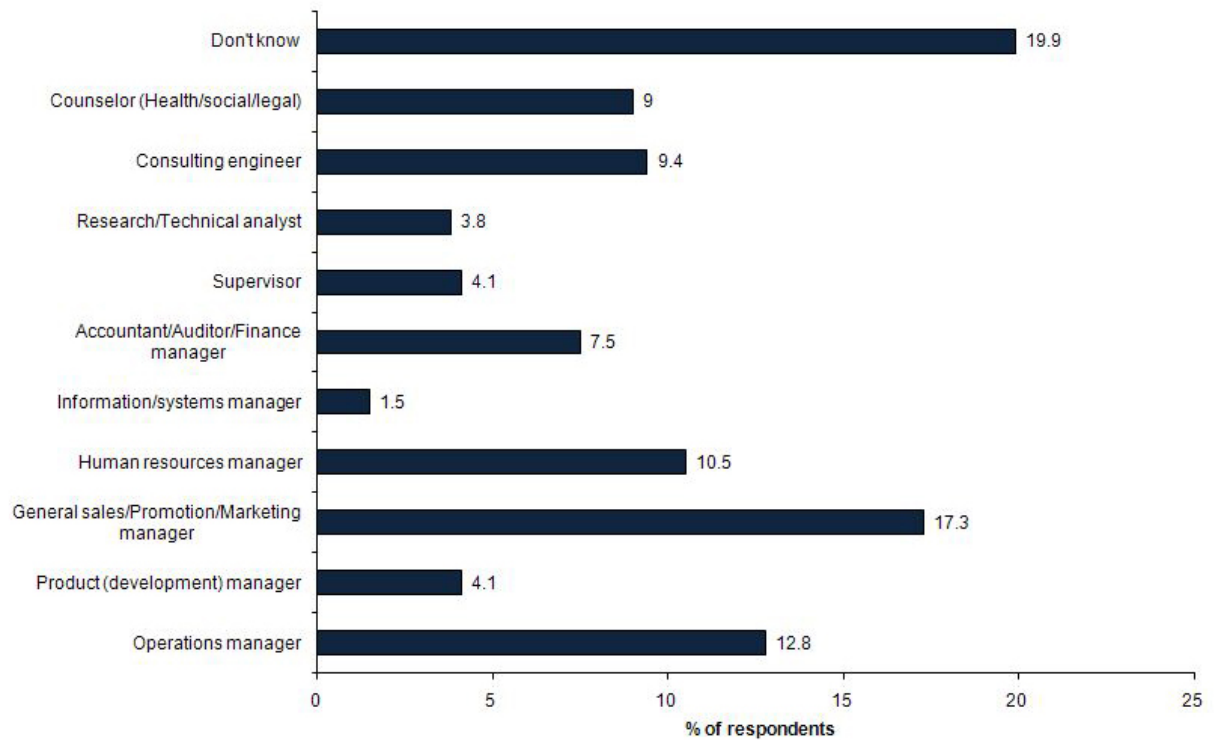
Table 6 Percentage of students seeking employment in the public sector who would be willing to look for a job in each of the following areas

	(%)
Education	53.4
Planning and development	41.8
General administration	39.2
Health and Human services	37.0
Information management	29.3
Public Works	28.0
Public Safety	22.2
Parks and recreation	22.2
Accounting/Finance/ Auditing	18.6
Public utility (Water/Sewer/Electric)	13.8
Transportation	13.5

Preference for Specific Positions within an Organization

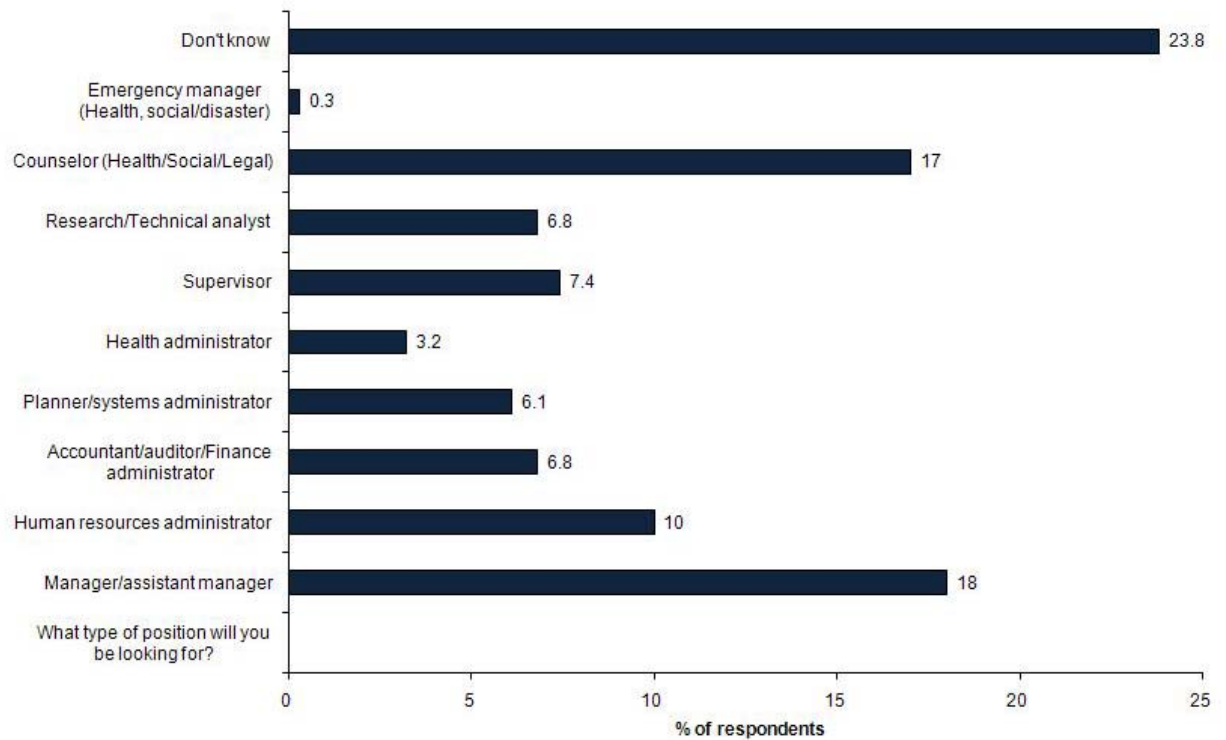
Students in general understand that they would be looking for entry-level management positions once they graduate, yet, when asked, what kind of job or position they would be looking for many of them did not have a clear preference. On the other hand, there are those who knew precisely what kind of position they would be looking for in an organization. For instance, for those who expressed an interest in the private sector, 17.3% indicated a preference for position as “sales and marketing manager,” 12.8% as “operations manager,” 10.5% as “human resource manager,” 9.4% as “consulting engineer,” 9.0% as “health and legal counselor,” 7.5% as “accounting and finance manager,” followed by other management positions such as “supervisor” (4.1%), “research and technical analyst” (3.8%), and “information manager” (1.5%). About one-fifth of them (19.9%) did not know or have a clear idea. (Figure 3)

Figure 3 What type of position will you be looking for? (Private sector)



When the same question was posed to those who expressed a preference for public sector jobs, the responses were more or less evenly distributed among the various categories. The exceptions were “general administrator-manager” (18.0%) and “health and legal counselor” (17.0%). As before, over one-fifth of the students did not know or were not certain of the type of position they would be looking for in a job. The response seems to make good sense in light of the fact that many of the students do not have any formal job experience and, as such, could not be expected to be precise about their preference for specific positions. (Figure 4)

Figure 4 What type of position will you be looking for? (Public sector)



Salary Expectations

Perhaps the best way to determine the type of position a fresh graduate would be looking for in an organization is the salary he or she expects to earn after graduation. Salary expectation is primarily a function of market condition, which changes in response to changes in demand and supply of jobs. For instance, when the demand was high for high-tech jobs in the 1990s, a fresh graduate in computer science, information systems, or electrical engineering could easily command a beginning salary in the high sixties or seventies. That situation has considerably changed in recent years as demand for these and other well-paying jobs has markedly declined. This was clearly evident in their response to question on salary expectations: 16.6% percent now expect a salary between \$25,000 and \$35,000, 32.6% between \$36,000 and

\$50,000, 17.2% between \$51,000 and \$65,000, 6.8% between \$66,000 and \$80,000, and only 4.3% expect to earn a salary over \$80,000. (Table 7)

Table 7 Annual salary expectation upon graduation

	(%)
Below \$20,000	3.2
From \$20,000 up to \$35,000	16.6
From \$35,000 up to \$50,000	32.6
From \$50,000 up to \$65,000	17.2
From \$65,000 up to \$80,000	6.8
From \$80,000 up to \$100,000	4.3
From \$100,000 up to \$150,000	2.3
From \$150,000 up to \$200,000	0.8
Above \$200,000	1.5
Don't know	14.1
	~100

The survey did not ask the students to make any distinction between private and public sector salary, but it is common knowledge that private sector salary is much higher than the salary in the public or non-profit sector.

Preference for Residential Location

Deciding where one would live is probably the most difficult decision a person would make in his or her entire professional life. It is much more so for a young professional who is yet to embark on a full-fledged professional career. However, common sense tells us that the place that offers the greatest employment opportunity should determine where one would prefer to live, but this may not be the case for young professionals. Other factors besides employment opportunity such as salary, city size, geographical location of the city, cost of living, availability of social and community services, and commuting distance also play a critical role in their decisions.

Consequently, the survey asked the students how they would rate these factors when making their residential choice on a scale of 1 to 7 (1 being the “least” and 7 being the “most preferred”). The difference, surprisingly, was negligible, with the exception of “city size” (4.67). This indicates that there is no one single factor that would determine where a young professional would prefer to live. (Table 8)

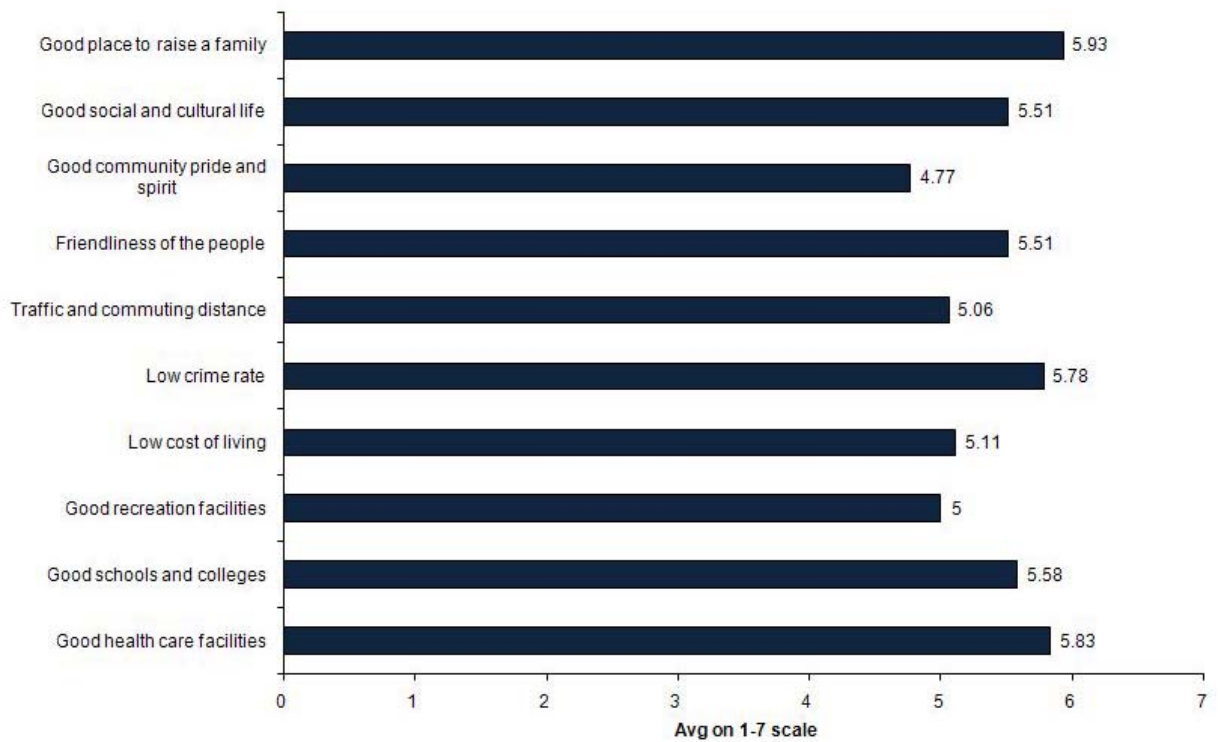
Table 8 Factors important in making decision where to live

	Mean
Salary	5.64
Location of city	5.46
City size	4.67
Community life	5.23
Availability of services	5.21
Cost of living	5.39
Commuting distance	5.01

*** On a scale of 1 to 7**

The factors mentioned above are fairly basic. Although they are useful, they do not provide an in-depth knowledge of the characteristics of a community that can significantly affect one's choice for residential location. Therefore, the survey asked the students to further indicate their preference based on a set of more specific criteria such as quality of health care and education, crime rate, friendliness of people, condition of social and cultural life, cost of living, commuting time and traffic, and a good place to raise a family. Together, these criteria constitute what one would call "the desirable characteristics" of a community meaning that, given a choice, most individuals would prefer to have them in a community in which they would want to live. The responses very much seemed to reflect this. Almost all of them, with the exception of community "pride and spirit" (4.77), were rated high, ranging between 5.0 and 5.93. (Figure 5)

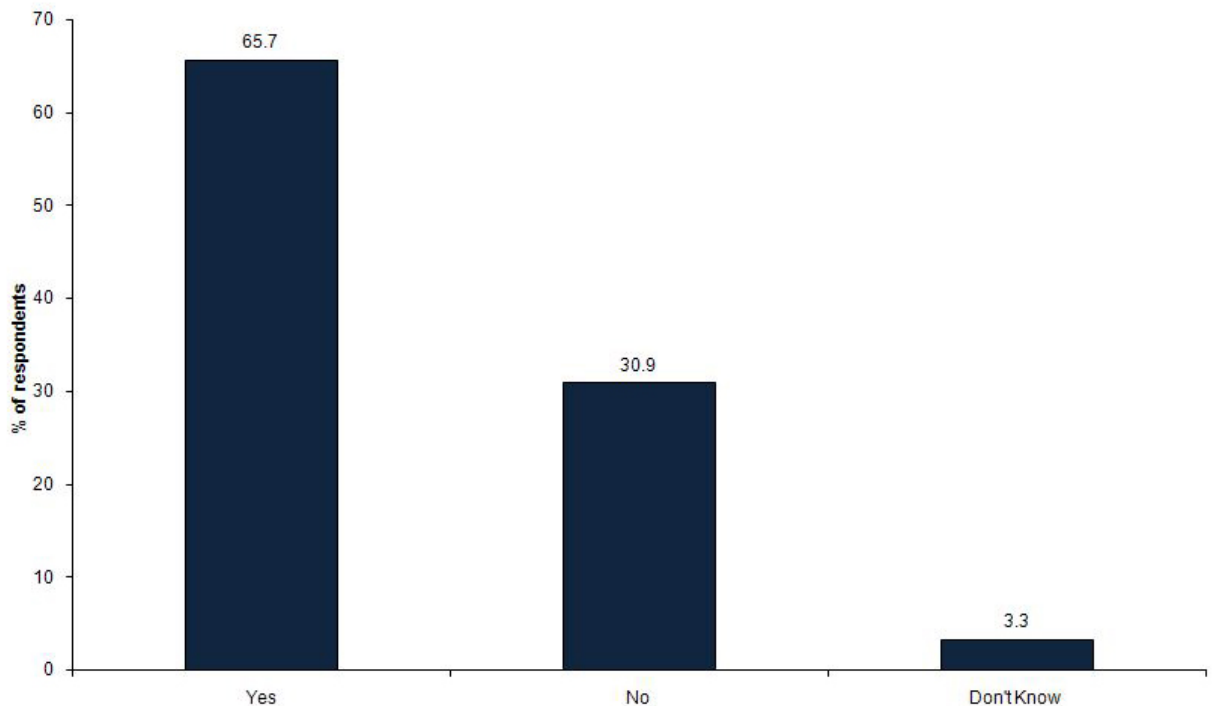
Figure 5 What aspects of community life are most important to you?



Preference for Lubbock as a Place of Residence

As with the previous study, an important objective of this survey was to determine the extent to which the young professionals would be interested in choosing Lubbock as the place they would most prefer to live. Accordingly, the survey asked the students if they were offered an attractive job with good salary and career prospects, how many would consider staying in Lubbock? An overwhelming majority (65.7%) said “yes” they would, while 30.9% said “no.” (Figure 6)

Figure 6 If you were offered a job that was attractive in terms of salary and your career goals in Lubbock, would you accept the position?



For those who said “no,” the survey asked them to explain what contributed to their negative response. About 15.9% said “Lubbock was too isolated,” a similar percentage (15.9) said they would prefer to live “somewhere bigger or more urban,” 6.2% said their career would be “limited in Lubbock,” and a fairly large percentage (36.0) simply “did not want to live in Lubbock,” while 12.7% had other explanations not provided in the questionnaire. (Table 9)

This should in no way indicate a negative overall preference for Lubbock, since the number of those who said “yes” far outweigh those who said “no.”

Table 9 Reasons for not selecting Lubbock

	(%)
Do not have any relatives in Lubbock	8.1
Lubbock is too isolated	15.9
Career would be limited in Lubbock	6.2
Want to live somewhere bigger/more urban	15.9
Want to live somewhere smaller/less urban	0.6
Does not offer much in the way of social and cultural life	3.2
Simply do not want to live here (no specific reason)	36.0
Other	12.7
Don't know	1.3
	~100

Comparison of Preference among Students from Individual University

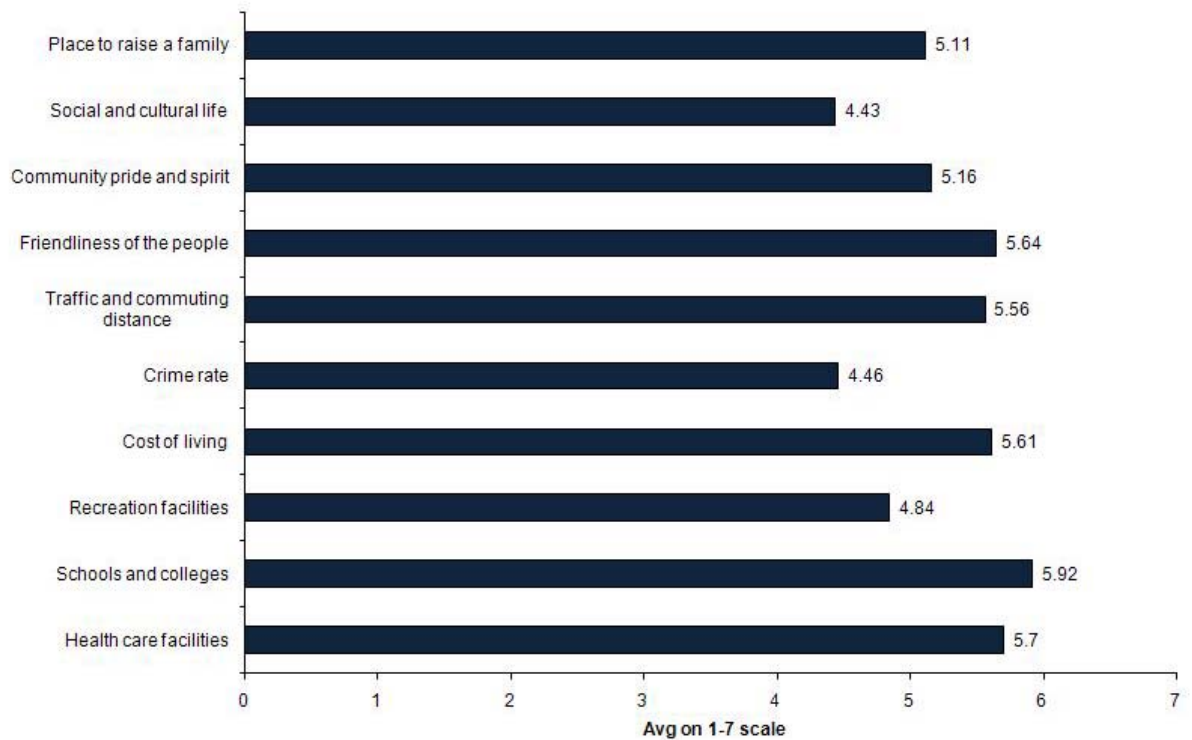
Interestingly, when the same question was asked individually to the students at LCU and WBU, the responses were considerably different: 90.0% of the students at LCU would prefer to stay in Lubbock, should a suitable opportunity be available, and an equally high percentage from WBU (82.2) expressed a similar preference, compared to only 62.6% for Texas Tech. To a large extent, this can be attributed to their place of origin. (Table 10) For instance, 40.0% of the students who attend LCU are from Lubbock, as opposed to 22.2% for WBU and 12.8% for Texas Tech. This establishes the conventional wisdom that there is a direct correlation between an individual's place of origin and his or her preference for residential location. A simple Pearson's Product Moment Correlation run between residential choice and location preference also supported the argument. The computed coefficient was 0.91, indicating a high correlation between the two variables.

Table 10 Residential choice and place of origin

	(%)
Preference for Lubbock	
Texas Tech	62.6
Wayland Baptist	82.2
Lubbock Christian	90.0
From Lubbock Area	
Texas Tech	12.8
Wayland Baptist	22.2
Lubbock Christian	40.0

However, regardless of their preference for Lubbock, the students were further asked how would they rate the city on the same set of criteria defined earlier as “the desirable characteristics of community” on a scale of 1 to 7 (1 being “extremely poor” and 7 being “excellent”). Interestingly, but not surprisingly, the responses were positive. The city was rated fairly highly across the board on all the categories except for “social and cultural life.” (Figure 7)

Figure 7 How would you rate Lubbock on each of the following factors?



What Can the City Do to Attract Young Professionals?

No community is entirely self-contained or can be expected to realistically meet the needs and expectations of all its residents. Nevertheless, it is possible to undertake measures within the available means of the community that would make it more attractive to its current and future residents.

Although as a city, Lubbock has made significant strides in a number of areas, there are plenty of rooms for improvement. As such, the survey asked the students the question that seems most appropriate in this context: What can the city do to attract young professionals, like themselves, to the community? The students, in particular, were asked to look into several plausible answers based, in part, on what they considered lacking or shortcomings of the city. The responses overwhelmingly were to “increase the availability of well paying jobs” (6.1, on a scale of 7, 1 being “least important” and 7 being “most important”). This was followed by “improve the city image” such as good roads, entry-points to the city, and attractive downtown (5.67), offer better

training” (5.52), “improve the quality of social and cultural life” such as more restaurants, clubs, theaters, museums, and cultural festivities (5.43), and “improve recreational facilities” such as swimming pools, children’s park, aquarium, petting zoo, golf course, etc. (Table 11)

Table 11 Measures the city needs to undertake to attract and retain young professionals

	Mean
Increase availability of well-paying jobs	6.10
Improve the recreational facilities	4.85
Improve the quality of social and cultural life	5.43
Improve opportunities to pursue additional education and job training	5.52
Improve the overall image of the city	5.67

*** On a scale of 1 to 7**

Overall, the responses appear to be reasonable and consistent with what one would expect young professionals to say when making their choice for job and residential location. It is unlikely that the responses would have been any different had these questions been posed by another community of similar size, attributes, and background with the same objectives as the current survey.

Results of Student Survey: TTUHSC

This section presents the results of the TTUHSC survey on the same set of questions it asked the students at TTU, LCU and WBU. The rationale for including students from the Health Sciences Center was based on the fact that *health care industry has become the largest generator of employment in the nation and with America's population graying faster than ever the demand for health care services will far exceed the demand for most other services in the country in the coming years.*

This bodes well with Lubbock, since it is one of the largest providers of health care services in the state and is by far the largest in the region, serving the entire West Texas and parts of New Mexico. It has three major hospitals, a heart hospital, and a comprehensive medical school that provides undergraduate, graduate, and post-graduate degrees in medicine, biomedical sciences, allied health sciences, nursing, and pharmacy. Of these, allied health and nursing are two of the fastest growing areas in the nation. The Center offers fifteen different programs on allied health sciences, ranging from physical and occupational therapy, to molecular pathology, to rehabilitation counseling, to clinical laboratory sciences, to sports sciences, to audiology, to name a few.

The Center also offers one of the finest nursing programs in the country. And with the current and projected shortages in both of these fields nationally, it will continue to be a major producer of graduates in these two vitally important areas. Consequently, the survey focused on these two programs.

Demographic Characteristics

Table 12 presents the demographic characteristics of the student population at the allied health and the nursing programs. Consistent with the general distribution of the undergraduate population at HSC, the majority of the students surveyed were full-time (94.4%); only 5.6% were part-time. The average age of full-time students was 25.2 years and that of part-time students 36.2 years. As expected, 78.7% of the students were females and 21.3% males. Of the students sampled, 26.2% were in Rehabilitation Counseling, 14.8% in Speech and Language, 9.8% in Primary Care, and a large 37.7% in a variety of other fields.

The ethnic composition of the student population also closely reflects the general pattern of distribution for the other three universities with 76.9% white, 10.2% Hispanics, 5.6% African Americans, and 3.7% Asians or Pacific Islanders. As before, only a small percentage (7.4) was from Lubbock, while a little over two-thirds (68.6%) were from other parts of the state. (Table 12)

Table 12 Demographic characteristics

	(%)
Enrollment Status	
Full time	94.4
Part time	5.6
	100

North Texas	21.3
South Texas	8.3
Southeast Texas	5.6
Bordering State	8.3
Other state	11.1
Outside the US	4.6
	~100

Average age of respondents

Part-time	36.2
Full-time	25.2
Overall	25.8

Gender

Male	21.3
Female	78.7
	100

Major field of study

Clinical Administration	4.9
Rehabilitation Counseling	26.2
Primary Care	1.6
Laboratory sciences	9.8
Speech and Language	14.8
Hearing sciences	3.3
Other (Please Specify)	37.7
Don't Know	1.6
	~100

Race/Ethnicity

White	76.9
Hispanic/Latino	10.2
African American/Black	5.6
American Indian/Alaska Native	0.0
Asian or Pacific Islander	3.7
Multicultural	0.9
Other	1.9
	~100

Which part of the state or nation are you from?

Lubbock area	7.4
East Texas	2.8
West Texas	13.0
Central Texas	16.7

As with the combined survey, many of these students, including those who are studying full-time, also work part-time in a variety of health-care organizations. For instance, 27.1% of the students interviewed work in private health care, 16.7% in government or government-sponsored health care, another 16.7% in non-profit health care, and the remaining 37.4% in a variety of other organizations. Of those who work in private health care, 7.7% work in entry-level management positions, 23.1% in middle-level, and 15.4% in upper-level management positions. (Table 13)

Surprisingly, of those who work in government or government-sponsored health care organizations, over one-third (37.5%) work in entry-level and none in middle- or upper-level management positions. (Table 13)

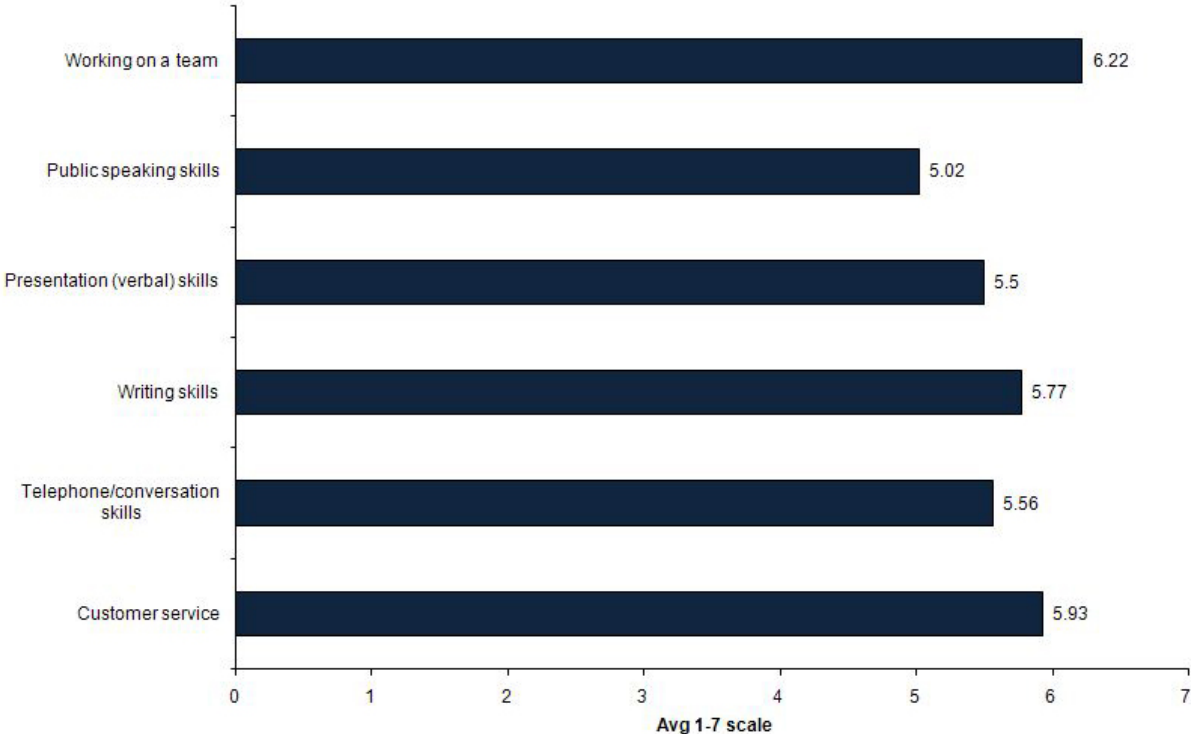
Table 13 Description of type of employment

	(%)
What is your type of employment?	
Private health care	27.1
Government/Government-sponsored health care organization	16.7
Non-profit health care organization	16.7
Self-employed	2.1
Other	37.4
	100
What is your position in the organization? (Private)	
Upper-level management	15.4
Middle-level management	23.1
Entry-level management	7.7
Other	53.8
	100
What is your position in the organization? (Public)	
Upper-level management	0.0
Middle-level management	0.0
Entry-level management	37.5
Other	62.5
	100

Skills Background

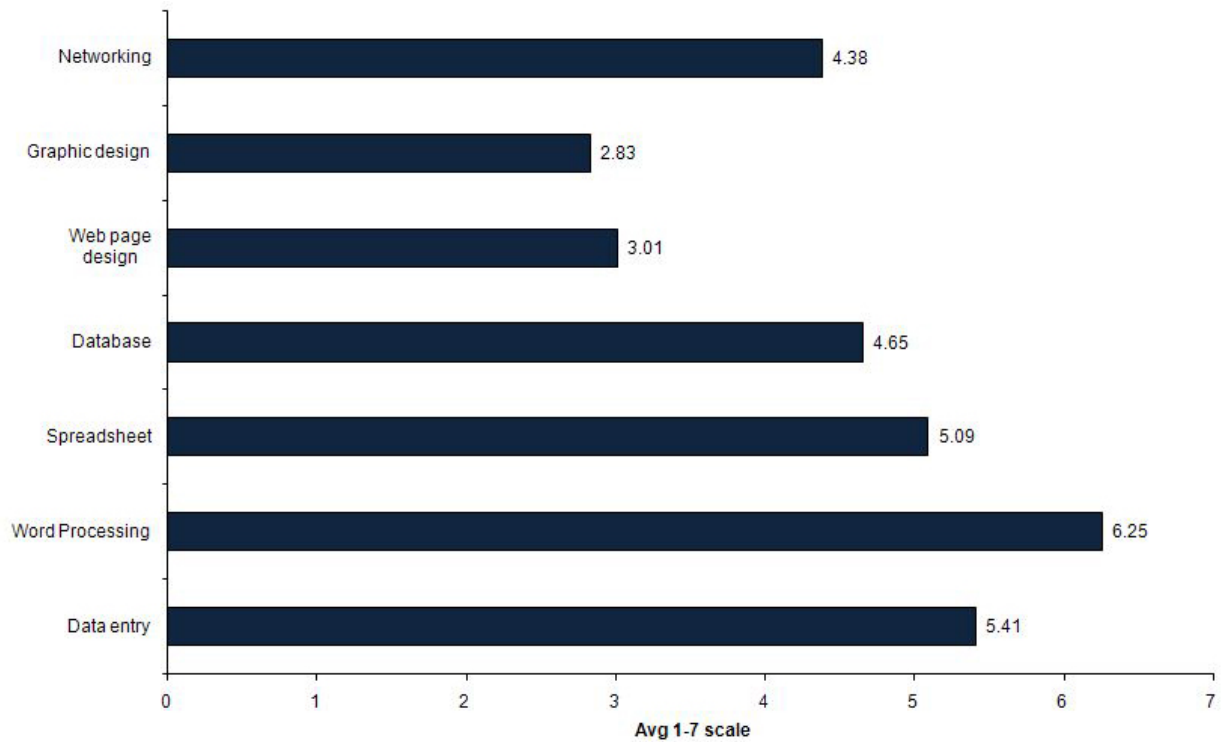
As before, the survey asked the students to indicate their skills proficiency in communications, computers, and a second language other than English. The results were quite positive, especially on communications, with an average of 5.67, on a scale of 1 to 7 (1 being “least proficient or no background at all” and 7 being “most proficient”). (Figure 8)

Figure 8 Quality of communications skills



The results, however, were mixed on computer skills. While the students seem to have a good knowledge of data entry, word processing, and spread sheet with an average that exceeded 5.0 in each category, they do not appear to be as strong in other areas such as web design, graphic design, and networking. This may be, in part, due to the fact that while these are important skills to have, they may not be as important from the point of their professional needs. (Figure 9)

Figure 9 Quality of computer skills



As for their knowledge of another language other than English, 40.7% of the students interviewed speak at least one other language, while the remaining 59.3% said “they do not.” Of those who said “yes” to the question, 56.8% speak the language fluently. Again, Spanish came out on top with 24.3%, followed by German (3.9%), French (2.9%), Arabic (2.9%), Indian (1.9%) and a variety of other languages, in that order. A small fraction (5.8%) is also conversant in sign language, which is important especially in health care profession. (Table 14)

Table 14 Proficiency in language other than English

	(%)
Do you speak any other language besides English?	
Yes	40.7
No	59.3
	100
Do you speak the language fluently? (Only those who speak another language)	
Yes	56.8
No	43.2
	100
What language do you speak?	
Spanish	24.3
German	3.9
French	2.9
Arabic	2.9
Indian (Hindi)	1.9
Sign language	5.8
Other	58.2
	~100

Preference for Jobs by Sector

While the Center offers both graduate and post-graduate degrees in allied health sciences and nursing, it appears that the majority of students (78.7%) would prefer to “enter the job market” after graduation; only 18.5% said they would “continue with their studies.” And when asked where, in particular, they would be looking for jobs the responses were very similar to the ones in the combined survey in that they would be open to multiple options, with a slightly higher tilt toward private health care. For instance, 70.6% said “private health care,” 50.6% said “government or government-sponsored health care,” and 45.9% said “non-profit health care.” (As before, the percentages do not add up to be 100 because most students expressed an interest in more than one category.) (Table 15)

Table 15 Plans after graduation and job preference

	(%)
What do you plan to do after graduation?	
Enter the job market	78.7
Continue studies	18.5
Do something else	0.0
Don't know	2.8
	100
Where would you look for employment? (could choose more than 1)	
Will look for employment in private health care	70.6
Will look for employment with Government/ Government-sponsored health care organization	50.6
Will look for employment with non-profit health care organization	45.9
Will look for self-employment opportunities	14.1

Salary Expectations

Although the survey did not ask the students to explain their preference for a specific health care job based on salary, it was, no doubt, an important consideration. This was clearly evident in their response to the question on salary expectations. For instance, 36.1% of the students surveyed said they expect to earn between \$36,000 and \$50,000, 27.8% said between \$51,000 and \$65,000, 10.2% between \$66,000 and \$80,000, 5.6% said between \$81,000 and \$100,000, while 14.8% said they did not know. The figures compare well with those provided by the students in the combined survey, although slightly tilted toward the upper-end. (Table 16)

Table 16 Annual salary expectation upon graduation

	(%)
Below \$20,000	0.9
From \$20,000 up to \$35,000	2.8
From \$35,000 up to \$50,000	36.1
From \$50,000 up to \$65,000	27.8
From \$65,000 up to \$80,000	10.2
From \$80,000 up to \$100,000	5.6
From \$100,000 up to \$150,000	0.9
From \$150,000 up to \$200,000	0.0
Above \$200,000	0.9
Don't know	14.8
	100

Preference for Residential Location

The survey next asked the obvious question: where would the students prefer to live once they graduate? As mentioned earlier, this is a difficult decision to make for anyone, let alone for young professionals who are yet to start their professional life. Nevertheless, the survey asked the students, given a set of conditions, what would be the most important determining factor in their decision to locate in a community. There was no clear-cut answer to the question, although “commuting distance,” “location of the city,” and “availability of community services” were ranked high with an average over 5.0 on a 7-point scale. Interestingly, salary was not ranked as high as one would have expected. (Table 17)

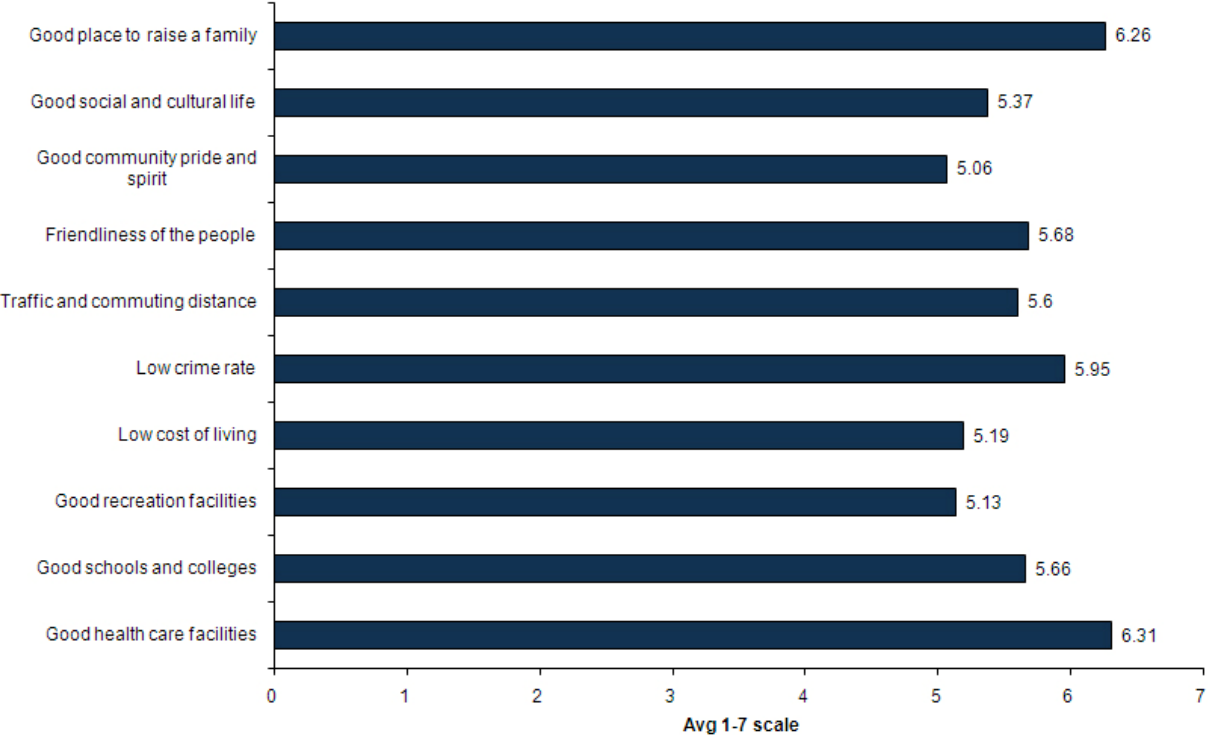
Table 17 Factors important in making decision where to live

	Mean
Salary	5.58
Location of city	5.62
City size	4.79
Community life	5.27
Availability of services	5.61
Cost of living	5.55
Commuting distance	5.69

*** On a scale of 1 to 7**

Since most of the factors were rated fairly highly and closely within a few decimal points of each other, one gets the distinct impression that student preference depends on a combination of factors rather than any one in particular. In other words, their preference for location is more varied and diverse. However, when asked categorically if there were any specific factors that they would consider important in a community, the answers were very similar to the ones given by the students in the combined survey with some marginal differences: “good health care facilities” (6.31), “a good place to raise a family” (6.26), followed by “low crime rate” (5.95), “friendliness of people” (5.68), “good schools and colleges (5.66), and “friendliness of the people” (5.61), and so on, on a scale of 1 to 7. (Figure 10)

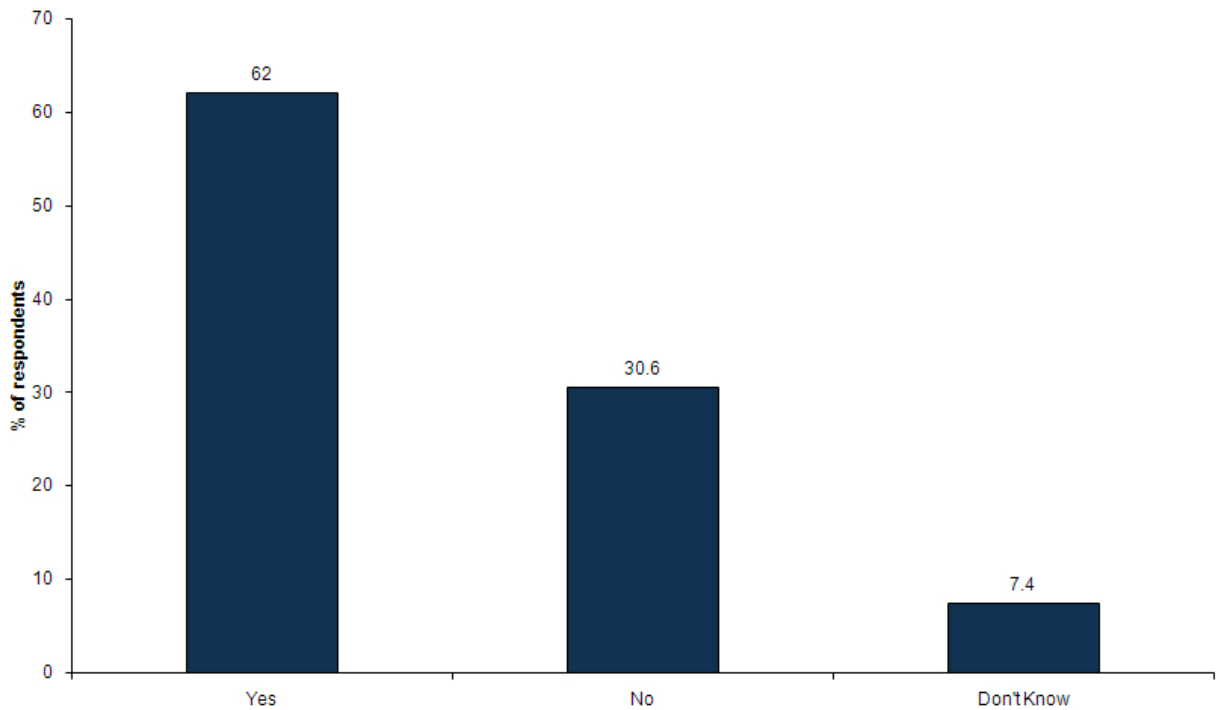
Figure 10 What aspects of community life are most important to you?



Preference for Lubbock as a Residential Choice

As with the combined survey, the students were asked if they would consider staying in Lubbock if they were offered a job that was attractive both in terms of salary and career goals. The answer, as expected, was positive with 62.0% saying “yes,” 30.6% saying “no,” and the remaining 7.4% undecided. (Figure 11)

Figure 11 If you were offered a job that was attractive in terms of salary and your career goals in Lubbock, would you accept the position?



For those who said “no,” the survey further asked them to indicate why they would not consider Lubbock as their preferred place to live. The responses, not surprisingly, were very similar to those provided by the students in the combined survey: 30.3% said they “do not have any relatives in Lubbock,” 12.1% said the city “does not offer much in the way of social and cultural life,” 9.1% said it is “too isolated,” 6.1% said their “career would be limited,” and 21.2% simply did not want to live here.” (Table 18)

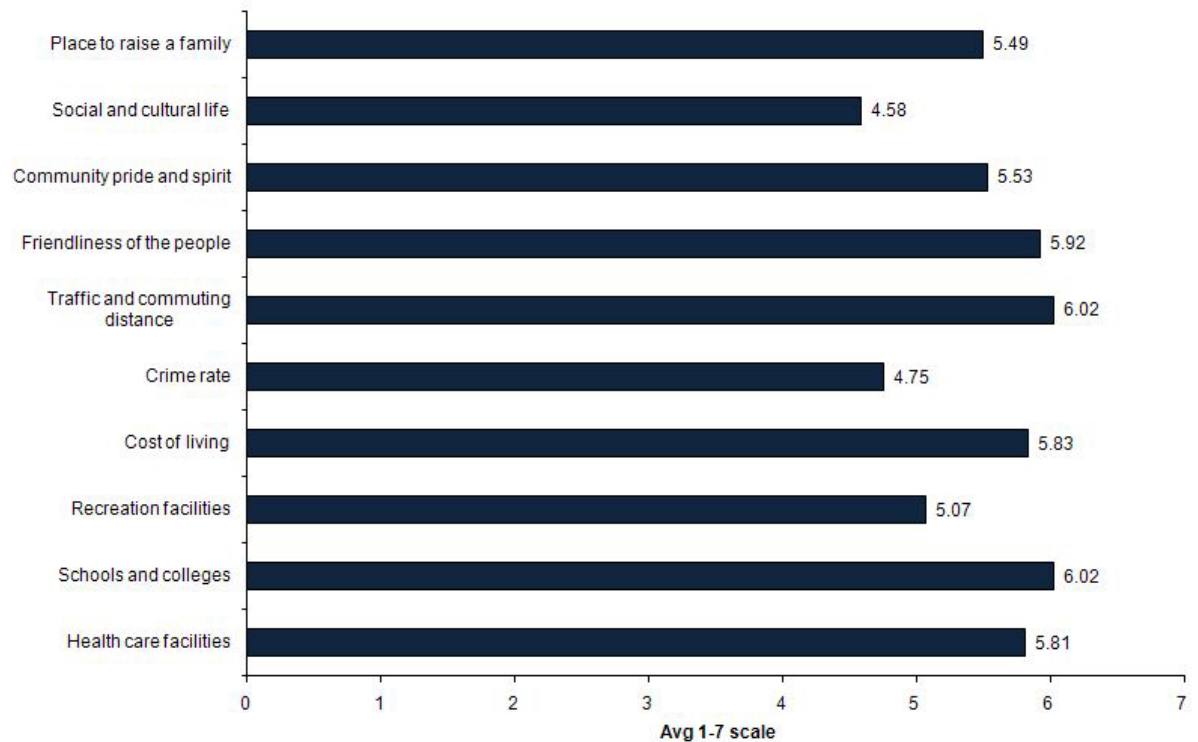
Again, this should not be taken as a negative reflection on Lubbock, since twice as many of those who said “no” to the question also expressed a preference for the city.

Table 18 Reasons for not selecting Lubbock

	(%)
Do not have any relatives in Lubbock	30.3
Lubbock is too isolated	0.1
Career would be limited in Lubbock	6.1
Want to live somewhere bigger/more urban	9.1
Want to live somewhere smaller/less urban	3.0
Does not offer much in the way of social and cultural life	3.0
Simply do not want to live here (no specific reason)	12.1
Other	21.2
Don't know	15.1
	100

While the negative response may appear somewhat discouraging to some, on the brighter side, the city was rated highly even by those who did not choose it as their preferred place of residence. For instance, when asked how they would rate Lubbock on the same set of criteria we defined earlier as “the desirable characteristics” of a community, the responses were quite positive. Most of them rated the city highly for its schools and colleges (6.02), traffic and commuting distance (6.02), friendliness of people (5.92), cost of living (5.83), and health care facilities (5.81) on a scale of 1 to 7, (1 being extremely poor and 7 being “excellent”). The city was also rated positively for “community pride and spirit” (5.53) and “a place to raise a family” (5.49). (Figure 14) The two areas where the city was rated a little lower were “social and cultural life” (4.58) and “crime rate” (4.75). (Figure 12)

Figure 12 Rate Lubbock on each of the following factors



What Can the City Do to Attract Young Professionals?

Finally, the survey asked the students the same question it asked the students in the combined survey: What can the city do to attract young professionals, such as themselves, to the community? The responses were very similar to the ones provided by the students in the combined survey: “increase the availability of well-paying jobs” (6.05 on a scale of 1 to 7, 1 being “least important” and 7 being “most important”), followed by “improve opportunities to pursue additional education and training” (5.77), “improve the image of the city” (5.65), “improve the quality of social and cultural life” 5.45), and “improve the recreational facilities” (5.20), in that order (Table 19).

Table 19 Measures the city needs to undertake to attract and retain young professionals

	Mean
Increase availability of well-paying jobs	6.07
Improve the recreational facilities	5.20
Improve the quality of social and cultural life	5.45
Improve opportunities to pursue additional education and job training	5.77
Improve the overall image of the city	5.65

*** On a scale of 1 to 7**

The consistency of the responses as provided by the students at all four institutions should not come as a surprise, rather it should be taken as a clear indication that while the city has a lot of great qualities which make it a desirable place to live, there are things that it must address in order to attract, as well as retain, young professionals in the community.

Summary and Conclusion

Like the previous study, the present study had two principal objectives: [1] to determine where young professionals would prefer to live that would suit their preferences for jobs and residential location, and [2] given a choice, how many of them would prefer to live here in Lubbock. The conclusions that emerge from the study are mixed but not unexpected for a study of this nature, especially where young professionals are concerned.

On the question of preference for jobs, according to the survey results, the majority would look for jobs in both public and private sectors, including some in non-profit. Regarding their preference for jobs in the private sector, there is no specific area or industry that stands out as the most preferred area of choice, which seems to be consistent with the overall pattern for the nation. However, the areas where the students would be mostly looking for jobs are marketing and real estate, research and development, communications and mass media, energy and natural resources, social and community services, entertainment, health care, hotel, food, and recreation, among others. For public sector, they would be mostly in education, followed by planning and development, general administration, health and human services, information management, public works, recreation, and public safety.

As for their choice of residential location, the students seem to have more or less the same set of preferences: quality education and health care, low cost of living, low crime rate, short commuting distance, friendliness of people, good social and cultural life, especially for young professionals, and a good place to raise a family. Regarding their preference for Lubbock as a community, the students also seem to like what the city offers in terms of quality of life and people, and, given a choice, would prefer to live in Lubbock, although there are some genuine concerns that they think the community needs to address. This would be the availability of well-paying jobs with good career prospects, along with better recreation facilities, improved social and cultural life, and better opportunities to further their education and training. As with the earlier study, the city image also seems to be a concern for a majority of students.

Appendix

Survey Details

The study was based on a survey procedure that uses telephone interviews. Telephone interviews have significantly improved in recent years and today they use methods that are considered among the most sophisticated in survey methodologies. The survey was conducted by the Earl Survey Research Laboratory (ESRL) at Texas Tech in the late spring and early summer of 2007. The following provides a detailed summary of the survey procedure used in the present study:

The time length of the actual survey, including the beginning and the ending date

For the Texas Tech University survey, interviewing commenced on Thursday, April 12 and continued through Sunday, June 10 for a total data collection period of eight and one-half weeks. The average length of interview was 10 minutes.

For the Wayland Baptist survey, interviewing commenced on Tuesday, April 17 and continued through Wednesday, April 25 for a total data collection period of eight days. The average length of interview was 10 minutes.

For the Lubbock Christian University survey, interviewing commenced on Tuesday, April 17 and continued through Thursday, May 31 for a total data collection period of five weeks and two days. The average length of interview was 10 minutes.

For the Texas Tech University Health Sciences Center survey, interviewing commenced on Tuesday, May 1 and continued through Saturday, June 9. The average length of interview was 9 minutes.

The number of respondents, response rates, cooperation rates

For Texas Tech University, completed interviews were obtained from 811 students. The overall cooperation rate (completed interviews ÷ completed interviews + refusals) was 62.7%. This means that an interview was completed with 62.7% of the qualifying sample. The response rate (completed interviews ÷ total valid sample size) was 27.8%. In other words, an interview was obtained from 27.8% of the valid sample, and the rest were cases in which a respondent could not be reached to complete an interview, whether due to scheduling conflicts or simply a general lack of availability.

For Wayland Baptist University, completed interviews were obtained from 40 students. The overall cooperation rate (completed interviews ÷ completed interviews + refusals) was 81.6%. This means that an interview was completed with 81.6% of the qualifying sample. The response rate (completed interviews ÷ total valid sample size) was 24.4%. In other words, an interview was obtained from 24.4% of the valid sample, and the rest were cases in which a

respondent could not be reached to complete an interview, whether due to scheduling conflicts or simply a general lack of availability.

For Lubbock Christian University, completed interviews were obtained from 75 students. The overall cooperation rate (completed interviews ÷ completed interviews + refusals) was 61%. This means that an interview was completed with 61% of the qualifying sample. The response rate (completed interviews ÷ total valid sample size) was 35.9%. In other words, an interview was obtained from 35.9% of the valid sample, and the rest were cases in which a respondent could not be reached to complete an interview, whether due to scheduling conflicts or simply a general lack of availability.

For the Texas Tech University Health Sciences Center survey, completed interviews were obtained from 103 students. Of the total sample, 43.5% were from the School of Nursing and 56.5% were from the School of Allied Health Sciences. The overall cooperation rate (completed interviews ÷ completed interviews + refusals) was 73%. This means that an interview was completed with 73% of the qualifying sample. The response rate (completed interviews ÷ total valid sample size) was 25.2%. In other words, an interview was obtained from 25.2% of the valid sample, and the rest were cases in which a respondent could not be reached to complete an interview, whether due to scheduling conflicts or simply a general lack of availability.

Pretest

Prior to the start of data collection, a pretest was conducted with 25 students. The purpose of the pretest is to test the length of the questionnaire in actual interviewing conditions and to check for problems with question wording, response categories and programming errors. The results of the pretest did not reveal any such problems and no adjustments were made to the questionnaire or study protocol as a result.

Interviewing process

A total of 35 interviewers worked on the data collection during the study period and were supervised at all times by at least one interviewer supervisor. Supervisors have the ability to remotely monitor each interviewer's workstation screen as well as to conduct unobtrusive audio monitoring to ensure adherence to study protocol and overall data quality.

Measures taken to deal with or correct for non-responses

The present data sets are a reasonable representation of the larger population and post-stratification weighting was deemed unnecessary. Weighting is only undertaken when the sample yields a data set that is different from the population in a substantial enough way to potentially affect interpretation of the results.

To minimize non-response, sample records without a final disposition remained active throughout the study period to enable multiple attempts at completing an interview. Further, calling times were varied so that a record was not attempted at the same time or on the same day throughout the study period.

The tables below presents a comparison of the sample data for the present study with population figures for the Colleges of Business and Engineering. (Tables 1-5)

Table 1. Comparison of Sample Data and Population Data on Gender and Race: **Texas Tech University***

	Sample	Population
Gender		
Male	49.9	55.2
Female	50.1	44.8
Race		
White	80.6	79.9
Black	2.6	3.4
Hispanic	9.5	12.1
Asian	2.9	2.5
Other	4.3	2.2

*The differences in the Asian and Other categories between the sample and population are likely due to the fact that many students are listed as “non-resident alien” in official university records. These are coded as “other” for the purposes of this study, but it is likely that the majority are Asian.

Table 2. Comparison of Sample Data and Population Data on Gender and Race: **Wayland Baptist University**

	Sample	Population
Gender		
Male	48.9	53.1
Female	51.1	46.9
Race		
White	73.3	50.8
Black	4.4	13.5
Hispanic	20.0	16.0
Asian	0.0	2.2
Other	2.2	1.2
Unknown	0.0	16.3

Table 3: Comparison of Sample Data and Population Data on Gender and Race: **Lubbock Christian University**

	Sample	Population
Gender		
Male	32.5	42.0
Female	67.5	58.0

Race		
White	75.0	82.0
Black	5.0	4.0
Hispanic	17.5	11.0
Asian	1.3	0.0
Other	1.3	0.0

Table 4. Comparison of Sample Data and Population Data on Gender and Race: **Texas Tech University Health Sciences Center – School of Allied Health Sciences**

	Sample	Population
Gender		
Male	31.1	27.4
Female	68.9	72.6
Race		
White	86.9	73.3
Black	3.3	5.3
Hispanic	8.2	13.5
Asian	1.6	4.3
Other	0.0	3.5

Table 5. Comparison of Sample Data and Population Data on Gender and Race: **Texas Tech University Health Sciences Center – School of Nursing**

	Sample	Population
Gender		
Male	8.5	14.3
Female	91.4	85.7
Race		
White	63.8	69.2
Black	4.3	7.2
Hispanic	12.8	12.7
Asian	63.8	3.4
Other	8.5	7.5

Data Recording/Transfer

How were the data recorded?

The data were collected utilizing a computer-assisted telephone interviewing (CATI)

system. An interviewer, seated at a computer workstation, reads the questions that appear on the screen to the respondent. Each response category is numbered on the screen, so the interviewer simply enters the number that corresponds to the answer provided by the respondent. For open-ended questions, the interviewer types the answer into a text box that appears on the screen. The questionnaire is programmed for the CATI software so that appropriate skips and branches are carried out, and appropriate customized displays appear when relevant. The data are automatically saved to the survey laboratory's file server, meaning all respondent data are saved to the same centralized file. The entire file server is backed up nightly to a remote and secure location by the university's office of Technology Operations and Systems Management. The raw file itself is only readable by the CATI software, but can be exported to a number of different file types such as Excel, ASCII, SPSS, etc.

How were they transformed and transferred (for review and analysis)?

The CATI software processes the data to make sure the file's integrity is intact, and exports the data to a format of the user's choice. In the present study, the data were exported to SPSS for Windows for further processing and analysis.

Specific instruments or software used for the above?

The CATI software consists of two distinct programs that work in conjunction with one another. The first is Ci3, which is the interviewing software. This is the program that is used to enable the questionnaire to appear on the screens of the interviewers' workstations and is the program that actually collects and saves the data. This program also exports the data, transforming it into a file readable by other programs such as Excel and SPSS. The second program, called WinCATI Supervisor, manages the sample when the study is in the field. For example, if an interviewer calls a business and the respondent asks to be called back the next day at a certain time, the interviewer enters that date and time at their workstation and WinCATI Supervisor ensures that the record is delivered to a workstation on the specified date and time. It also monitors interviewer productivity, records the number of calls placed by each interviewer (and number of interviews completed), and controls access to the survey projects so that interviewers who are not qualified to work on a particular study are not able to work on it. Both Ci3 and WinCATI Supervisor are produced and distributed by Sawtooth Technology of Northbrook, IL. Sawtooth products are among the most widely used in the survey research industry.

Center/Interview Process

Number of interviewers involved

Over the course of the study's data collection period, thirty-four interviewers worked on the project. The interviewers were supervised by at least one of a team of four supervisors at all times. This supervision included both video and audio monitoring. Supervisors had the ability to view what appeared on all interviewers' screens and could listen to the interview unobtrusively from a remote location. This ensured that the interviewers followed study protocol and accurately asked questions and entered responses.

Background and training/qualification of the interviewers

All interviewers for the project were Texas Tech University students. The formal training for interviewers on this project consisted of two parts. The first was general interviewer training, which all interviewers complete. All interviewers are thoroughly trained in the proper administration of telephone surveys, including gaining consent, respondent selection, reading questions and recording responses, case disposition, refusal avoidance, refusal conversion, professionalism, and research ethics. The second part of the training consisted of project-specific training, where interviewers were informed about the background and goals of the project, and interviewers familiarized themselves with the questionnaire so that they would be in a position to make appropriate decisions when necessary during an interview.

Information about the Survey Lab, including information on the facilities

Established with a gift from Lewis and Maxine Earl of Post, Texas, the Earl Survey Research Laboratory (ESRL) is housed in the Department of Political Science. The lab has conducted survey research projects for internal clients (Texas Tech University Office of the President; Student Union; Diversity Strategic Planning Committee; individual faculty), government entities (Texas Department of Transportation; Texas Lottery Commission; Lubbock City-County Libraries; Texas Office of Rural Community Affairs; Texas Department of Transportation [forthcoming]; City of Lubbock Parks & Recreation Department; City of Amarillo Parks & Recreation Department), and other universities (University of Nebraska-Lincoln; Georgia State University). The Laboratory maintains the highest standards for data quality, research methodology, and research ethics.

The Laboratory, housed in the Department of Political Science, is equipped with 21 interviewing stations and a supervisor station. These workstations feature state of the art computers running the widely used Ci3 and WinCATI interviewing and CATI software from Sawtooth Technologies. Data are stored on the Lab's secure file server, which is fully backed up 7 nights a week. Interviewers work four-hour shifts in which at least one supervisor is present with additional supervisors as necessary. Video and audio monitoring occurs continuously throughout each shift to ensure proper interviewing technique and data quality. The ESRL employs staff interviewers who are fluent in Spanish for studies that require that the questionnaire be available in Spanish for respondents who prefer to respond in that language.

Key Personnel Biographies

Aman Khan, investigator of the present study, is professor of Political Science and Public Administration at Texas Tech University, where he teaches public budgeting, financial management, and quantitative methods. Trained as an economist and planner, he has a Ph.D. in Public Administration. He has previously served as Director of the Graduate Program in Public Administration at Texas Tech University, and currently serves on the editorial boards of several public administration journals. He was the lead investigator for two recent surveys done by LEDA. Dr. Khan has several books and contributed works to various edited collections and professional journals.

Colleen Barry-Goodman is the Interim Director of the Earl Survey Research Laboratory and an Instructor of Political Science at Texas Tech University. She earned her MA in Political Science from the University of Houston in 2004. She has extensive experience in survey research and data analysis as well as broad experience with focus group research and elite interviewing. Her research focuses on party identification in the electorate – particularly recent changes in party identification.

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DISCLAIMER

This report does not represent an academic research project and the roles of its authors' were limited to serving as consultants to the Lubbock Economic Development Alliance (LEDA). The report's authors designed the questionnaire with the approval of LEDA. The report was written to assist LEDA in interpreting the collected data by providing an analysis after the survey had been administered by the Earl Survey Research Laboratory (ESRL). The report's authors also wish to acknowledge that their efforts in assisting LEDA on the project in no way reflect any official or other position of the Department of Political Science at Texas Tech University or Texas Tech University.