

Primary Research Report: Quantitative Strategic Communications Research

Team Dobby

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The report pieces:

Survey Methodology:

Surveys have several strengths and weaknesses that can affect their usefulness in research. A strength that helped us out a lot throughout our analysis was the ability of surveys to generalize and describe large populations. Because of our use of a survey, we were able to generalize the population of the junior class at the UO and describe them accordingly. Another strength that helps our analysis is the ability to analyze the survey's results in a lot of different ways. We were able to analyze our target group based on the percentages of who answered each question, the mean of answers, standard deviation of answers, and much more. Surveys are also useful because they are standardized and have several different modalities. Some weaknesses of surveys include their lack of context, inflexibility, artificiality, lack of ability to follow-up with participants, and the set response choices that may not be what the participants may want to say. We ran into some trouble with these weaknesses because we could not tell exactly what participants answered which way, and we had to be very careful to provide every answer option when writing the questions.

Experiment Methodology:

There are a number of strengths and limitations that come into play when conducting a survey that have the ability to affect the accuracy of the survey. The major issue that we found in our experiment was establishing the independent and dependent variables. Once we were able to establish these variables, this issue quickly changed from being a limitation, and became the backbone of our experiment. When analyzing the data that we encountered, we realized that there was a large difference of the sample sizes from graduating class to graduating class. For our independent variable we decided to alter the information we analyzed by only paying attention to the surveys completed specifically by juniors at UO. This lowered the sample size, and also made the statistics more clear, which helped us establish our dependent variables. We measured the effects of barriers involved in STD testing, as well as well as the differences in answers given from different age groups. We were able to tie a lot of the answers given to the maturity of the sample group as we moved from grade to grade.

Experimental Conditions:

For my first condition, I used the element of time. Many college students say that one of the reasons why they choose not to get tested is because of time. Survey questions 3 and 11 record students saying that "fast tests" are needed improvements for the Health Center. Time is imperative to the busy schedules of college students and is a large reason as to why students choose to not get tested. Many students believe that STD tests are more time consuming than they actually are. This relates to the lack of rising STD/STI testing rates. I chose to add information of how long an STD/STI test takes because clearing this misconception

up may allow students to be more inclined to get tested. I also chose to adhere to the lifestyles of college students by referencing exams. I chose to make a comparison between the two because it shows STD/STI testing in a positive way. By contrasting getting tested with exams that are both common and seen as negative, it displays getting tested as positive and normalizes getting tested by making it seem as popular and common as taking an exam. I believed relating an experimental condition to the lives of college students will deem as more effective. Another problem among college students is a misunderstanding and a lack of STD/STI information and statistics. Survey question number 11 showed that 95 students would definitely be more motivated to get tested if they knew that testing took less than 30 minutes guaranteed.

For my second condition, I chose to use the element of humor as well as adhering to the lack of information that many college students have about STDs and STIs and the other facts about testing, which is seen in the data provided by survey question number 11. The data and results presented with number 11 also apply to the decision to create this condition by recording UO students saying that "catchy slogans" catch their attention and motivate them to get tested.

Questionnaire Design:

- **Section: Motivations**

- **Item 1:** "How comfortable are you talking about STI testing with each of the sources below?" This item uses an interval level of measurement and is in the form of a Likert scale.
- **Item 2:** "Has a friend ever encouraged or discouraged you to get tested for an STI?" This is a closed-ended question and uses a ratio level of measurement.
- **Item 3:** "In the past, where have you gotten your information regarding STIs?" This question uses a categorical level of measurement and is a multiple choice question.
- **Item 4:** "Would any of the following motivate you to get tested for STIs?" This item uses an interval level of measurement and its item type is the Likert scale.
- **Item 5:** "What could the UO Health Center do to encourage you to get tested? (list one idea)" The final item in the Motivations section uses a ratio level of measurement and is an open-ended question.

The item on the survey that we think could be improved through better wording or response options is the fourth item in the Channels and Settings section, which reads, "Please rate your preferences for receiving information **from the UO Health Center** about STIs." This item uses an interval level of measurement and is in the form of a Likert scale, with the reader being asked to choose between "Do not prefer," "Prefer slightly," "Medium preference" and "Prefer a lot" on eight different ways the UO Health Center could relay information to students. The eight options are:

- By following/liking them on social media
- Health Center website

- On a friend's social media that shared/re-tweeted/liked a post from them
- From a friend in person
- Through a class announcement
- Through flyers posted around campus
- Through UO email
- Other

This item is not sufficient for this survey because its item type does not fit well with the question. The Likert scale format is not effective in this particular item because learning how much UO students prefer to receive information from the health center does not give us an accurate understanding of which channels should be used more often and which should be scaled back because they are not effective. A more effective way to ask this question would be to use an ordinal level of measurement and a rank order type of item. This would allow students to rank these eight options in the order of which channel they would prefer the most to the channel that they would prefer the least. The revised question would read, "Please rank the following channels for receiving information from the UO Health Center in the order in which you think they are the most effective (1) to the option you would say is the least effective (7)." We would then list the same options as the original question, excluding the "Other" option, and UO students would rank them based on how they think receiving information is the most effective.

Research Population:

We chose to target students in the junior class at the University of Oregon as our research subjects. We originally had chosen to analyze the freshman class, but chose to switch to juniors after discovering that there were not a lot of freshmen responses, especially from the male population. In addition, we thought we'd get a much more interesting perspective from the junior class because as they are in their first year as upperclassmen, it is much more likely that they have visited the UO Health Center and/or been tested for STI's. Lastly, we thought a junior perspective would be more interesting because they have been around campus longer, meaning they have seen much more advertising from the Health Center than a freshman.

Sampling:

We chose to use non-probability sampling to reach students to take our survey. To do this, we all reached out to students that we knew personally via text messages and posts in private sorority and fraternity Facebook pages. When we realized that we were going to need more participants we posted in a private Facebook page that had only University of Oregon Junior students in it. We chose to sample this way because we felt it would be the easiest method to gather participants in the target market we were aiming for. The strengths of this method were that it was a simple process to gather participants and easy to locate our target market. A limitation was that we did not have access to the general population of UO students, and had to choose to target people we already knew (in most cases), or that we knew would be eligible and beneficial in taking the survey.

Recruitment:

Facebook and text messages were the two methods used to recruit University of Oregon students to take the survey. 282 students were reached through three private Facebook pages, two of which were sororities totaling 256 and one fraternity with 26 people in the page. It is estimated that in addition to the 282 people who saw the Facebook post in private groups that about 200 more people saw a post that was made to all of Nathan Krueger's friends on Facebook. Nathan gave our team quick success in the first weekend that the survey was live by posting at 1:09 p.m. on February 26. In the following week the rest of the team made Facebook posts about the survey and as the responses started to slow down texting became the main way of recruiting people to take the survey. In total, the survey was seen by approximately 482 people with 55 people taking the survey which left Team Dobby with a response rate of 8.7%.

Key Findings:

Out of the 261 students who responded to survey question number 4 that is asking how concerned they are about getting an STI, the same number of students (34%) considered themselves "not at all concerned" and "slightly concerned" about getting an STI (measured on a scale from "not at all concerned" to "very concerned", $M=2.07$, $SD=0.95$). From this information, we determined that a majority of students in the junior class are do not spend much or any time being concerned about getting an STI. This means that facilities such as the UO Health Center are going to have to use several different tactics in order to create some concern in these students, and then from there encourage them to consider getting tested and take preventative measures.

Out of the 261 respondents to the survey question number 10, searching the internet for information was the way people felt most comfortable discussing STI testing (52.11%), and speaking to a doctor from home was the second most comfortable method (32.31%). A majority of respondents felt extremely uncomfortable (31.03%) with speaking to their parents about STI testing (measured on a scale from extremely uncomfortable-extremely comfortable). This allowed us to interpret that students are not nearly as comfortable with talking face-to-face with anyone as they are with searching anonymously online. We also determined that students, even third-year juniors, still feel more comfortable speaking with their doctors from their hometowns than they do with a new doctor at the UO Health Center.

Out of the 260 participants who answered survey question number 13, the most motivating factor for them to get tested for STI's was if testing was totally free (60.62%) and the second most motivating factor was if they knew that if they didn't get tested they'd risk being infertile (57.53%). (measured on a scale from "doesn't make a difference to me at all" to "definitely would motivate me"). From this, we were able to determine that cost is a major factor for students when considering getting STI tested, but that they also do consider their future health and would get tested in order to avoid putting it in jeopardy.

Out of the 259 respondents for survey question number 15, the source of information they pay the most attention to is friends in person (74.90%), and the second most is friends on social media (49.03%). In contrast, the source they pay attention to the least is flyers posted around campus (5.40%). (Measured on a rarely-sometimes-frequently scale). From this, we discovered that upperclassmen students pay the most attention to information they hear from their peers and friends, whether in person or online.

Out of the 259 respondents for survey question number 15, the source of information they pay the most attention to is friends in person (74.90%), and the second most is friends on social media (49.03%). In contrast, the source they pay attention to the least is flyers posted around campus (5.40%). (Measured on a rarely-sometimes-frequently scale). From this, we discovered that upperclassmen students pay the most attention to information they hear from their peers and friends, whether in person or online. In crosstab number one we compared the frequency which Freshmen wore condoms during sex compared to juniors. We found that juniors used condoms way more frequently than freshmen. Freshmen answered that they never use condoms about 51% of the time while juniors never use condoms about 25% of the time. This is indicative of safer behavior shown by juniors due to possibly having had an STD in the past or just a general awareness of the risks and they chose to be safer. The second crosstab shows that there is a direct correlation between frequency of getting tested for STDs and how often that particular person asks a sexual partner if they have been tested recently. This shows that one particular safe behavior, like getting tested, can result in other safe behaviors like asking new partners if they have been tested recently. This is useful information that researchers can use; if a researcher focuses their efforts.

Ideas:

This survey brought about a large amount of data that could bring forth great ideas for the future. In the qualtrics survey, question #7 addresses the amount of knowledge University of Oregon students had about STIs and why it is important to think of different ways to spread awareness and increase testing rates. 51% of juniors said that they were moderately knowledgeable and 38% of juniors said that they were somewhat knowledgeable about STIs and how they are spread, etc. This is a large motivation for the University of Oregon Health Center to start successful campaigns that will create awareness and increase STI/STD testing rates.

Idea 1: Create a Snapchat story, similar to the University of Oregon Snapchat story, that portrays the resources at the UO Health Center and other important health information that many students would not be otherwise inclined to research this information on their own or on other sources.

Survey question number 9 addresses how UO students get their information. The data showed that 32% of UO students said they get their information from the Internet. Survey question number 15 asks how often UO students pay attention to information from certain sources. 127 people said that they frequently pay attention to information that was from a friend that posted about it on social media. Survey question number 14 asks how often UO students use certain social media websites.

196 students use Snapchat multiple times a day. Utilizing a popular app, like Snapchat, which is readily available on the phones of UO students, is a great way to expose students to information and events that they don't usually seek out. The current University of Oregon Snapchat story has been deemed successful and exposes many students to events and information that are on websites. It is very convenient for UO students to have all of that information in one place, rather than searching many channels to find information and events.

Channel: Social media app Snapchat.

Setting: UO campus and a few miles around campus.

Idea 2: Creating a campaign similar to the "Get the Vax" campaign that offers days of free testing at the UO Health Center or possibly a larger venue like Matthew Knight Arena.

Offering free testing would drastically increase STI testing rates among UO students. Survey question number 13 addressed what would motivate UO students to get tested. 157 people said that they would definitely be more motivated to get tested if testing was free. Finances are a big problem in the lives of students when it comes to getting tested. Mass testing like this allows to get tested at hours that they normally would not be allowed to due to UO Health Center Hours. Survey question number 13 collects data that records 74 people said that they would be more inclined to get tested in the evenings or on the weekends. Another large element that students said in question number three that would motivate them to get tested is successful advertisement. Survey question number 11 records students saying that they suggest the UO Health Center "make their services more known around campus, posters, etc. displaying one or two startling facts about STIs" The advertisement around campus and the mass amounts of it during the "Get the Vax" campaign was successful among all ages of students due to how common it was to see the advertisements around campus. Another very important element mentioned was the need to normalize getting tested through the advertisements. Survey question number 11 collected data saying that UO students believed that UO Health Center should "advertise the fact that it is normal to get tested and to advertise it as non-stigmatizing." Survey question number 13 collected data saying that 75 students would definitely be more motivated to get tested if they knew that most sexually active students get tested. This is another great benefit of having a campaign like the "Get the Vax" campaign. When students see other students, and masses amounts of students, getting tested, they will be more inclined to get tested as well.

Channels: Posters, online advertising such as social media

Settings: UO campus, Matthew Knight Arena, Mac Court, UO Health Center

Lessons Learned:

There were a number of things that we learned from conducting this survey and doing the quantitative research that went along with it. There are certainly strengths and weaknesses that were exposed in the research that were unique to any other types of research or experiments or research we have conducted in this class. The first thing that stood out would be the trends that we found in the answers from the survey questions. We noticed a lot of trends related to the age of

the people answering the questions in the survey. This was why we chose to use only juniors while putting down the quantitative research. The junior group seemed to be the most consistent in their answers, and they appeared to take the survey the most seriously. Another lesson we learned that is specific to surveys is that the length of the survey can have a serious affect on the responses that you get. We felt that the length of this survey was a little extensive and that it may have made students rush through to finish. Overall though this was a new experience in research that we had never been exposed to, and we learned a lot of valuable tools that we will use when researching in the future.

Appendices:

Which test would you rather take?



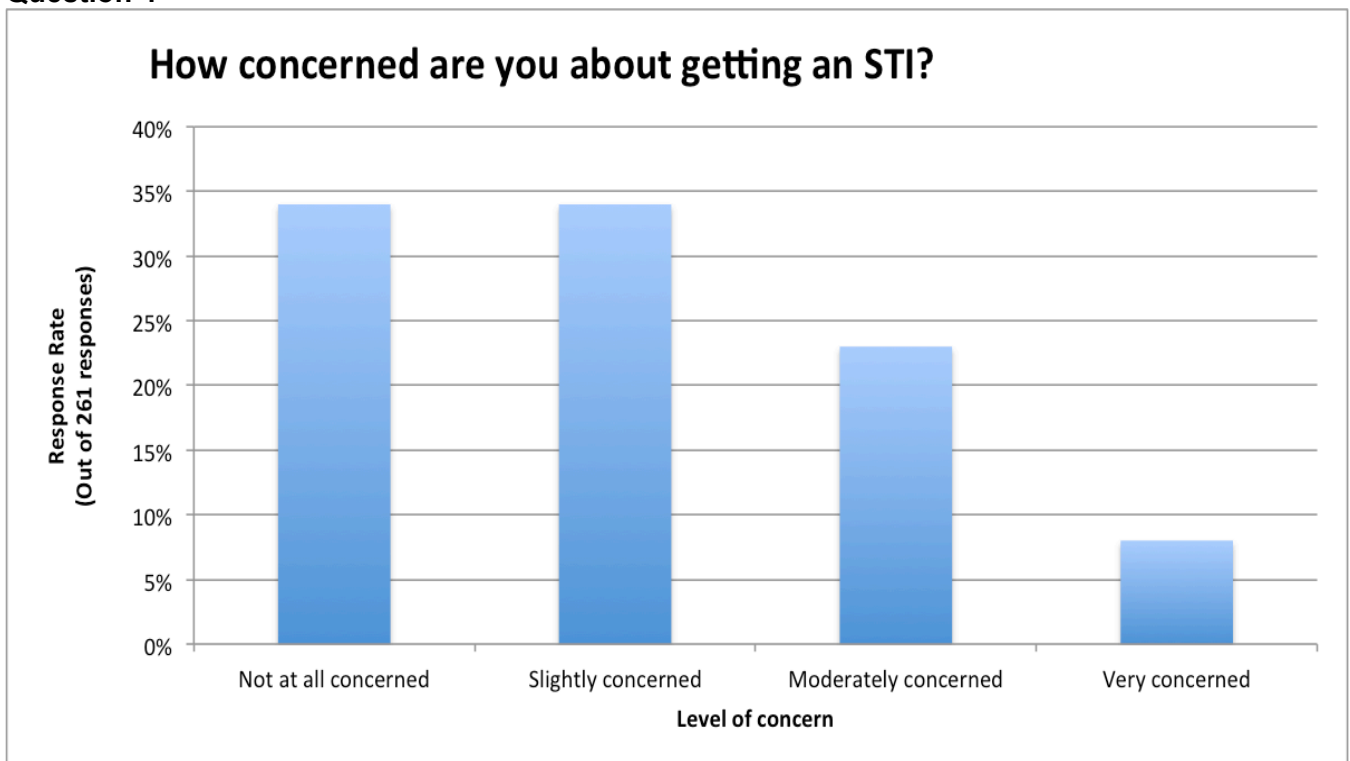
An STI/STD test take less than 10 minutes on average. Get tested!

1 in 2 sexually active persons will contract an STI before the age of 25.



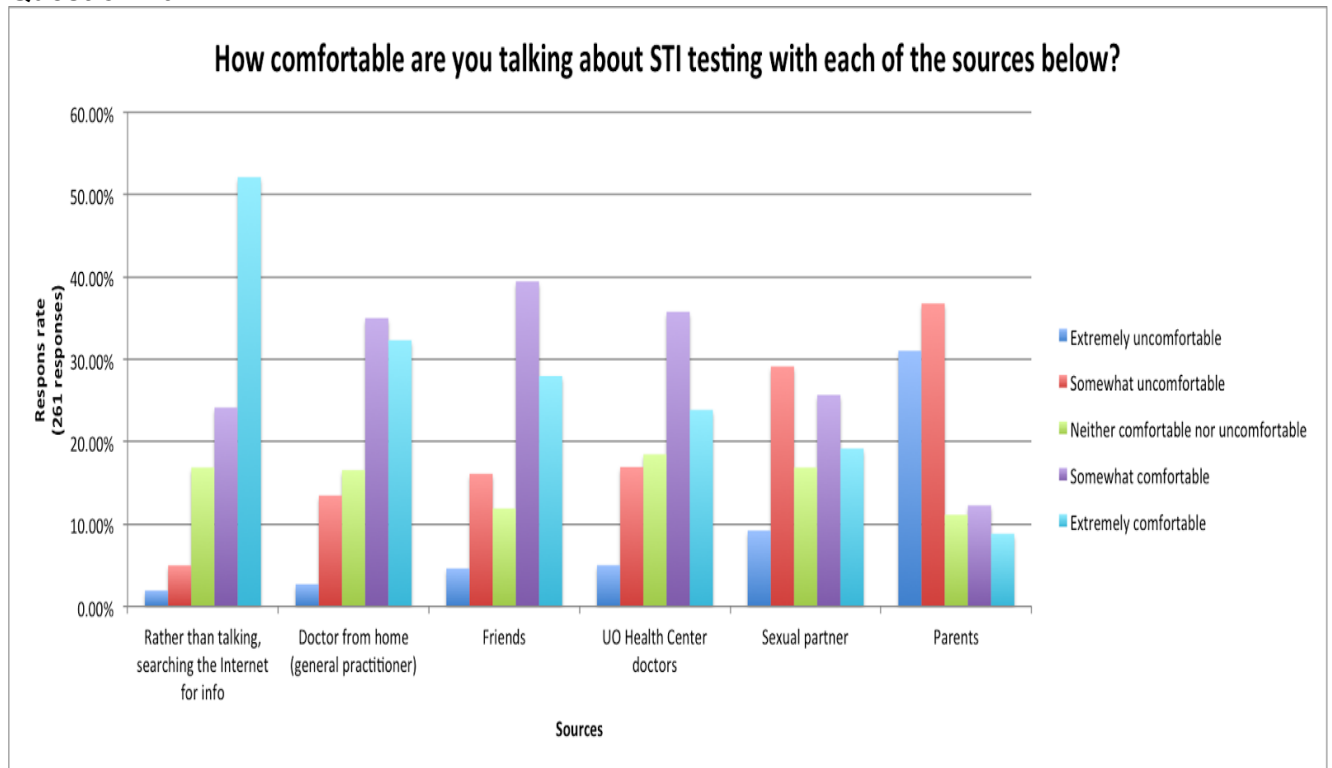
This is bananas! Get tested.

Question 4



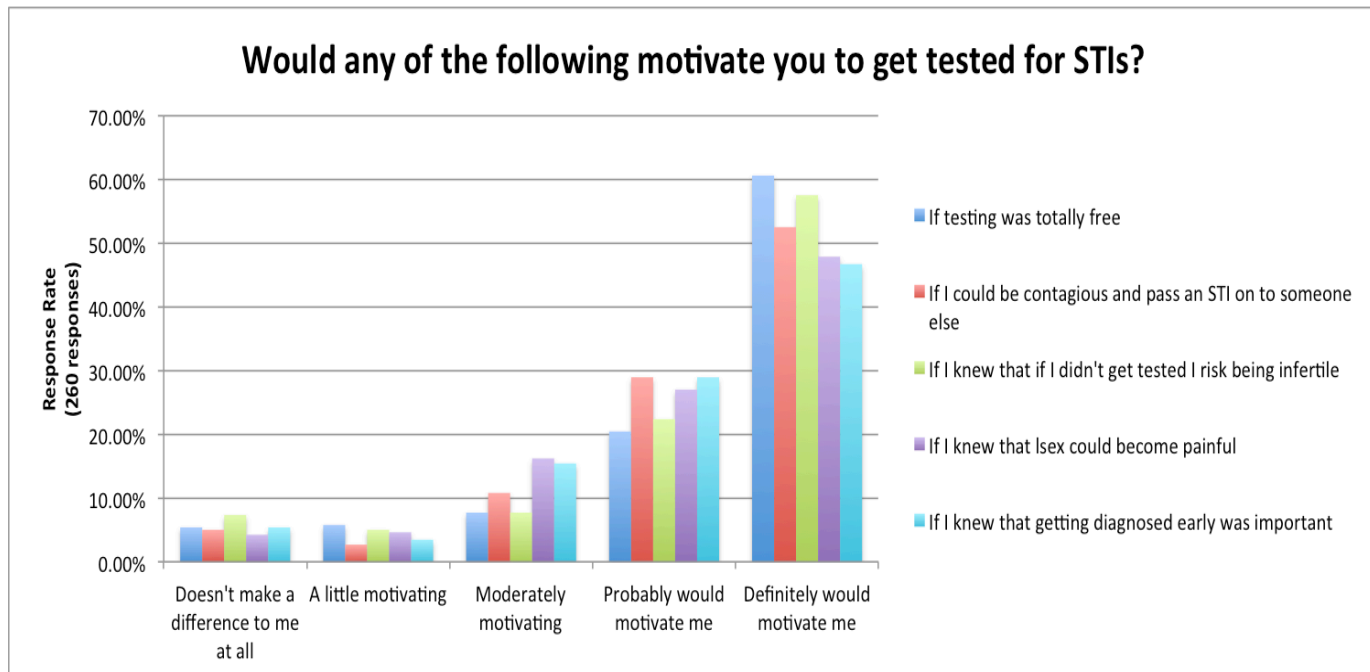
Out of the 261 students who responded to this question, the same number of students (34%) considered themselves “not at all concerned” and “slightly concerned” about getting an STI (measured on a scale from “not at all concerned” to “very concerned”, $M=2.07$, $SD=0.95$). From this information, we determined that a majority of students in the junior class are do not spend much or any time being concerned about getting an STI. This means that facilities such as the UO Health Center are going to have to use several different tactics in order to create some concern in these students, and then from there encourage them to consider getting tested and take preventative measures.

Question 10



Out of the 261 respondents to this question, searching the internet for information was the way people felt most comfortable discussing STI testing (52.11%), and speaking to a doctor from home was the second most comfortable method (32.31%). A majority of respondents felt extremely uncomfortable (31.03%) with speaking to their parents about STI testing (measured on a scale from extremely uncomfortable-extremely comfortable). This allowed us to interpret that students are not nearly as comfortable with talking face-to-face with anyone as they are with searching anonymously online. We also determined that students, even third-year juniors, still feel more comfortable speaking with their doctors from their hometowns than they do with a new doctor at the UO Health Center.

Question 13

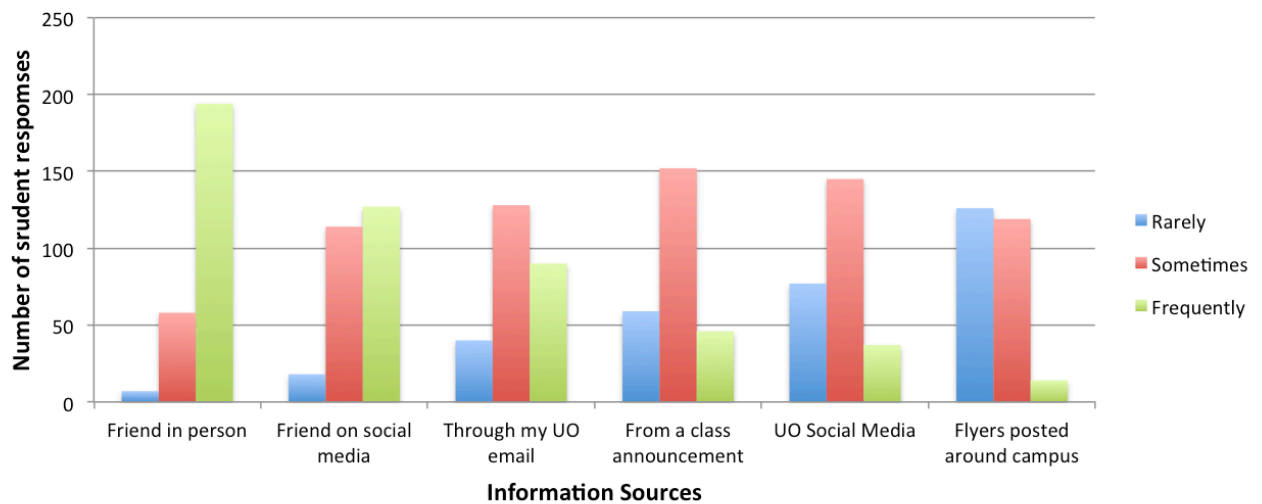


Out of the 260 participants who answered this question, the most motivating factor for them to get tested for STI's was if testing was totally free (60.62%) and the second most motivating factor was if they knew that if they didn't get tested they'd risk being infertile (57.53%). (measured on a scale from "doesn't make a difference to me at all" to "definitely would motivate me"). From this, we were able to determine that cost is a major factor for students when considering getting STI tested, but that they also do consider their future health and would get tested in order to avoid putting it in jeopardy.

Question 15

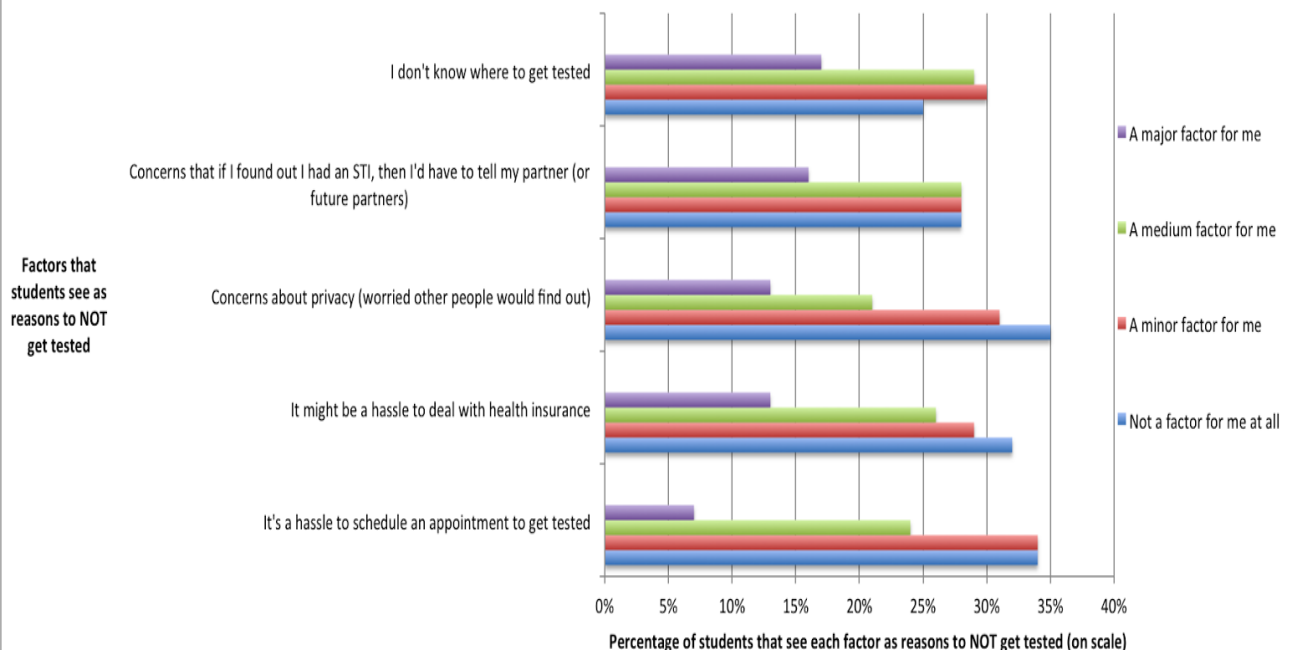
Out of the 259 respondents for this question, the source of information they pay the most attention to is friends in person (74.90%), and the second most is friends on social media (49.03%). In contrast, the source they pay attention to the least is flyers posted around campus (5.40%). (Measured on a rarely-sometimes-frequently scale). From this, we discovered that upperclassmen students pay the most attention to information their hear from their peers and friends, whether in person or online.

How often students pay attention to different sources of information.



Question 3

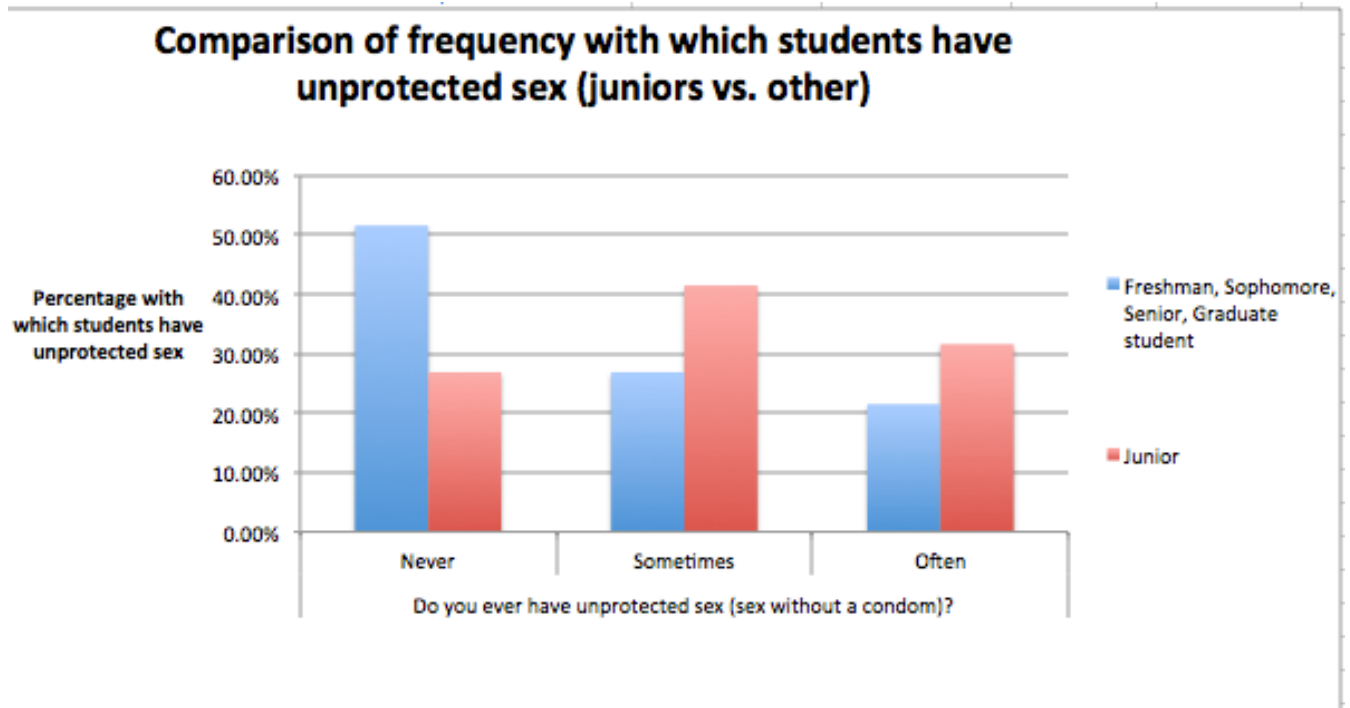
Percentage of students that see the following concerns as factors for them to NOT get tested for STIs (on scale of "a major factor for me" to "not a factor for me at all")



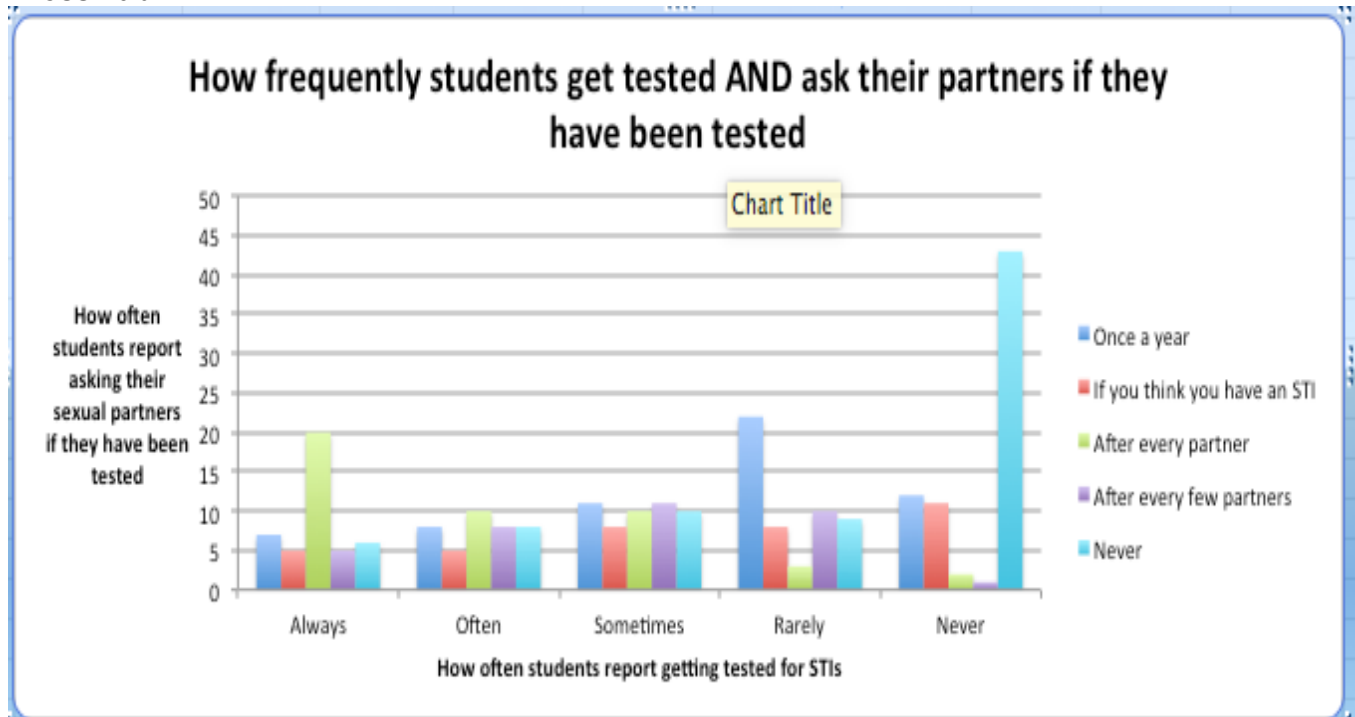
Out of the 261 students who responded to this question, the factor that made them most reluctant to get tested was the fear of receiving bad news (16%), and the factors that

made the second most reluctant were both cost and privacy concerns (with their peers). The factor that concerned them the least was concerns about confidentiality within the UO Health Center (8%). This was measured on a scale from “a major factor for me” to “not a factor”. From this information, we determined that students are the most fearful of discovering something is wrong with them, their peers/friends finding out, and cost.

Cross Tab #1



Cross Tab #2



Recruitment Scripts:



Madison Chackel

Yesterday at 1:07 PM · Eugene, Eugene ·

Hey sexy ladies! If you have a second, could you please take this survey for my class! It would be greatly appreciated. I'm supposed to have 50 by Monday (yikes)!

Please select Dobby at the beginning of the survey!
Help Dobby be a free elf!

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2

Seen by 177



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Madison Chackel

Sunday at 9:50 PM · Eugene, Eugene ·

Hey University of Oregon students, if you have a moment, would you please take this survey for my class? If you do, please select Dobby at the beginning of the survey! I would greatly appreciate it!

oregon.qualtrics.com

oregon.qualtrics.com



Talyn Streight



Like



Comment



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Nate Krueger

February 26 at 1:09pm

Hey all,

If you have a spare moment, please help out my J494 group by taking the survey below. We need to have 50 completed by Monday, and we would really appreciate your participation! The survey is about the UO Health Center and STI testing, and shouldn't take more than 10 minutes to complete. When you start the survey, please select team Dobby so that our group gets credit for your participation! Thank you!

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AT&T 8:26 PM 29%

Messages

PHC Exec


Details

Monday 12:12 PM


https://oregon.qualtrics.com/jfe/form/SV_a4ShkGcRaHOZkC9

Hi guys! Sorry this is totally not PHC related but if you could all fill out this survey really quickly it would help me out a lot! It's for my J494 class and we are researching the health center and STIs, lol. If you have time to do it, be sure to select Dobby at the beginning! That's my group name hahah. Thanks so much!

Sarah Borchardt's text script is the text message above and to the right.



Search





Sarah Borchardt ▶ PC 44
Wednesday at 6:00 PM · Eugene, Eugene


https://oregon.qualtrics.com/SE/?SID=SV_a4ShkGcRaHOZkC9


Hi guys! I hate to be this person but my group needs 50 people to take this survey by Monday for my J494 class, and I'd really appreciate if you all could help me out by taking it! It's only like 10 minutes long and is about STI's which is kind of interesting lol. When it asks you which group you are filling it out for, please respond "Dobby"! Thanks so much AOT friends

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 Laura Williams and 2 others


Seen by 52 people.





Patrick Morgan
February 29 at 10:56am

Can y'all please do my survey? I need three more people to respond it it by 2:00pm. Please and thank you I would greatly appreciate it!
Link is below in my other post
[#teamdobby](#)

3 Comments · Seen by everyone

 Like

 Comment



Patrick Morgan
February 28 at 6:09pm

Boys,
Can you guys please take my survey. It is about STDs and general awareness of STDs. If you take the survey click on the Team Dobby link.
Thanks dudes.

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Qualtrics sophisticated online survey software solutions make creating online surveys easy. Learn more about Research Suite and get a free account today.
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2 Comments · Seen by everyone

Verizon 3:09 PM 63%

New Message Cancel

To:

Hey guys, we are conducting a survey in my J494 class involving STD testing at the health center. I was wondering if you guys could take 10 to 15 minutes to take our survey! Also at the beginning of the survey select "team doobby" so that my group gets credit for it! Thanks fellas

Send

q w e r t y u i o p
a s d f g h j k l
↑ z x c v b n m ↵
123 😊 🎤 space return

Cameron's Recruitment script.

