

Survey Design

A Communities of Opportunity Workshop

November 19, 2020

Vanessa Quince and Hani Mohamed



Land
Acknowledgement

We gather today on the ancestral land of the first people of Seattle, the Duwamish People. We honor with gratitude the land itself and the Duwamish Tribe, and all of the Native people who call King County home.

[Read acknowledgement]. This acknowledgement is one small step against the erasure of our Native communities. In addition to the Duwamish, King County is home to the traditional lands of the Muckleshoot, Snoqualmie, and Tulalip tribes and other Coast Salish people. Today, King County is home to a vibrant and diverse community of indigenous people from across North America and beyond.

Resources:

<https://www.duwamishtribe.org/land-acknowledgement>

<https://www.realrentduwamish.org/land-acknowledgement.html>



Check-in

General:

What is your favorite fall food?

Workshop specific:

What are you hoping to learn today?



PURPOSE OF THIS WORKSHOP

Through this workshop we aim to equip attendees with the knowledge and tools **to build local data and evaluation capacity** that utilizes a strong equity approach to **highlight** your organization's **strengths** as well as **identify opportunities for new or continued** program investment and development.

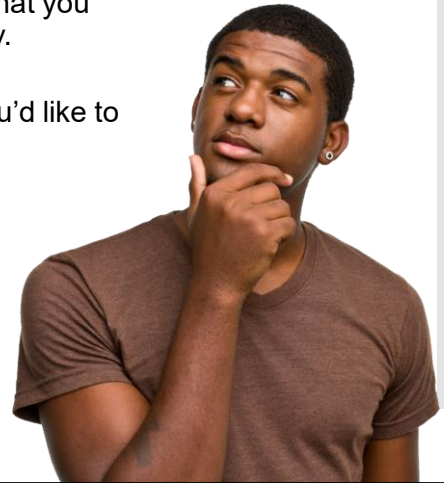
What will we cover today?

- What is a survey
- Planning for your survey
- Types of surveys
- Types of survey questions
- Different ways to ask survey questions
- Questions & open discussion

What's Your Purpose?

Before starting to develop a survey, it's important to decide what you want to measure and why.

What are some things you'd like to measure in your survey?

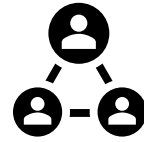


Before you think about the specific questions you'll ask in the survey, think about the big picture. Overall, what are your goals for the survey? What do you want to learn about? How will you use the results? You could consider these your "research questions."

What is your
organizational
capacity?



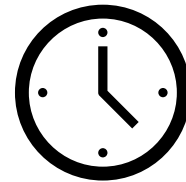
Money



Resources



Staff



Time

A little planning on the front end may be fruitful and beneficial in the long-run. Ask yourself how much time, money, resources and staff are available to administer the survey but also what additional support will be needed to analyze the survey. These considerations can influence the type of survey you administer as well as how long the survey will be.

What is a survey?

Paper survey



Online survey



Oral survey



A survey is a method of gathering information from a sample of people. Surveys can be administered by paper, orally, or electronically. Paper surveys can be more accessible if the target population does not have easy/reliable access to a computer or the internet. You may also find it best to use a paper survey at the end of an event as a way of gathering and collecting immediate feedback. One drawback is that you are responsible for data input yourself, so give time and resources, this might not be the most efficient strategy. Online surveys such as Survey Monkey, Google Forms and Qualtrics can be beneficial in that there is less work for data entry and you may be able to ask more sensitive information. However, you may have a lower response rate than a paper survey. Oral surveys can be great for children or low literacy groups. One drawback is that you may need to train a team of interviewers and it may not be appropriate for sensitive information.

Planning for your survey

Who?	What?	When?	How?
<ul style="list-style-type: none">• All participants or clients• Group(s) of clients• Community members	<ul style="list-style-type: none">• Using questions from other surveys• Developing new questions• Language	<ul style="list-style-type: none">• Before• During• After	<ul style="list-style-type: none">• Paper• Online• Interview

Example Surveys:

- Healthy Youth Survey: <https://www.askhys.net/>
- The General Social Survey: <http://www.gss.norc.org/>
- The National Election Survey: <https://electionstudies.org/data-center/>
- IPoll (database of 500,000 polls): <http://nrs.harvard.edu/urn-3:hul.eresource:roperctr> (*Harvard ID / PIN required*) Must register to access.
- Polling the Nations: <http://poll.orspub.com.ezpz.harvard.edu>

When putting together a survey, there's no need to reinvent the wheel!

Many surveys have already been developed with questions that can help you measure what you're interested in measuring. Using survey items that have already been tested and implemented is a best practice for several reasons – plus it can save you a lot of time and headaches!

There are many different surveys already developed that you can borrow and adapt from.

What to ask? Language

One question at a time

- “Was this training relevant?”
- “Was this training fun?”

“Double Barreled”

- “Was this training fun and relevant?”

One thing you want to do in surveys, is try to make the questions as clear as possible. While of course there are extenuating circumstances – try to be as clear as possible. What if the participant thought the training was fun and not relevant or the other way around? You want to be as specific as possible

What to ask? Language

Neutral	Leading or judgmental
<ul style="list-style-type: none">• “How would you rate the performance of Russell Wilson last season?”	<ul style="list-style-type: none">• “How great was Russell Wilson last season?”

Neutral! We talk about biases and everyone is susceptible to different biases

What to ask? Language

Clear and culturally relevant

- “How often do you eat breakfast?”

Unclear or vague

- “With what frequency do you consume a morning repast?”

What would
you change?

I do not want my child to attend this trip

No

Yes

What to ask? Format: Likert Scale

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
This training was relevant to my work.					

- Asks whether respondents agree or disagree with a statement
- More nuance than a yes/no question
- As much as possible, provide consistent options

What to ask? Format: Scale of Opposites

	Irrelevant				Relevant
Was this training...					

- Uses two opposite adjectives
 - Other examples: Unimportant/Important; Hard/Easy; and more
- More nuance than a yes/no question
- Again, consistency is helpful for your respondents
- Be careful with vocabulary

Consistency – you don't want earlier questions to read one way and later questions to read another way and get all confused

What to ask? Format: Yes/No

Was this training relevant to your work?	Yes	No
--	-----	----

- Simple
- Best for low literacy
- Doesn't allow as much nuance

What to ask? Format: Open-ended

What suggestions do you have for improving this training to make it more relevant to your work?

- Helps answer the “how” and “why” questions
- No number
- Think about how many people you will survey

What to ask? Demographics

- Important to describe WHO took the survey
- Usually at the *end* of the survey
- Only ask for the information you need and plan to use
- Many surveys, report by age, race/ethnicity, geography, and gender, at a minimum.

• **EXAMPLE:**

7. What school do you attend?

- School A
- School B
- School C
- Other, please write in: _____

What are some other demographic questions you might want to ask?

-Age

-Gender

-Race/ethnicity

-Sexual orientation....

What to ask? Other Tips

- Think about what order to put questions in:
 - Most important questions go first
 - Put questions with the same topic or format together in sections
 - Sensitive questions and demographic questions go at the end
- Aim for 8th grade reading level for adults
 - For youth: 3rd grade; in general age-appropriate
- With any kind of scale:
 - Provide the number of options you actually care about
 - You can choose whether to provide a neutral option
- **Test it out!**

There are different ways to test out the survey, Administer your surveys to a few potential respondents (or your friends) to get feedback. Ask people to think out loud as they are answering the survey questions. Probe them: “What does that mean to you?” Multilingual surveys and considerations with for translation validation and community testing are also part of this process. We want to make sure that questions translate well and community has the chance to understand the survey and the words and meaning resonate with the necessary participants within the community.

When to ask: Retrospective Pre-Test

How would you rate your confidence in the following skills?	BEFORE the class			AFTER the class		
	Not at all confident	Somewhat confident	Very confident	Not at all confident	Somewhat confident	Very confident
Ability to solve computer science problems						

We may under- or over-estimate our knowledge at the beginning –

“we don’t know what we don’t know”

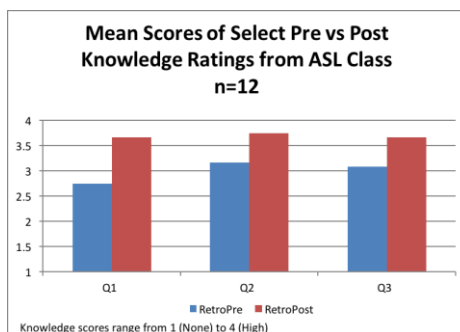
No need to administer or analyze multiple surveys

More flexible timing

No need to link data, so it can be anonymous

When to ask: Retrospective Pre-Test Analysis

- Calculate the average of each “before” questions
- Calculate the average of each “after” question
- Compare!



If you're using a system like SurveyMonkey, it may do some of this for you.

Example from; <https://aea365.org/blog/starting-at-the-end-measuring-learning-using-retrospective-pre-post-evaluations-by-debi-lang-and-judy-savageau/>
See also: <https://aea365.org/blog/pd-cop-week-barb-goldsby-on-evaluating-professional-development-guskey-level-2-participant-learning/> [ask Anne to download spreadsheet?]

When to ask: Pre- & Post- Test

- **EXAMPLE:**

- I am confident in my ability to solve computer science problems. (Strongly Agree/Agree/Neither/Disagree/Strongly Disagree)
...six months pass....you give another survey and ask again
- I am confident in my ability to solve computer science problems. (Strongly Agree/Agree/Neither/Disagree/Strongly Disagree)
- “Response shift bias” (we don’t know what we don’t know)
- Is it the same group of people? How will you know? Need to match responses
- Need to analyze 2 surveys to compare

Pre- & post-tests are very common ways to assess trainings and other programs.

The basic premise is that you ask participants to self-assess their knowledge, beliefs, attitudes, or skills **BEFORE** your program and again **AFTER** your program, to see whether changes have occurred.

When to ask: Pre- & Post- Test Analysis

- Match respondents
- Calculate the difference between their pre-test score and post-test score
- EXAMPLE:

	Pre-Score	Post-Score	Difference	% Change
Female Average (N=15)	28.47	36.27	7.80	27%
Male Average (N=15)	24.27	33.27	9.00	37%
TOTAL AVERAGE	26.37	34.77	8.40	32%

post-score MINUS pre-score is the Difference. Difference divided by Pre-score = % change

Example from: http://empowerweb.org/assets/uploads/tools-resources/461/5_guidance_for_pre_and_post_test_design.pdf

How to ask: Incentives

- **Optional!**
- Should reflect thanks for respondents' time and information
 - Not payment for participating
 - Not enough to push people who don't want to participate
- Can be a raffle with one or a few winners
- Can be non-monetary: special privileges, experiences, or swag – be creative!

Incentives are a common way to improve response rates to various types of surveys. They can be useful sometimes, but they are definitely not necessary! How you might use them depends a lot on your context.

In general survey participation should always be optional. It's ethical to allow respondents to choose whether to participate, and if they do participate only because they feel they have to, it may bias your results. This is especially true for surveys of members or a community or other broad groups of people.

If you are, for example, requiring program participants to fill out an evaluation survey, that's generally acceptable and you probably don't need to incentivize them.

Tips for surveying children

- Would a parent survey or guided conversation be more helpful?
- Consider having your survey administered by interviewers.
- Questions must be clear and short, with age-appropriate vocabulary! Consider pictures and limit to 2-3 response options.
- Children have a hard time remembering behaviors – try asking how they think or feel.
- Be very literal and avoid negatively-phrased statements.

Note: these are especially important considerations if you decide to survey children, but are worthy of consideration for any age group!

Depending on your goals, consider a parent survey or a guided conversation as an alternative to written surveys with young children.

Consider the literacy level of the group you'd like to survey. If they can't read, a written survey won't work. Consider having the survey given by an interviewer who reads the questions and records children's responses.

Questions should be clear, short, and have simple vocabulary appropriate for the age group. (While these things are true for any survey, they are even more important with children!)

Consider using images.

Try to stick to only 2-3 response options.

Children have a hard time accurately remembering their behaviors – try asking how

they think or feel instead.

Avoid ambiguity and be very literal, because children interpret language very literally. For example, say “5 year old kids” instead of “other kids your age.”

Avoid negatively phrased statements – these are more cognitively complex for children to process.

As with other surveys, test it out and consider making changes before you administer it!

Read more: <http://www.coloradoedinitiative.org/wp-content/uploads/2014/07/K2GuidancedocFINAL.pdf>

COVID-19 Related Survey Question Resources

- National Institute of Health [COVID-19 Survey Questions and other tools](#)
- National Institute of Health Community Survey Guidance https://www.nlm.nih.gov/dr2/JHU_COVID-19_Community_Response_Survey_v1.3.pdf
- U.S. Census Pulse Survey questionnaire
 - <https://www.census.gov/data/experimental-data-products/household-pulse-survey.html>
 - https://www2.census.gov/programs-surveys/demo/technical-documentation/hhp/Phase_2_Questionnaire_11_2_20_Updated_English.pdf
- Health Resources and Services Administration <https://bphc.hrsa.gov/emergency-response/covid-19-survey-tools-questions>

How do we request assistance, or ask questions about data and evaluation?



**Communities
Count**

Data Consultation and Technical Assistance

Email: CommunitiesCount@kingcounty.gov

See more data and trainings at: communitiescount.org