

Survey Design:

A Communities of Opportunity Workshop

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**Communities
Count**

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.

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

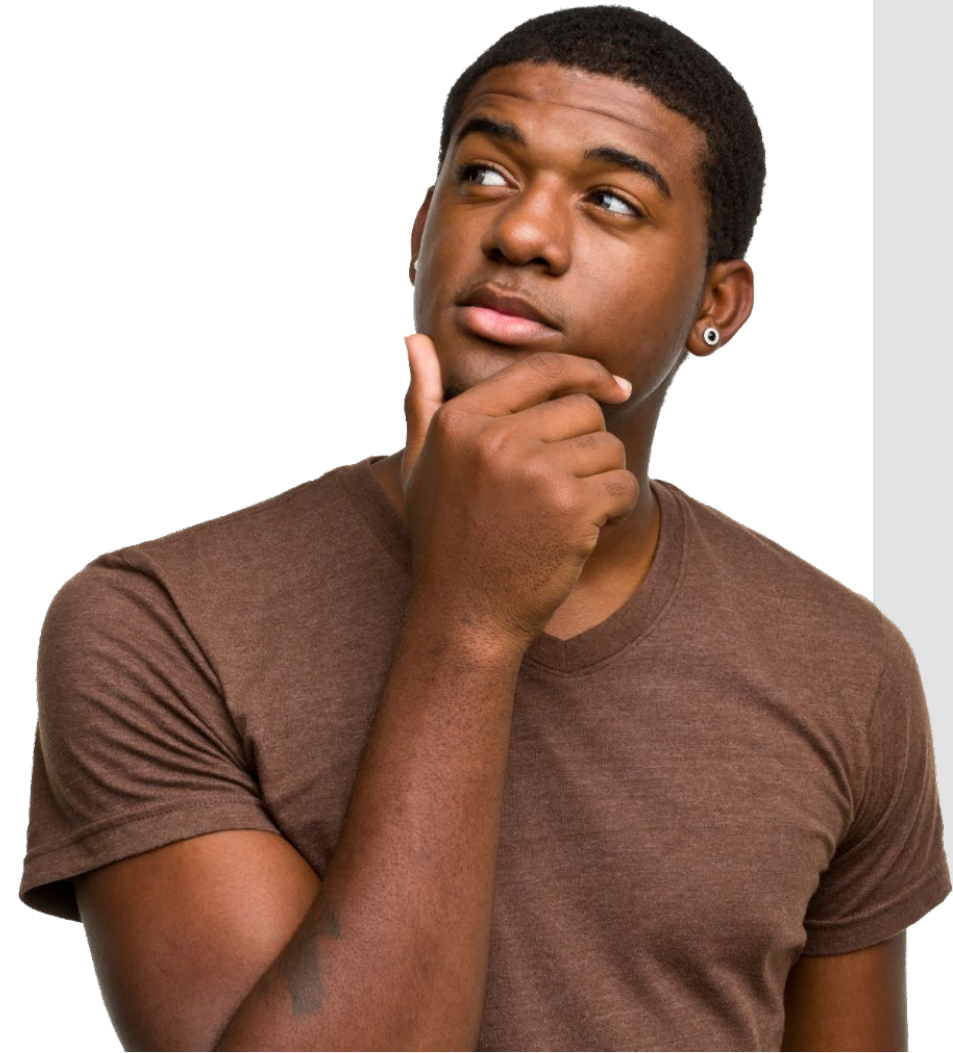
Introductions

- Name
- Pronouns
- Organization
- One reason you came today

What's Your Purpose?

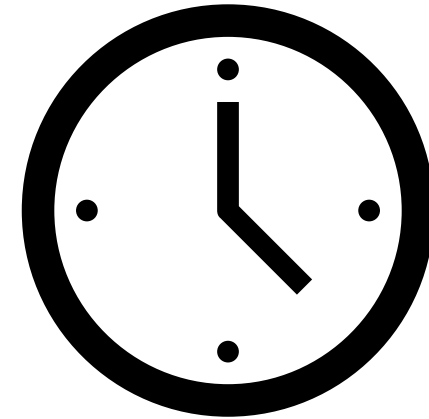
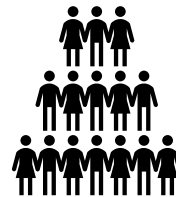
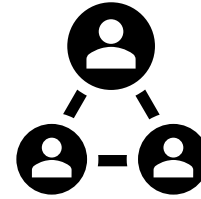
Before starting to develop a survey, it's important to decide what you want to measure and why.

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



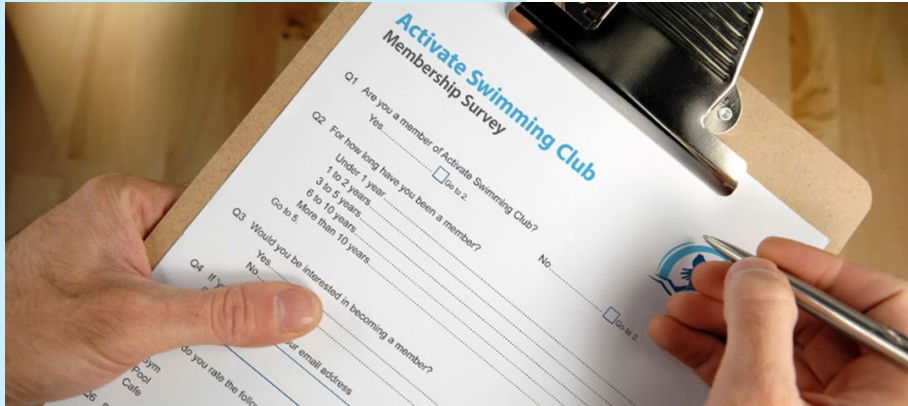
What is your organizational capacity?

Money
Resources
Staff
Time



What is a survey?

Paper survey



Online survey



Oral survey



Planning for your survey

Who?

- All participants /clients
- Group of clients
- Community members

What?

- Using questions from other surveys
- Developing new questions
- Language

When?

- Before
- After

How?

- 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>

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?”

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?” |

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

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 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!**

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”

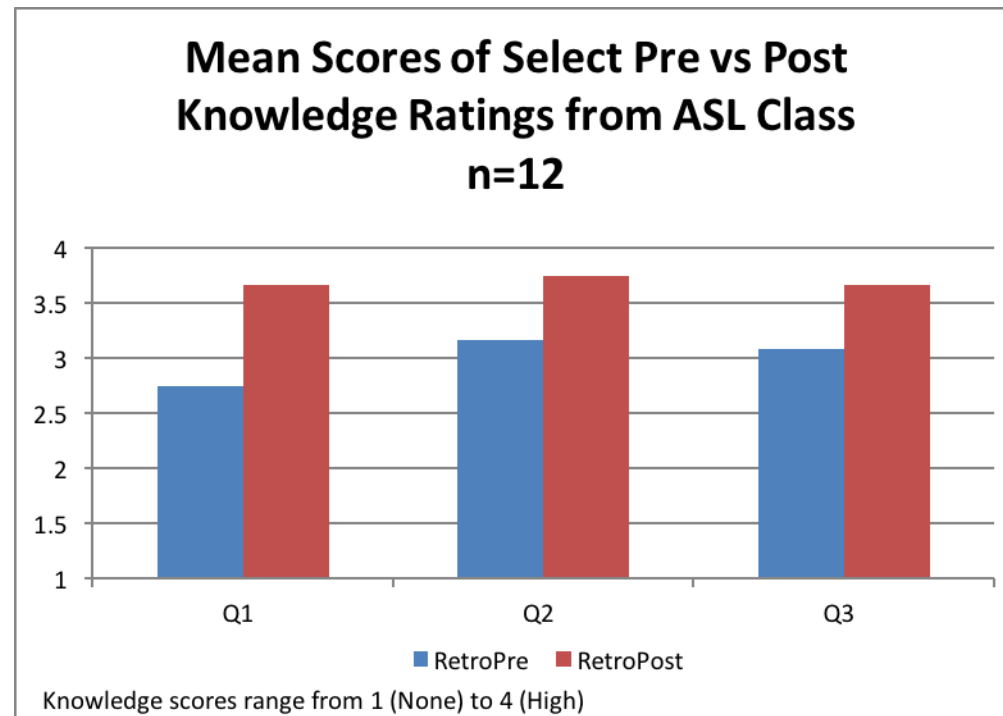
No need to administer or analyze multiple surveys

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!



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

When to ask: Pre- & Post- Test Analysis

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

| | SAMPLE TABLE | | | |
|-----------------------|--------------|------------|------------|----------|
| | 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% |

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!

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



Data Consultation and Technical Assistance

Email: CommunitiesCount@kingcounty.gov

Mariko Toyoji, Vanessa Quince, Sara Jaye Sanford, Kris Johnson

See more data and trainings at: communitiescount.org