IR 101: Survey Research
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A Quick Poll…

Q1: What is your survey research experience level?

- Little to no experience

- Intermediate experience

- Advanced experience

Q2: How many surveys have you administered on your campus?

- None

- 1-5

- More than 5

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My Experience

St. Norbert College
- CORE Survey
- BS Psychology & Mathematics

National Institutes of Health
- fMRI
- Behavioral measures
- Personality

Penn State
- PhD Social Psychology
- Survey Monkey

University of Washington
- Post Doc
- Questionnaires

University of California, Merced
- IRDS
- Survey Coordinating Committee
- Qualtrics Brand Manager

- Current survey administration load is approximately 5 institutional surveys per year plus ad hoc requests
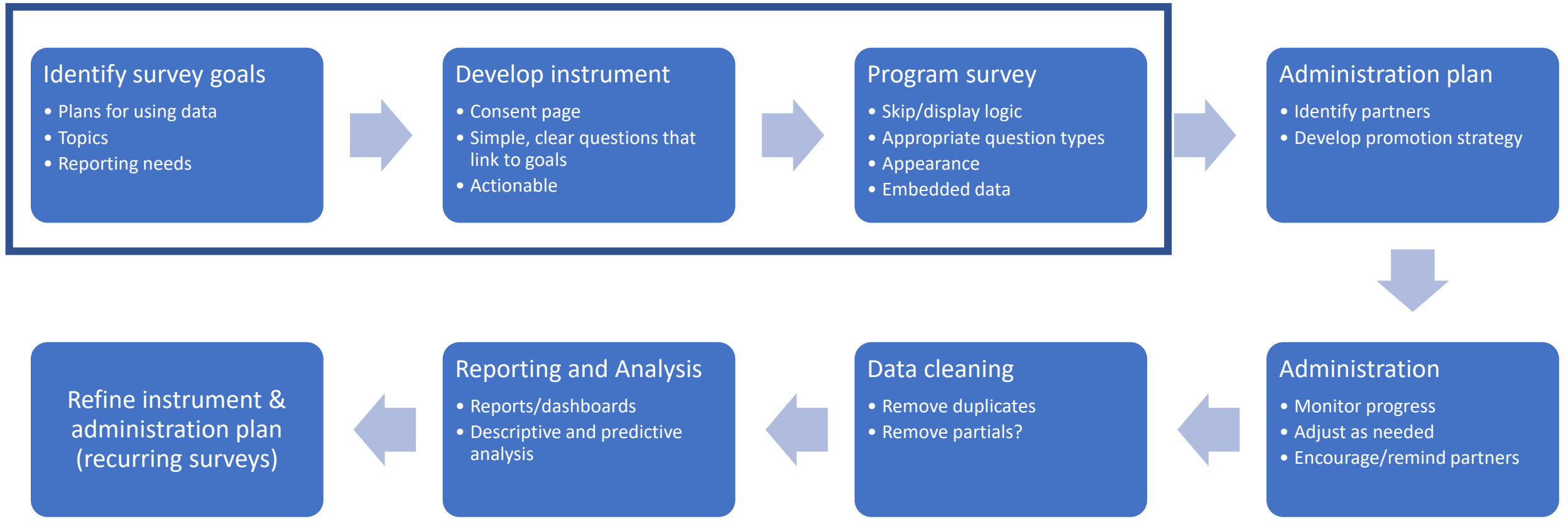
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Session Learning Outcomes

- Attendees will….

  - Understand the **survey research process** as it pertains to using surveys to generate **applied and actionable insights** on our campuses.

  - Leave with concrete strategies for
    - identifying **survey goals**,
    - developing effective **survey instruments**, and
    - effectively **programming (basic) surveys** in one's preferred online survey administration tool.
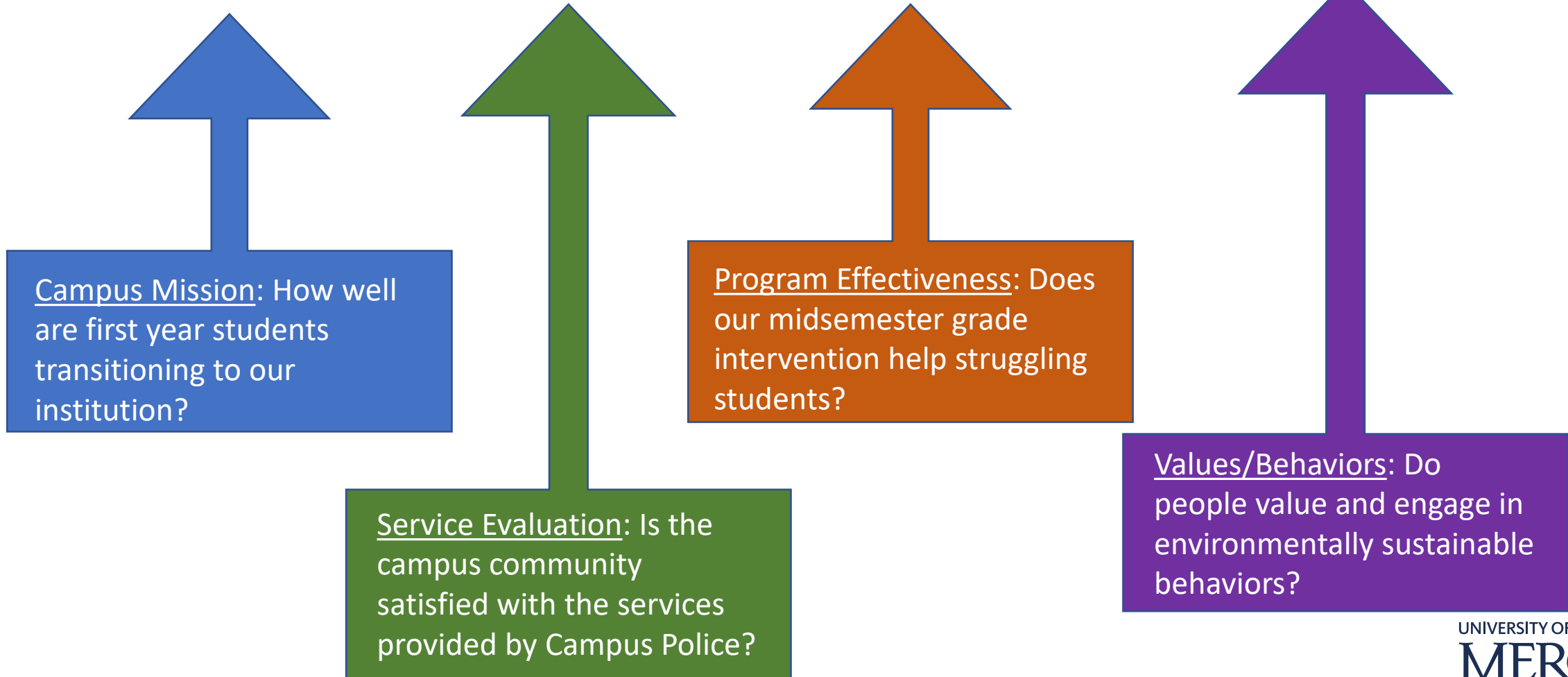
Survey Research Process

Identify survey goals
- Plans for using data
- Topics
- Reporting needs

Develop instrument
- Consent page
- Simple, clear questions that link to goals
- Actionable

Program survey
- Skip/display logic
- Appropriate question types
- Appearance
- Embedded data

Administration plan
- Identify partners
- Develop promotion strategy

Administration
- Monitor progress
- Adjust as needed
- Encourage/remind partners

Data cleaning
- Remove duplicates
- Remove partials?

Reporting and Analysis
- Reports/dashboards
- Descriptive and predictive analysis

Refine instrument & administration plan (recurring surveys)

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Identifying Survey Goals

Identifying Survey Goals

1. What are you trying to understand from your survey?

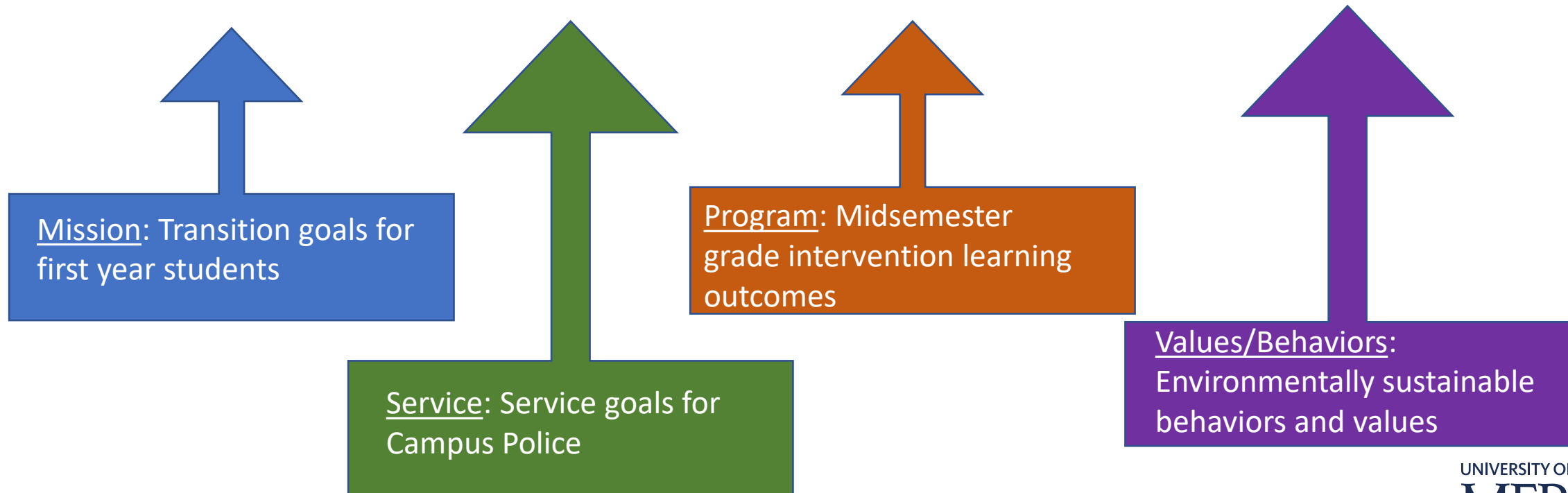Campus Mission: How well are first year students transitioning to our institution?

Service Evaluation: Is the campus community satisfied with the services provided by Campus Police?

Program Effectiveness: Does our midsemester grade intervention help struggling students?

Values/Behaviors: Do people value and engage in environmentally sustainable behaviors?

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Identifying Survey Goals

2. What are the expected outcomes for your program, your service goals, your target accomplishments/mission?

   - Surveys good for measuring perceptions, experiences, knowledge, values, and behaviors
   - Institutional data better for other types of known outcomes

Mission: Transition goals for first year students

Service: Service goals for Campus Police

Program: Midsemester grade intervention learning outcomes

Values/Behaviors: Environmentally sustainable behaviors and values

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Identifying Survey Goals

3. Are there surveys out there that ask about your topics of interest?

- Literature search

- Web search

- Reach out to colleagues

- Peruse websites for other campuses

- Post to the CAIR listserv ☺

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Identifying Survey Goals

4. Who is your target population and how do you know?

Mission: First year frosh and transfer undergraduates

Service: Those on campus who have used Campus Police Services

Program: Students who completed the midsemester grade intervention

Values/behaviors: The campus community – faculty, staff, students

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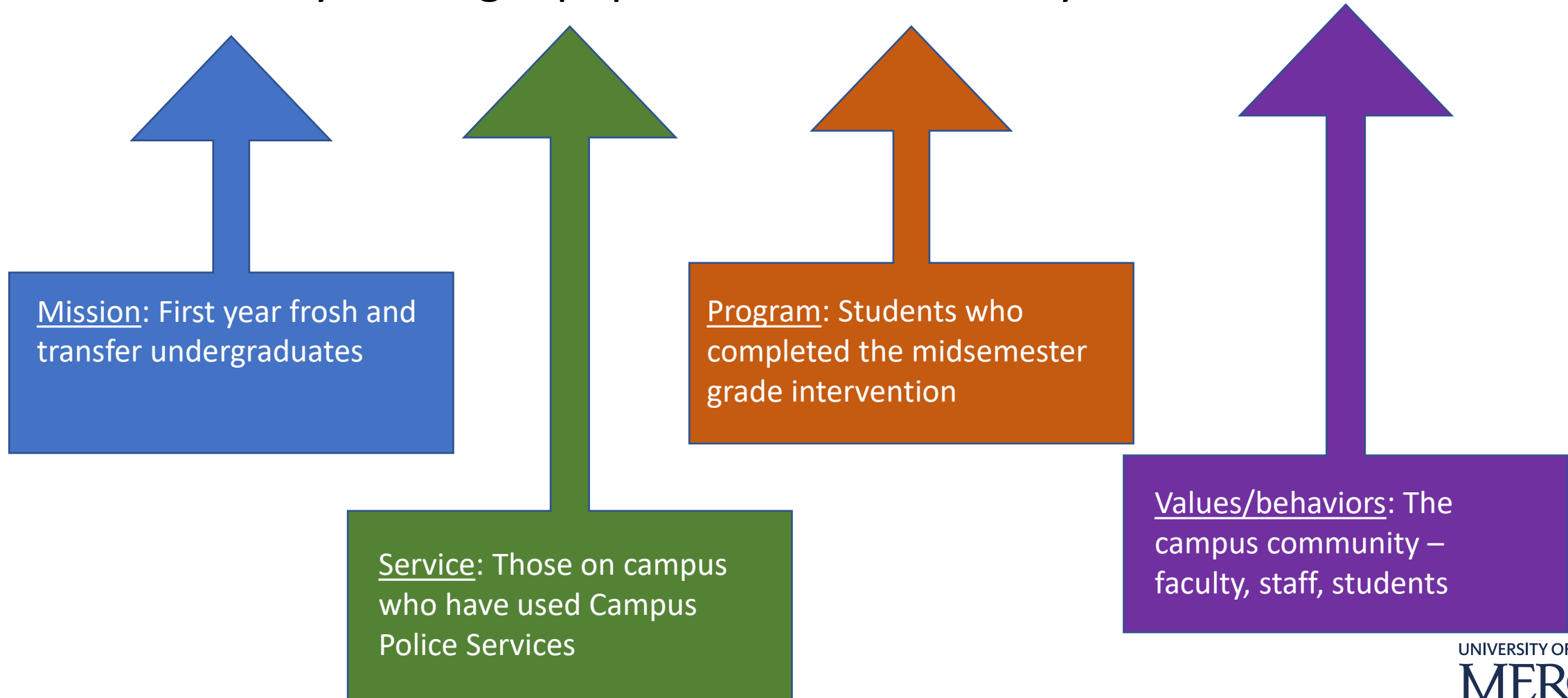
Identifying Survey Goals

5. What do you want to be able to do with the responses? Possible changes? Timeline?

Mission: How can you impact the first year student transition?

Service: How can you change the way you provide services or what services you offer?

Program: How can you change the intervention process?

V/B: How can you change environmentally sustainable values and behaviors?

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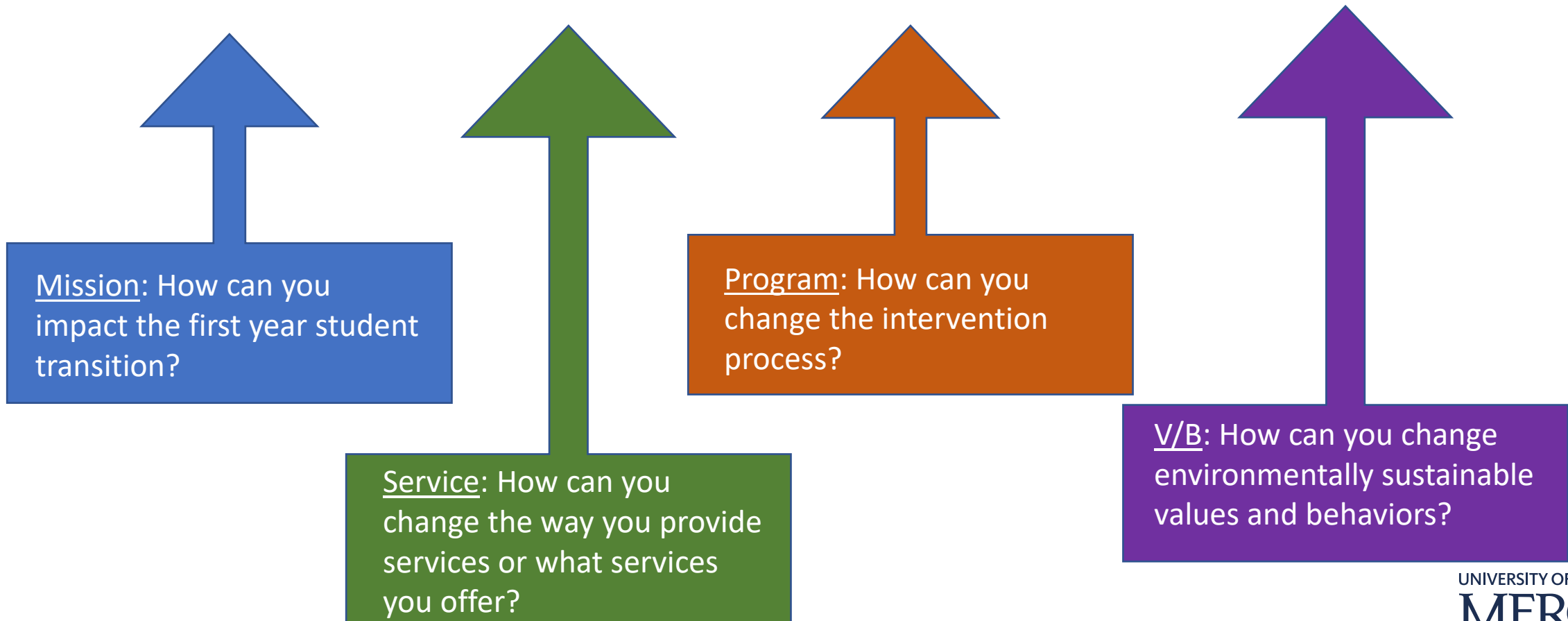
6. Do you need to be able to disaggregate the responses and by what (e.g., respondent background/demographic characteristics)?

- Are your respondents representative of the population of interest?

- Is there evidence of gaps/inequities in the experiences of respondents? Of outcomes?

- Should certain questions only be seen by certain groups?

If yes, make sure you can link survey data to characteristics or include background/demographic questions on the survey.

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Developing the Instrument

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- You're consulting on a faculty survey and see this question. What advice do you share?

For teaching your remote classes, on average, to what extent do you agree that the following were inaccessible and unreliable:

	Strongly agree	Agree	Somewhat Agree	Disagree
Your computer	○	○	○	○
Your webcam	○	○	○	○
Your digital whiteboard	○	○	○	○
your Internet connection	○	○	○	○

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Developing the Instrument – Do's and Don't's

- You're consulting on a student survey and see these questions.
  What advice do you share?

Q1 How often did you typically visit your professors during their office hours this <u>past academic year</u>?

- Never
- 1-5 times
- 5-10 times
- 10-50 times
- More than 50 times

Q2 Please tell us why.

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Developing the Instrument – Dos and Don'ts

Do	Don't
• Use language respondents will understand • Provide simple instructions • Ask important questions early • Use visual cues • Include timeframe • Ask specific open-ended questions • Ask actionable questions	• Use double barreled questions • Use double negatives • Use biased/leading language • Assume knowledge • Ask for lengthy retrospection • Ask many open-ended questions • Ask questions you know the answers to

- Response scales
  - Consider number of scale points (Likert)
    - "Low to high" versus "high to low"
    - Label scale points
    - Do you need a neutral point?
  - Balanced
  - NA/unsure/didn't use, etc.
    - Placement ensures they read list
    - Instructions for non-response?
  - Ranges don't overlap
    - Groupings make sense for respondents
  - Stem matches response options

I am enjoying this presentation.

- ○ Strongly disagree
- ○ Disagree
- ○ Agree
- ○ Strongly Agree
- ○ Not sure

What is your age?

- ○ Less than 18
- ○ 18 to 25
- ○ 26 to 35
- ○ 36 to 45
- ○ 46 to 55
- ○ 56 to 65
- ○ More than 65

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Developing the Instrument – Dos and Don'ts

- Make sure respondents know what they are in for…
    - Consent/instructions page (can also go in the invitation email)
        - What the data will be used for
        - Time commitment
        - Deadline
        - Confidential vs. anonymous
            - Reporting conventions for disaggregation and sharing open-ended responses
        - Who to contact with questions
        - How to confirm response submission (if applicable)
- Get input from people who are unfamiliar with research project
    - Pilot test your survey

A note about collecting sensitive information

- Do you really need to know?
  - Actionability
  - Research questions

- How should you ask?
  - Questions to use
  - Placement on the survey

- How will you protect respondent privacy?
  - Level of disaggregation for reporting
  - Data storage/access

> **No identifying information will be associated with your responses on this survey.** Though you completed the UC Merced single sign on process, your identifying information will not be saved with your responses. We will ask you to provide information about yourself on the survey so that we can better understand disparate impacts of the pandemic - but providing this information is optional. You can also skip questions you do not wish to answer. The data will only be reported at the aggregate/group level and when group sizes are at least 5 to protect your privacy. Open-ended comments will be provided verbatim to the Office of Equity, Diversity, and Inclusion for coding. Any quotations from responses to open-ended questions used in reporting will be reviewed to ensure that your identity cannot be ascertained.

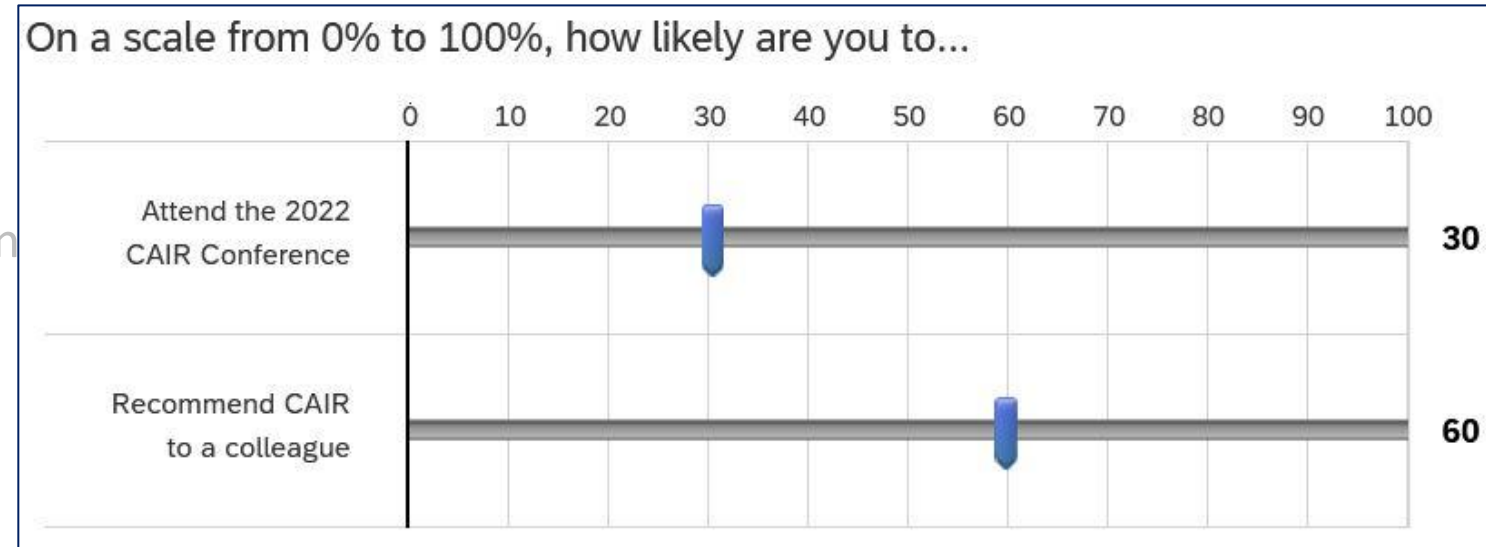UNIVERSITY OF CALIFORNIA
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Programming the Survey

Programming the Survey

- Question types
  - Multiple Choice
    - Allow one answer – radio buttons
    - Allow multiple answers (Select all that apply) – boxes

What have you learned so far?
(Select all that apply.)

☐ How to identify survey goals

☐ How to write good survey questions

☐ How to use effective response scales

☐ ※ Nothing

- **Question types**
  - Multiple Choice
    - Allow one answer – radio buttons
    - Allow multiple answers (Select all that
  - **Matrix**
    - Streamlines
    - Reduces cognitive load
    - Isn't usually good for mobile
    - Repeat scale points if many questions

To what extent have the following resources been helpful in your transition to UC Merced.

	Not useful	Somewhat useful	Moderately useful	Extremely useful	⊘ Did not use
Academic advising staff	○	○	○	○	○
Housing staff	○	○	○	○	○
Student's First Center staff	○	○	○	○	○
New Student Orientation	○	○	○		○

	Not useful	Somewhat useful	Moderately useful	Extremely useful	⊘ Did not use
Health and Wellness Services	○	○	○	○	○
Instructor or Teaching Assistant	○	○	○	○	○
Library Services	○	○	○	○	○

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Programming the Survey

- Question types
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    - Allow multiple answers
  - Matrix
    - Streamlines
    - Reduces cognitive load
    - Isn't usually good for mobile
    - Repeat scale points if many questions
- Text Entry (size of text box)
- Form Field (with validation)

Please use the space below to share your ideas for how this presentation could be improved.

Please provide your contact information below

Click to edit validation

First Name

Last Name

★ Email Address

★ Birth date (mm/dd/yyyy)

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- Question types
  - Multiple Choice
    - Allow one answer – radio buttons
    - Allow multiple answers (Select all that apply)
  - Matrix
    - Streamlines
    - Reduces cognitive load
    - Isn't usually good for mobile
    - Repeat scale points if many question
  - Text Entry (size of text box)
  - Form Field (with validation)
  - Dropdown (multiple choice type)
  - Sliders

Please select your major from the list

Anthropology ▼

On a scale from 0% to 100%, how likely are you to...

| | 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |

Attend the 2022 CAIR Conference — 30

Recommend CAIR to a colleague — 60

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Programming the Survey

- Skip/display logic ensures respondents only see applicable questions

- General Appearance
  - Section headers and instructions
  - Page breaks

- Look & Feel and general appearance
  - Don't use a progress bar if you have a lot of logic
  - Logos/branding enhance legitimacy
  - Forward/Back button styles

- Preview your survey!

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Programming the Survey

- Survey options…   Should you…

  - Require answers to questions?
  - Allow them to go forward and back?
  - Allow them to Save and Continue?
  - Prevent Ballot Box Stuffing (i.e., multiple submissions)?
  - Have a Submit button?
  - Have a webpage redirect, custom message, or trigger email on submission?

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Programming the Survey

- Contacts List/Panel
  - Embedded Data –information about respondents in contacts list useful for survey programming or reporting

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Questions?

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Samson says please use the WHOVA Mobile App to rate my Mom's session. CAIR uses the session evaluations to determine the winners of the Best New Presenter and Best Presenter awards each year.
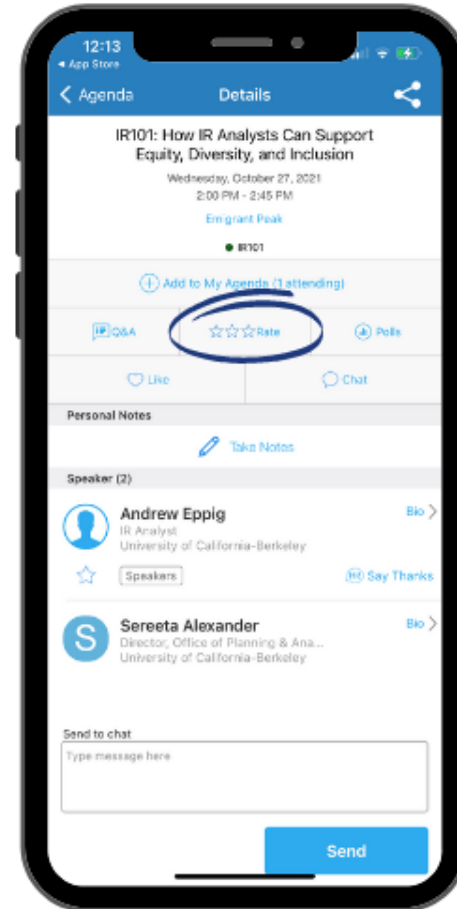
REMINDER: COMPLETE YOUR SESSION EVALUATIONS
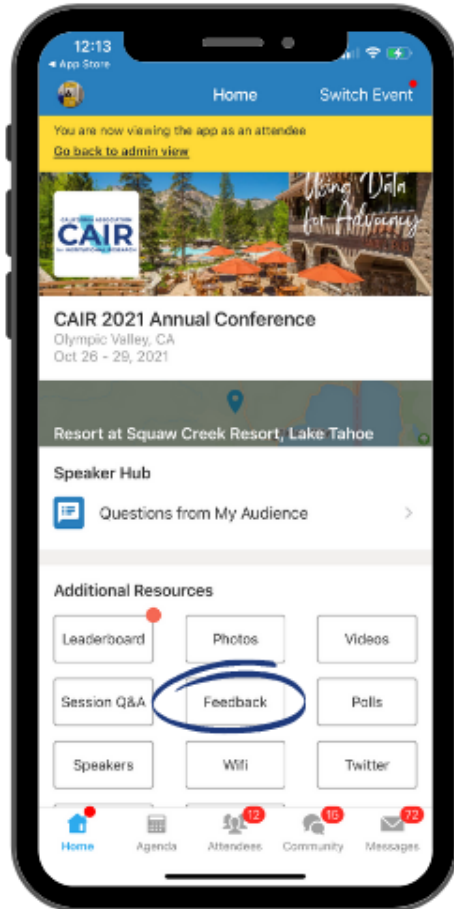
OPTION 01

Home - Feedback

- Navigate to the **Home** page
- Click on **Feedback**
- Select **Session Feedback**
- Select the name of the session that you attended

OPTION 02

Agenda - Session

- Navigate to **Agenda** on the bottom menu
- Select session name
- Click ☆☆☆☆ **Rate**

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