

COURSE DESCRIPTION: This course provides students with skills necessary for understanding the survey research process used across the behavioral science disciplines with an emphasis on public policy issues. The goal is to familiarize students with survey design and analysis. Approaches include item construction, sampling, reliability, validity, and data analysis and interpretation.

COURSE OBJECTIVES:

- Evaluate and apply the principles of survey design.
- Incorporate the interpersonal, political, and ethical considerations into survey design and implementation
- Use statistical software to analyze and interpret survey data
- Critique research articles that utilize survey design
- engage community partners in collaborative research

ADA STATEMENT: The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations.

ACCOMMODATIONS POLICY: Some of the readings, lectures, films, or presentations in this course may include material that may conflict with the core beliefs of some students. Please review the syllabus carefully to see if the course is one that you are committed to taking. If you have a concern, please discuss it with the instructor at your earliest convenience. For more information, please consult the University of Utah's Accommodations Policy, which appears at: www.admin.utah.edu/facdev/accommodations-policy.pdf

STUDENT RESPONSIBILITIES:

1. Spend a *minimum* of 3 hours per credit hour in preparing for this class.
2. Complete required reading assignments in a timely manner.
3. Complete written assignments on time. Twenty percent will be taken off for each day that an assignment is late. Assignments should be turned in at the start of class on the due date.
4. Attend class and participate in class activities and discussions.
5. Arrive on time for class and stay the entire class period.
6. Treat one another, the instructor, campus staff, and the classroom with respect.
7. Seek help from the instructor (and other resources such as the Center for Disability Services or the Writing Center) when needed
8. Refer to the syllabus and the class webpage for important class information.
9. Be responsible for finding out what was covered in a class you missed.
10. Students' tests and papers will be kept for two months after the end of the semester in the instructor's office.

FACULTY RESPONSIBILITIES:

1. Being prepared for class.
2. Arriving on time or early for class and having all equipment set up.
3. Using a variety of teaching methods, including lecture, group work, discussion, etc. in an effort to accommodate different learning styles.
4. Providing feedback on assignments in a timely manner.
5. Being available for individual consultation during office hours or by appointment.
6. Replying to email within 48 hours, not including weekends or holidays.
7. Following all official University of Utah policies regarding conduct within the classroom, incompletes, and accommodations. Accommodations will be considered on an individual basis and only with the required documentation. No exceptions will be made to this policy.
8. Complying with the final exam schedule by making final papers/presentations due during final exam week.
9. Not canceling classes – if there is an emergency situation, efforts will be made to inform students.
10. Treating students equitably and with respect. This includes enforcing responsible classroom behavior on the part of students.

TEXT:

- REQUIRED: Ruel, Erin, Wagner, William & Gillespie, Brian. 2016. *The Practice of Survey Research*. New York: Sage. ON SALE AT THE BOOKSTORE.
- PORTIONS OF Groves, Robert M et al. 2009. *Survey Methodology (2nd ed.)*. New York: Wiley. AVAILABLE ON CANVAS.
- Additional readings available on canvas

COURSE WEBPAGE:

- The class webpage can be found on canvas. The page will be used to post syllabi, handouts, and important announcements.

STUDENT ASSIGNMENTS:

- **Comprehensive exam. (30% of class grade)** An exam will be given on 11/19/2015. Covering all course material through the prior week, the exam will be a mix of essay and short answer.
- **Client Survey development. (30% of class grade)**
 - Students will acquire practical experience in working with a client to produce a short survey. Descriptions of each organization project will be provided on the first day of class. Students will email 1st and 2nd choices for project teams to instructor. Assignment to groups will be made. Projects will be done in teams of 4-5 students. The end product(s) will be (a) an oral report, and (b) a written report. Both will be delivered to the organizations.
 - Student teams will set up the initial meetings with the clients that will also be attended by the instructor. The purpose of the meeting will be to clarify the needs for the survey work and agree upon the approaches and data that will be needed. A timeline for completing the project along with a date/time for the final presentation (this should be completed on the week of December 3) will also be arranged at that time. The instructor will need to attend this meeting. Students are free to schedule subsequent meetings with survey clients as needed during the semester.
 - Student groups will be responsible for dividing up the tasks and making sure that the project moves along a pace that will ensure completion within the timeframe needed. Each group will submit two progress reports to the instructor. The first is due 9/24/2015 and the second is due 10/29/15. These reports should be 1-2 pages long and provide the details about the progress on the project, challenges, and any updates to the time line for completion of specific tasks.
 - On 11/12/15, each group will do a draft presentation of the survey results to the class. Peers will provide feedback on presentations. I will provide feedback on the draft presentation by the next class period, November 19 2015.
 - On 11/30/15, each group will turn a draft written report to the instructor. This week will also be the week that each group will have their final presentation to their clients. I will provide feedback/grades on written reports by mid-week. Groups will revise their written report in response to feedback during the week of 12/7. Each group will deliver their final written report by 12/16/15, which is during exam week. In summary:

Progress report (2 @ 2%)	4%	Final written report submitted to client	8%
Draft written report	5%	Final oral presentation to client	8%
Draft oral presentation	5%		
- **Pretest Survey construction project. (12% of class grade)** Students will administer and analyze a very short survey to class members. This assignment will give you a chance to practice your skills at survey question development, use of online surveys and analysis of data. This assignment is designed also as “pre-test” of questions relevant to topic area of term project assignment. This will be an opportunity to begin to think about the topic area and gain practical experience at using software designed for survey implementation. This assignment is due 10/8/2015. Students will conduct this assignment in teams of 1-2, which will be subgroups of the term assignment working groups. This project includes: Survey question construction; Fielding and data collection; Basic data analysis with SPSS/STATA/SAS; 3 page paper on findings; Class Participation on lessons learned in class.
- **Critical Thinking & Surveys. (9% of class grade)** Using web news search engines, students will locate a recent headline that links to use of a survey for policy or research finding with a policy focus. Students will locate the survey that is associated with the headline and prepare a written report to turn in as well as a FIVE (only 5) minute power point presentation to class about why this survey was done well and the findings should be defended OR why not. A presentation about the details of this assignment will be made available at the first in-class meeting (9/3/15). The first regular day of presentations will be 9/24/15. However, if you would like to go early/or cannot do the day you were assigned, you can reserve time on 9/17/2015. Students will be assigned slots by the instructor and the schedule will be available on 9/3. The schedule will also be posted on Canvas.
- **Survey critique. (12% of class grade)** Two surveys will be made available to students for analysis. The goal is to facilitate awareness about the tradeoffs that are made when fielding surveys. We are considering community surveys because of the relevance to both course assignments and likely future field activity. Students will be assigned to one of the surveys and will prepare a 3 page paper that presents their analyses. This assignment is due by email during exam week.
- **Class participation. (7% of class grade)** You will be expected to be present for every class and to participate. There will be multiple opportunities for structured class participation. As a means of incentivizing class engagement, students should expect to contribute in class on class readings. Details of how this will take place will be made available in class on 9/2/2015. Additionally, a portion of class participation will be evaluated by peer evaluations of individual contribution to group project.

COURSE SCHEDULE:

Week 1: August 27 ONLINE CLASS! Introduction to the class and Survey Methodology

- Readings: chapter one of Ruel text
- Activity: Listen to online lecture located on canvas, Distribute client lists; Commit to groups; group assignment, group coordination of scheduling first client meeting

Week 2: September 3 Methods of data collection and ethical concerns

- Readings: Chapter 2, Ruel text; Chapter 11 Groves text (canvas); Burnham, Gilbert Riyadh Lafta, Shannon Doocy, Les Roberts. 2006. "Mortality after the 2003 invasion of Iraq: a cross-sectional cluster sample survey" *Lancet*. 6736(06)691-9 (Canvas).
- Activity: Meet at Salt Lake City Library, Downtown location Room E, which is located on the library's lower level, just outside of the Children's department.; first group meeting, start brainstorming for pretest project

Week 3: September 10 Question Item Construction

- Readings: Chapter 3-4, Ruel text; Galesic, M. and R.Tourangeau. 2007. What is sexual harassment? It depends on who asks: framing effects on survey responses. *Applied Cognitive Psychology* 21: 189-202. (Canvas).
- Activity: group time to process first meetings with client, qualtrics help and work on question item construction

Week 4: September 17 Pretesting Issues and Focus groups

- Readings: Chapter 6, Ruel text; Sagoe, Dominic. 2012. Precincts and Prospects in the use of focus groups in social and behavioral science research. *The Qualitative Report*. 17: 1-16. (Canvas).
- Activity: Guest Speaker, Sara McCormick; questionnaire item construction time in groups; field pretest surveys this week; Critical thinking/surveys presentations

Week 5: September 24 Survey Interviewing

- Readings: Chapter 9, Groves text; Griesler PC, Kandel DB, Schaffran C, Hu M, Davies M. Adolescents' Inconsistency in Self-Reported Smoking A Comparison of Reports in School and in Household Settings. *Public Opinion Quarterly*. 2008;72(2):260–290. (Canvas).
- Activity: Critical thinking/surveys presentations pretest in the field ending on Friday 9/25; First Term Project progress report due

Week 6: October 1 Technology and Surveys

- Readings: Chapter 10, Ruel Text; Couper, Mick. 2008. Chapter one "The importance of design for web surveys. *Designing Effective Web Surveys*. Cambridge University Press. (Canvas). Galesic, et al, 2008. Eye-tracking data: New insights on response order effects and other cognitive shortcuts in survey responding. *Public Opinion Quarterly* 72(5): 892-913. (Canvas).
- Activity: Critical thinking/surveys presentations; pretest data analysis support

Week 7: October 8 Sampling and Sampling Error

- Readings: Chapters 7-8 Ruel Text; Chapters 2 Groves text; Singleton, R. (1989). On teaching sampling: A classroom demonstration of concepts, principles, and techniques. *Teaching Sociology*, 351-355. (Canvas).
- Activity: Pretest papers due; class discussion on results

Thursday October 15 FALL BREAK!!!! NO CLASS

Week 8: October 22 Non Response Error

- Readings: Chapter 9 Ruel text; Chapter 6, Groves text (pp 183 to 192 only. canvas); Peytchev, A., Peytcheva, E., Groves, R.M. 2010. Measurement error, unit nonresponse, and self-reports of abortion experiences. Public Opinion Quarterly. 74 (2): 319-327 (Canvas). Pascale, J., Roemer, M.I. , Resnick, D.M.. 2009. Medicaid underreporting in the CPS. Public Opinion Quarterly 73(3): 497-520 (Canvas).
- Activity: *Critical thinking/surveys presentations; group meetings on survey projects*

Week 9: October 29 Coverage Bias

- Readings: Chapter 9, Ruel text; Link, Michael and Lai, J. 2011. Cell phone only households and problems of differential non response using an address based sampling design. Public Opinion Quarterly. 75(4):613-635(Canvas). Keeter, S., Kennedy, C., Clark, A., Tompson, T., M. Mokrzycki. 2007. What's missing from national landline RDD Surveys? The impact of the growing cell-only population. Public Opinion Quarterly. 71(5): 772-792(Canvas).
- Activity: Guest Speaker, Diane Meppen, CPPA; Critical thinking/surveys presentations; **2nd** Term Project progress report due

Week 10: November 5 Data Cleaning, Coding, Analysis and Presentation

- Readings: Chapter 12-14 Ruel text
- Activity: Critical thinking/surveys presentations; data coding practice

Week 11: November 12 Presentations of Group Projects in class

Week 12: November 19 EXAM IN CLASS

Week 13: November 27 Thanksgiving no class!

Week 14: Week/December 3 Group Presentations to clients;

- Activity: Draft Written reports due Monday November 30

Week 15: Week/December 10 Revision week

- Activity: Groups work on responding to instructor feedback on draft presentation and paper.

Week 16: Week/December 14 Exam Week

- Activity: Deliver final written reports to survey partners by 12/16/15; turn in survey critique by email by 12/17/15.