

# Surveys 101...Before You Get Started with Qualtrics

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# Learning Outcomes

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Participants will

- ❖ Locate the place of surveys in the assessment cycle.
- ❖ Determine when surveys might best be employed.
- ❖ Evaluate their own survey questions based on general survey-building tips.

# To Survey or Not to Survey—That Is the Question

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- ❖ What do I want to know or measure?
- ❖ Why do I want or need to know it?
- ❖ How is what I want to know tied to my overall goals and outcomes?
- ❖ Will a survey help answer my question(s)? Is there another option that might provide me with the same or similar evidence or information more directly?
- ❖ What am I going to do with the data I collect?
- ❖ Will the data I collect via a survey provide me all the necessary information I need in order to make meaningful change?

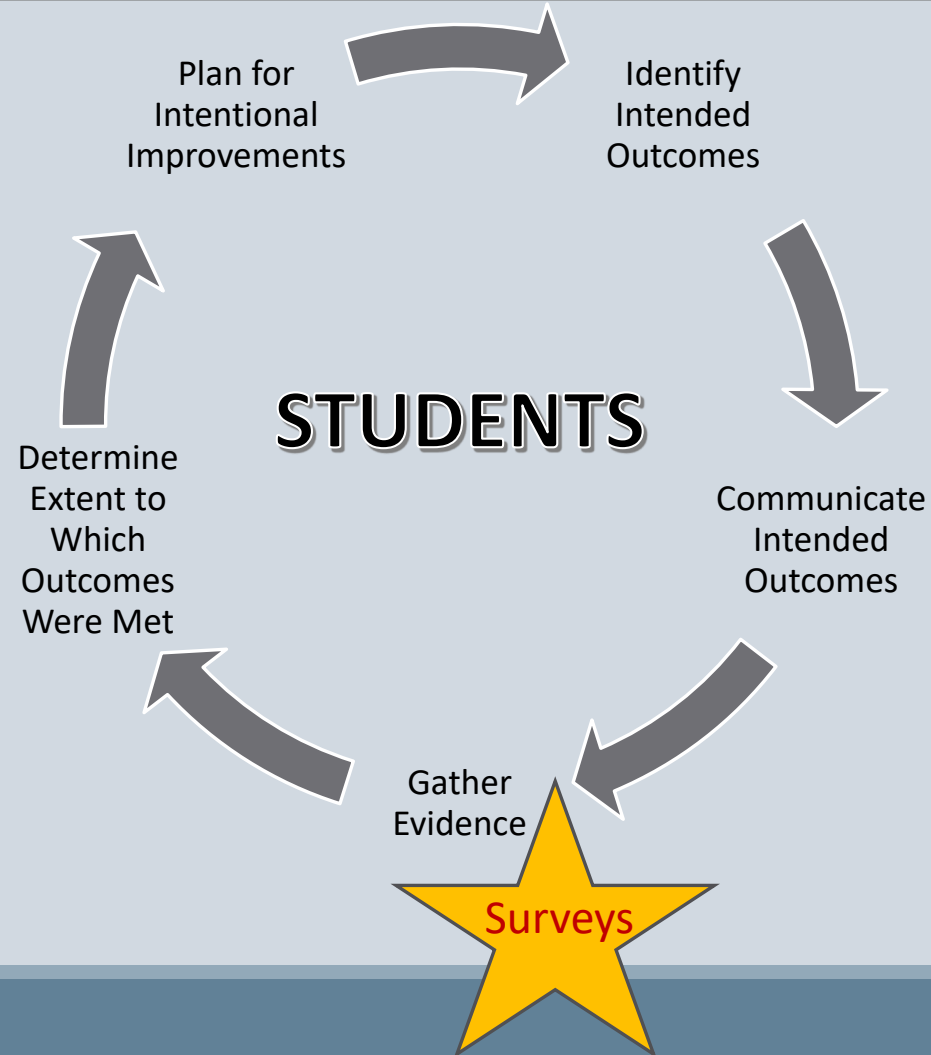
# Horse before the Cart...Always

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Or in this case, outcomes before surveys...always.

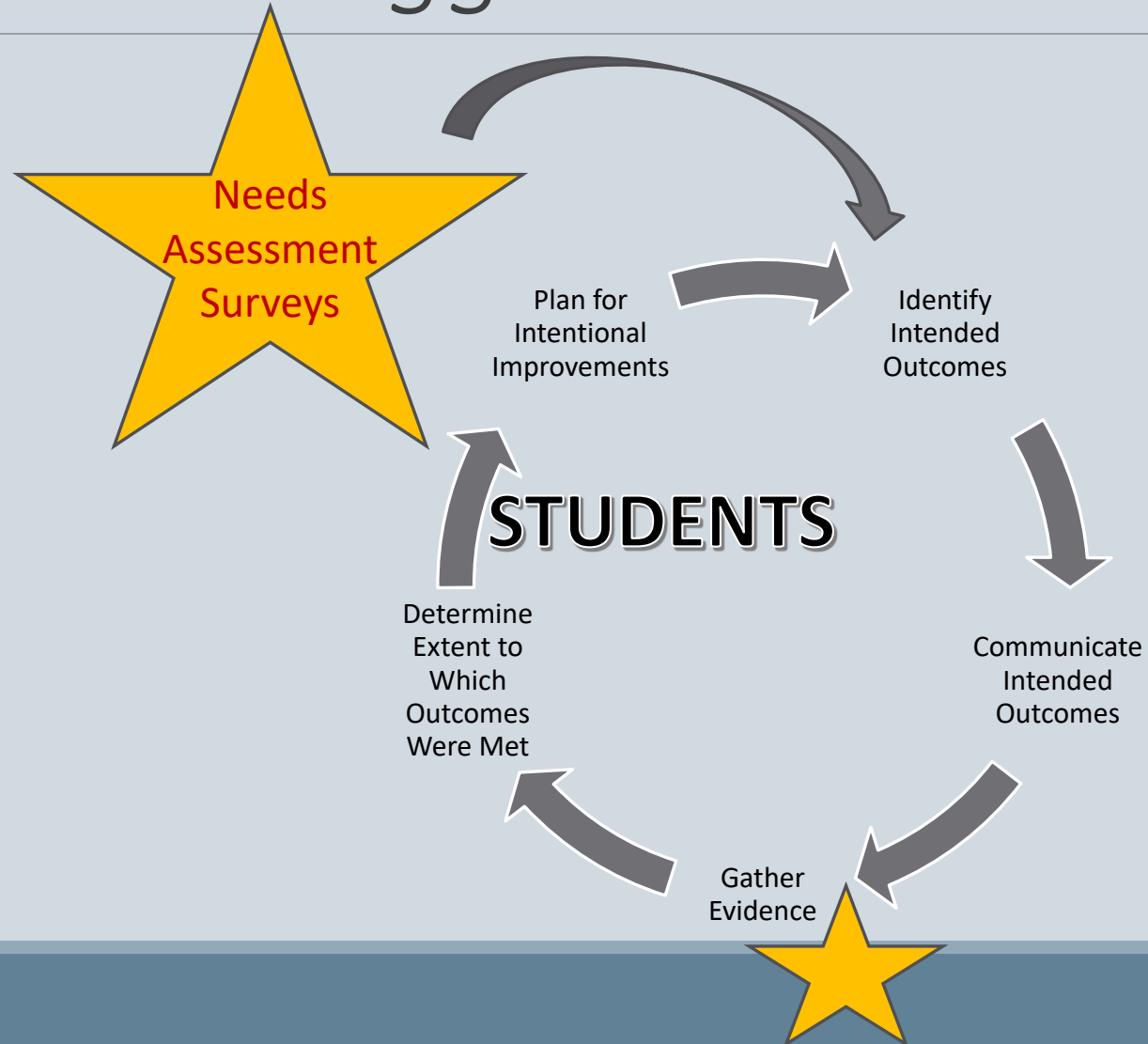
# The Bigger Picture...

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# And an Even *Bigger* Picture

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# Building an Assessment Plan

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- ❖ Articulate your mission (What do you do? For whom and how?)
- ❖ Identify and articulate your goals (What do you hope to accomplish—or hope students will accomplish by way of interaction with your program?)
- ❖ In terms of outcome(s), begin with the end in mind. (What is the ideal end result?)
- ❖ Experiment with articulation...
  - ❖ SUBJECT – VERB – OBJECT  
Who will do what??

# Building an Assessment Plan

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- ❖ ...until you get it right.
  - ❖ Does your outcome accurately reflect the end you have in mind?
  - ❖ Does your outcome utilize verbs that clearly articulate the expected action?
  - ❖ Is it specific?
  - ❖ Is it observable or measurable?
- ❖ Identify possible assessment measures/pieces of evidence and select those that best align with your outcome(s).
  - ❖ What do you want to know? What will indicate to you that your intended outcome was (or wasn't) met and how well?



# To Survey or Not to Survey—That Is the Question

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- ❖ What do I want to know or measure? **(Determined by outcomes.)**
- ❖ Why do I want or need to know it? **(Determined by outcomes.)**
- ❖ **How is what I want to know tied to my overall goals and outcomes?**
- ❖ Will a survey help answer my question(s)? Is there another option that might provide me with the same or similar evidence/information more directly?
- ❖ What am I going to do with the data I collect? **(Should inform the continual improvement process...which is based on outcomes.)**
- ❖ Will the data I collect via a survey provide me all the necessary information I need in order to make meaningful change? **(Should inform the continual improvement process...which is based on outcomes.)**

# A Word of Caution...

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Surveys should be used judiciously, as our students typically suffer from survey fatigue and there are often more direct ways to assess or measure an outcome.

# Survey Alternatives...to Name Just a Few

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- ❖ Focus groups and interviews
- ❖ Institutional data
- ❖ Observational data
- ❖ Authentic, performance, or direct assessments (e.g., student work, performance tasks)

# Advantages of Surveys

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- ❖ Quick and easy to administer
- ❖ Familiarity
- ❖ Can collect data from a large number of respondents (if they respond, that is...)
- ❖ Numerous question formats

# Disadvantages of Surveys

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- ❖ Response bias
- ❖ Poor design and planning can cause more trouble than they are worth
- ❖ Can have good planning and design, but poor execution and follow-up can diminish usefulness
- ❖ Survey fatigue

# Tips for Writing Survey Questions

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- ❖ Use precise, familiar vocabulary. When in doubt, define concepts or provide examples for respondents.
- ❖ Keep questions as concise as possible without losing meaning.
- ❖ Ensure the question is worded clearly and is not confusing.
- ❖ Avoid double-barreled questions.
  - ❖ Be on the lookout for and avoid most conjunctions.
- ❖ Write questions in a neutral, objective way.

# Tips for Writing Survey Questions

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- ❖ Be sure questions are applicable to *all* respondents.
  - ❖ If they aren't, employ skip or display logic so ensure respondents see only those questions that pertain to them.
- ❖ Be sure each question is valid, or actually measures what it's intended to measure.
- ❖ Be sure the question format/style will not impact or skew results.
  - ❖ For example, not providing a “don't know” or “N/A” on a Likert-type question will force respondents to agree or disagree even if they may not.

# Tips for Writing Survey Questions

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- ❖ Make sure the response(s) provide the information needed to inform change.
- ❖ For example, asking if students were satisfied with a particular service is not enough to inform continual improvements, as it provides no indication as to what—exactly—they were or weren't happy with.
- ❖ ***If you can't make improvements based on the information gleaned from your surveys, why do them??***



# Contact Information

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