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

March 17, 2010

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Introductions

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Objectives

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
Sampling Frame

Random Sampling
• Use online sample size calculator

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

Choose
• 5% error rate
• 95% Confidence
Sample Size

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

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

<table>
<thead>
<tr>
<th>95% Confidence</th>
<th>357</th>
</tr>
</thead>
<tbody>
<tr>
<td>99% Confidence</td>
<td>586</td>
</tr>
</tbody>
</table>

How many need to complete the survey? 357
What is your estimated response rate? 80%
What % of people do you want to complete the survey? 80%
Send the survey to 446 people

Sample Size

- Only 446 to sample from 5,000

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

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How many need to complete the survey? 357
What is your estimated response rate? 80%
What % of people do you want to complete the survey? 80%
Send the survey to 446 people
Sampling Frame

When You Lose Your Frame...
Convenience Sample

What’s a “Good” Response Rate

at least ...

80%
Why Response Rates Matter

A hypothetical example:

- 0% responded
- 30% responded
- 60% responded
- 100% responded

How might respondents differ from nonrespondents?

Call in the Heavy Hitters

Who can persuade your respondents to cooperate?

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

other ideas?
Ensure Privacy

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

CONFIDENTIAL

Prime Your Respondents

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
Minimize Length

Ask yourself & other stakeholders:

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

Think about Aesthetics

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

“Survey of Earned Doctorates”
National Opinion Research Center
University of Chicago
Provide Incentives

Financial
- Cash
- Gift certificate
- Chance in a drawing

Moral
- Reciprocity
- Responsibility
- Advance commitment

Social
- Food/party
- Inclusion

Consider Timing

Accreditation site visit
Biotech Career Fair
ATU survey due March 31
Faculty Meeting
Vacation
Follow Up, Follow Up, Follow Up

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

Who Has the Data?

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
What Colleges Know About Students

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

Questions these Data Can Address

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?
Example: Enrollment & Completion Data

Example: Retention Data
Practicalities & Limitations

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?

Obstacles

- No longer captive
- Institutions don’t track placement
- Many students leave with skills but no degree
Annual Contact Cards

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

Social Media

- Follow their lead
- Monitor comments
- Just do it
Personal Email Addresses

Online Survey Administration

- SurveyMonkey
- Zoomerang
- HostedSurvey
Start Early

National Student Clearinghouse

- Degree-seeking students only
- Degree progress & institution
- Small fee
Understanding Field Placement

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

Institutional Research Office  State Board Office

Survey of Employer Satisfaction

<table>
<thead>
<tr>
<th>Responses to Employer Satisfaction Survey</th>
</tr>
</thead>
<tbody>
<tr>
<td>answer options</td>
</tr>
<tr>
<td>The technical skills and knowledge</td>
</tr>
<tr>
<td>needed for the job</td>
</tr>
<tr>
<td>The ability to identify and solve</td>
</tr>
<tr>
<td>problems that arise on the job</td>
</tr>
<tr>
<td>Customer service skills</td>
</tr>
<tr>
<td>The ability to communicate in speech</td>
</tr>
<tr>
<td>and writing</td>
</tr>
<tr>
<td>The ability to learn new skills and</td>
</tr>
<tr>
<td>knowledge on the job</td>
</tr>
<tr>
<td>The ability to work well with others</td>
</tr>
<tr>
<td>to achieve a goal</td>
</tr>
<tr>
<td>Enthusiasm on the job</td>
</tr>
<tr>
<td>Initiative needed to fully complete</td>
</tr>
<tr>
<td>tasks</td>
</tr>
<tr>
<td>The ability to manage work/life</td>
</tr>
<tr>
<td>while working with little supervision</td>
</tr>
<tr>
<td>Remains accountable for actions taken</td>
</tr>
<tr>
<td>The ability to take a “big picture”</td>
</tr>
<tr>
<td>perspective on the job</td>
</tr>
</tbody>
</table>

answered question 15
skipped question 0
Community of Practice

Continue the conversation....

peggie.weeks@wmich.edu

Upcoming Events

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

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

Register at www.evalu-ate.org/events
Thank You!

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Peggie