

Evaluation Data: So You Have to do a Survey...



March 17, 2010

Evaluate|e
EVALUATION RESOURCE CENTER for
advanced technological education



This material is based upon work supported by the National Science Foundation under Grant No. 0802245. Any opinions, findings, and conclusions or recommendations expressed in this material are those of the author(s) and do not necessarily reflect the views of the National Science Foundation.



Introductions

Stephanie
Evergreen



Presenter

Lori
Wingate



Presenter

Peggie
Weeks



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Discussant

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Presenter

Mark
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Host &
Technical
Coordinator


Evaluate|e
EVALUATION RESOURCE CENTER for
advanced technological education

@ WESTERN MICHIGAN
UNIVERSITY




**The
Saflund
Institute**





Objectives




Peggie


By the end of this webinar, you will

- Understand the fundamentals of identifying a survey sample
- Know how to improve survey response rates
- Be aware of data sources that can be tapped to complement surveys
- Know how to use various strategies for tracking students after they leave the education setting

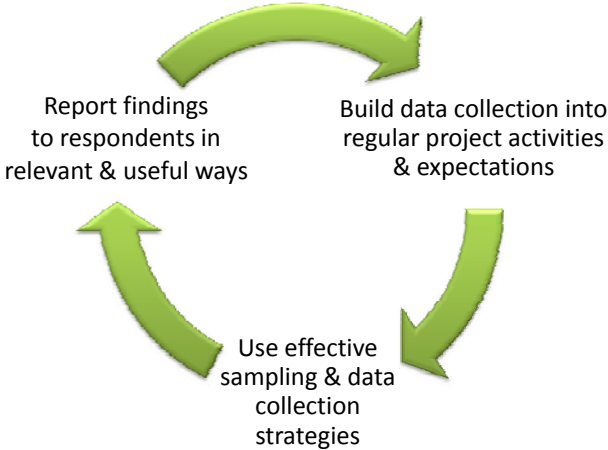
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Conducting Effective Surveys





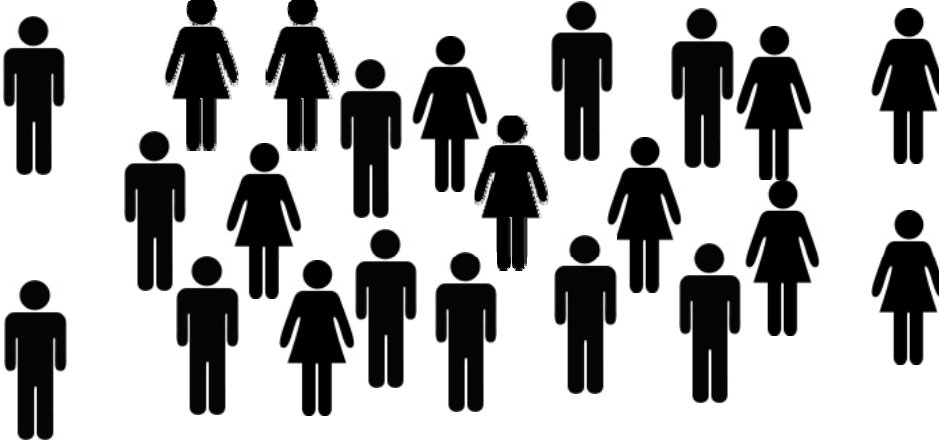
Arlen





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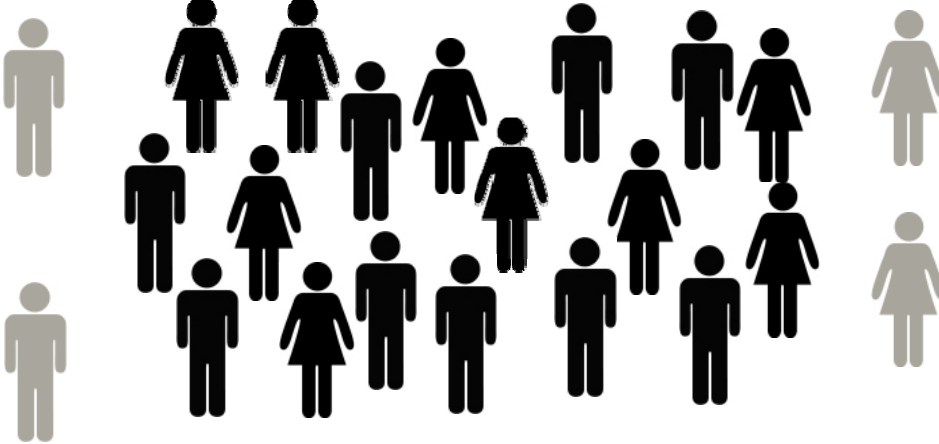
graph TD
    A[Report findings to respondents in relevant & useful ways] --> B[Build data collection into regular project activities & expectations]
    B --> C[Use effective sampling & data collection strategies]
    C --> A
            
```

 **Population** 
Stephanie





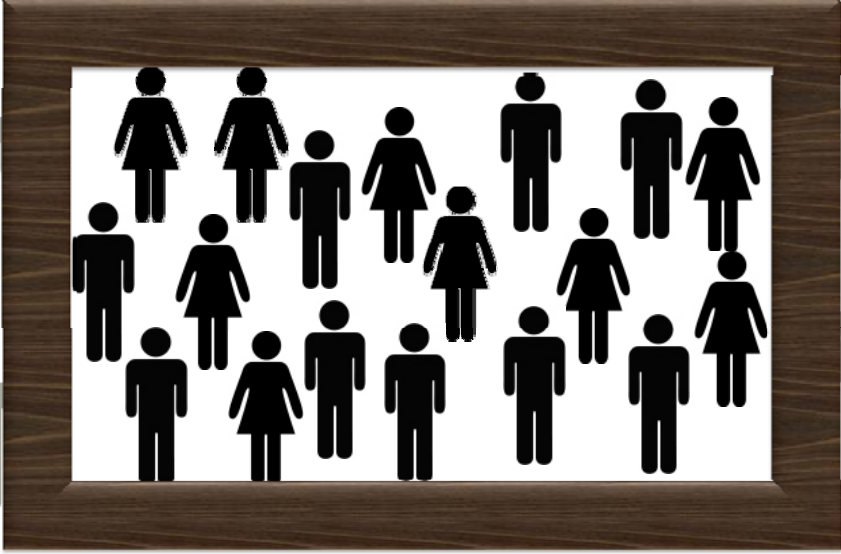
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 **Population** 
Stephanie





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 **Sampling Frame** 
Stephanie




 **Random Sampling** 
Stephanie





Sample Size



Stephanie

- Use online sample size calculator

Example:
custominsight.com/articles/random-sample-calculator.asp

#1 - How many survey respondents do you need?

Specify your desired error level and population size below and click calculate. The numbers next to each confidence level indicate how many people need to complete your survey to achieve the specified error level.


How much error are you willing to tolerate?
If you are not sure, try somewhere between 3% and 8%

How many people are in your population?


%

 90% Confidence
 95% Confidence
 99% Confidence

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Sample Size



Stephanie

Choose

- 5% error rate
- 95% Confidence

#1 - How many survey respondents do you need?

Specify your desired error level and population size below and click calculate. The numbers next to each confidence level indicate how many people need to complete your survey to achieve the specified error level.

How much error are you willing to tolerate?
If you are not sure, try somewhere between 3% and 8%

How many people are in your population?

%

 90% Confidence
 95% Confidence
 99% Confidence

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Sample Size

Stephanie

- Aim for (at least) 80% response rate
- Oversample to account for nonrespondents

90% Confidence
95% Confidence
99% Confidence

#2 - How many people do you need to send the survey to?

How many people need to complete the survey?
From Calculator #1 above

What is your estimated response rate?
What % of people do you expect to complete the survey? %

Send the survey to people

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Sample Size

Stephanie

- Only 446 to sample from 5,000

90% Confidence
95% Confidence
99% Confidence



#2 - How many people do you need to send the survey to?

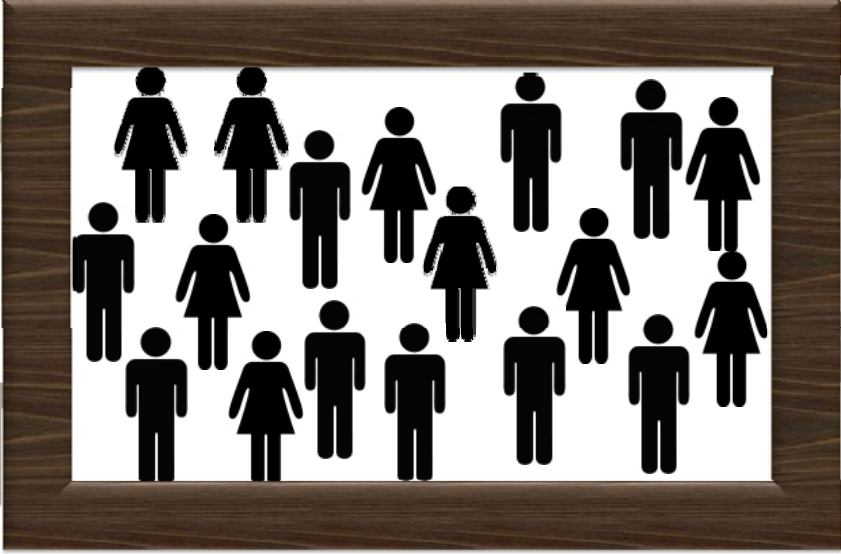
How many people need to complete the survey?
From Calculator #1 above



What is your estimated response rate?
What % of people do you expect to complete the survey? %

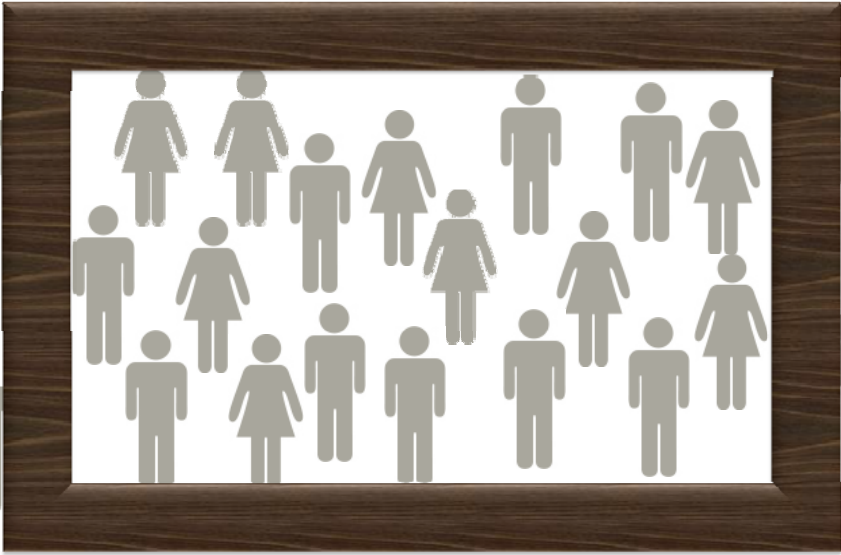
Send the survey to people



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 **Sampling Frame** 
Stephanie



 **When You Lose Your Frame...** 
Stephanie



 **Convenience Sample** 
Stephanie




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 **What's a "Good" Response Rate** 
Lori


at least ...

80%

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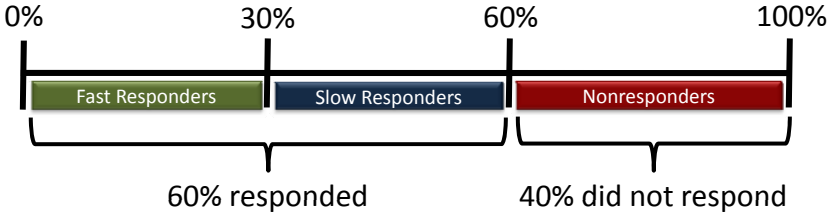


Why Response Rates Matter



Lori

A hypothetical example:



0% 30% 60% 100%

Fast Responders Slow Responders Nonresponders

60% responded 40% did not respond

How might respondents differ from nonrespondents?



Call in the Heavy Hitters



Lori




Who can persuade your respondents to cooperate?


- College president
- Local ATE partner from business/industry
- School district superintendent

other ideas?

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Ensure Privacy




Lori


- Explain who will have access to individual responses & how the information will be used
- Be clear about anonymity v. confidentiality



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Prime Your Respondents




Lori




Let respondents know in advance...

- when the survey is coming & in what form
- what it's about
- why their response matters
- how long it will take to complete

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Minimize Length



Lori

What you would
LIKE to know



What you **NEED** to know


Ask yourself & other stakeholders:

- How will we use the results?
- Are there unobtrusive ways to obtain the information?

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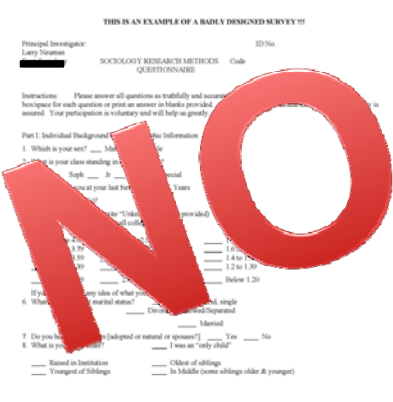


Think about Aesthetics



Lori

THIS IS AN EXAMPLE OF A BADLY DESIGNED SURVEY !!!



NO

“Example of a Badly Designed Survey”
Professor Jane Allyn Piliavin
University of Wisconsin – Madison

INSTRUCTIONS

Thank you for taking the time to complete this questionnaire. Directions are provided for each question.

- If you have not already done so, please print your name on the front cover.
- Please print all responses you may use within a year or period.
- When answering questions that require marking a box, please use an "X".

PART A - Education

41. What is the title of your dissertation?

42. Please write the name of the primary field of your dissertation research.

43. Please name the department (or interdisciplinary committee, center, institute, etc.) of the university that sponsored your doctoral studies.



44. If you responded full or part or fellow candidate (candidate) for your doctoral studies, how so?

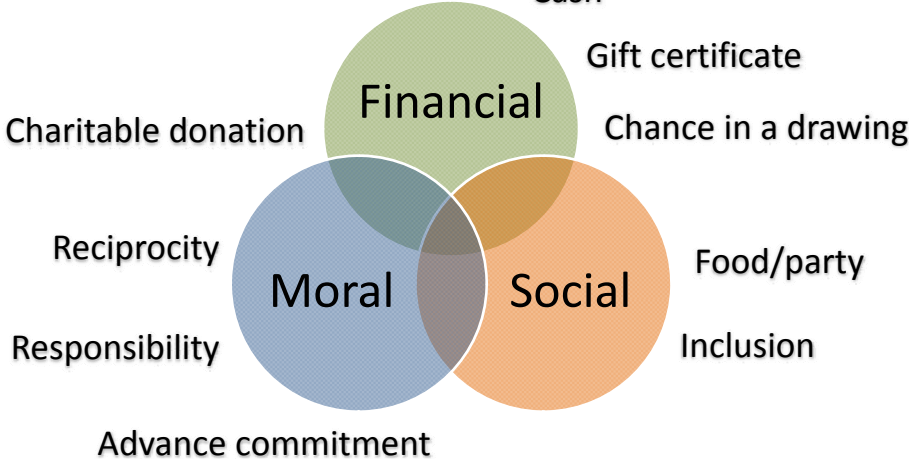
45. Which of the following were sources of financial support during graduate school?

46. Which YES sources listed in 45 provided the most support?

47. What are you earning your doctoral degree, how much money will you have that is directly related to your undertakings and graduate education?

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 **Provide Incentives** 
Lori



Financial

- Cash
- Gift certificate
- Chance in a drawing



Moral


- Charitable donation
- Reciprocity
- Responsibility
- Advance commitment

Social

- Food/party
- Inclusion

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 **Consider Timing** 
Lori



FINALS


Vacation!

Accreditation site visit


Faculty Meeting

Biotech Career Fair


ATE survey due March 31



Follow Up, Follow Up, Follow Up



Lori



NONRESPONDENTS

- Use different forms of contact
- ~3 reminders
- **Remind** only NONrespondents
- **Thank** respondents

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Who Has the Data?



Peter

Varies by college




May be called ...

- Institutional Research
- Institutional Effectiveness
- Institutional Assessment


May be a stand-alone department or housed in ...

- President's office
- Academic dean's office
- College foundation
- District office

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What Colleges Know About Students




Peter


- Demographics
- Educational intent
- Student status
- Grades
- Course enrollment
- Financial aid status



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Questions these Data Can Address



Peter

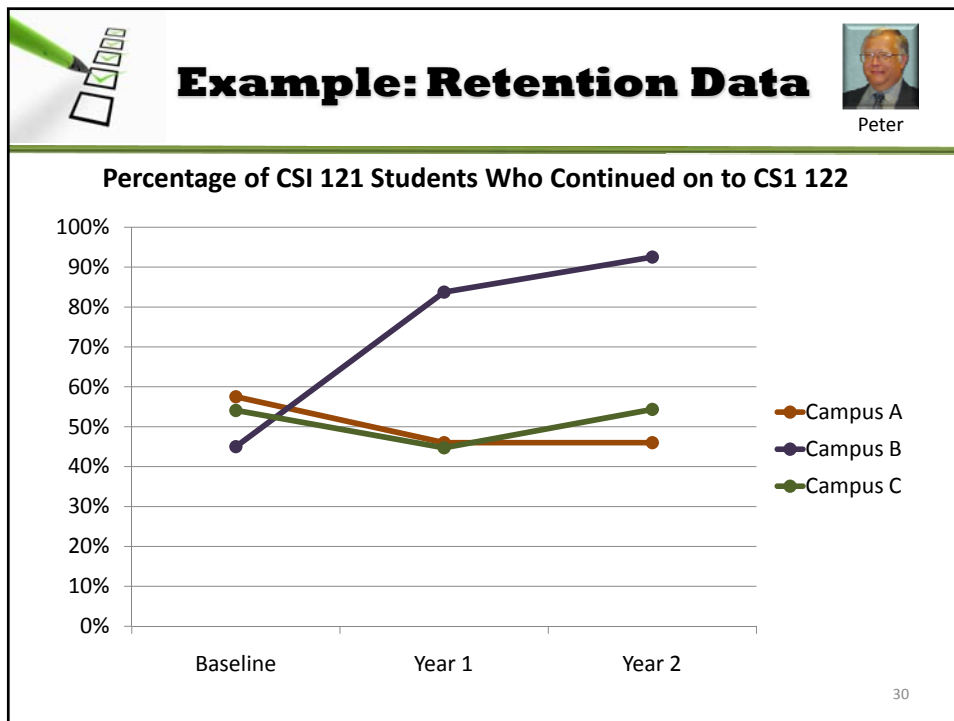
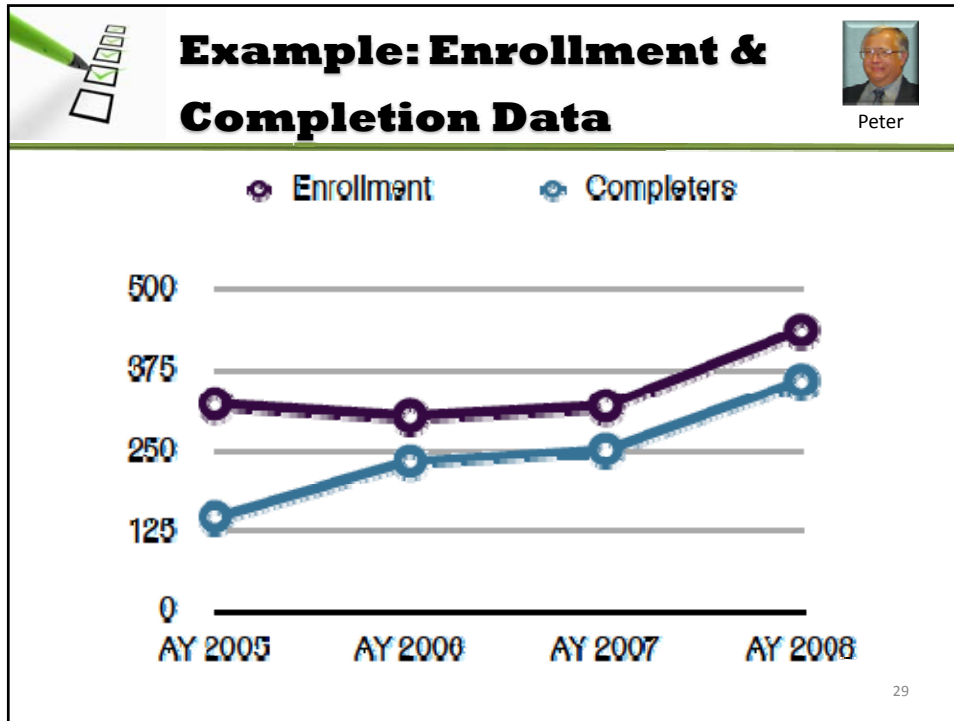
To what extent did...


- grades
- retention and persistence
- performance in later courses
- graduation rates

... improve for defined student groups
as a result of treatment?


How do treatment and control groups compare
on key variables?

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Practicalities & Limitations




Peter




Ask the Institutional Research Officer...

- How should data requests be made?
- How much lead time is needed?
- In what format(s) are the data provided?


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Obstacles




Stephanie



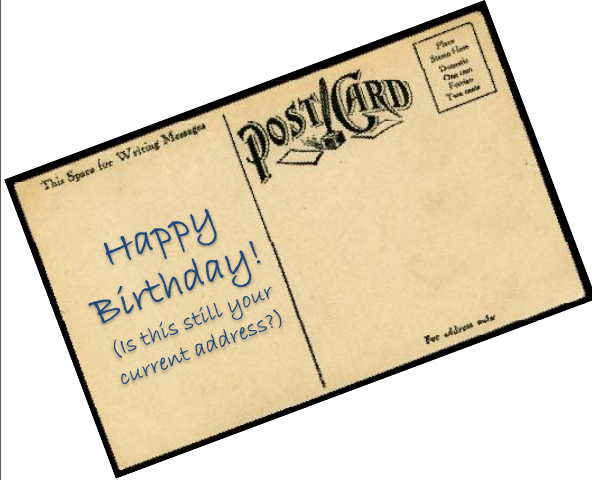
- No longer captive
- Institutions don't track placement
- Many students leave with skills but no degree



Annual Contact Cards



Stephanie



- Add a few questions
- OR
- Follow up with hard-copy survey

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Social Media



Stephanie



- Follow their lead
- Monitor comments
- Just do it

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Personal Email Addresses




Stephanie



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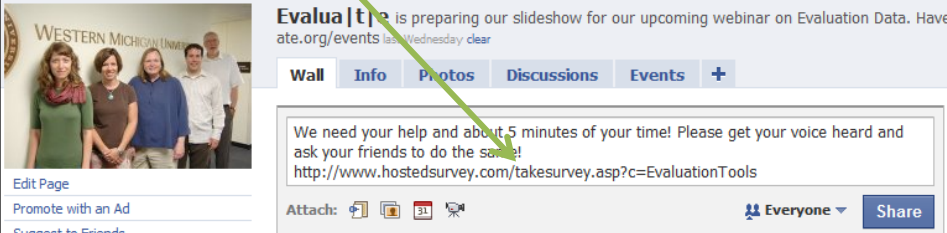


Online Survey Administration




Stephanie


- SurveyMonkey
- Zoomerang
- HostedSurvey





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Start Early




Stephanie



National Student Clearinghouse




Stephanie




- Degree-seeking students only
- Degree progress & institution
- Small fee

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Understanding Field Placement



Peter

Student Social Security Numbers + **Federal Employer Identification Numbers** = **PLACEMENT DATA!**

↑

Institutional Research Office

↑

State Board Office

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Survey of Employer Satisfaction



Peter

Responses to Employer Satisfaction Survey

Answer Options	very dissatisfied	dissatisfied	satisfied	very satisfied	Response Count
The technical skills and knowledge needed for the job	0	1	10	4	15
The ability to recognize and solve problems that arise on the job	0	1	10	4	15
Customer service skills	0	0	8	7	15
The ability to communicate in speech and writing	0	0	8	7	15
The ability to learn new skills and knowledge on the job	0	0	9	6	15
The ability to work well with others to achieve a goal	0	0	9	6	15
Enthusiasm on the job	0	0	8	7	15
Initiative needed to fully complete tasks	0	1	9	5	15
The ability to manage his/her time while working with little supervision	0	3	7	5	15
Remains accountable for actions taken	0	0	9	6	15
The ability to take a "big picture" perspective on the job	0	2	10	3	15
				answered question	15
				skipped question	0

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Community of Practice




Peggie




Continue the conversation....

peggie.weeks@wmich.edu


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Upcoming Events



Peggie




Evaluate|t|e Webinar: May 19
Maximizing Evaluation Impact


Evaluate|t|e Webinar: July 21
Thinking Like an Evaluator During Proposal Writing

Register at www.evaluate.org/events

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Thank You!



Peggie

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