

North Carolina State University
Survey Methods in Educational Research (ED 795:003)
Fall 2015
Tuesdays 4:30-7:15
636 Poe Hall

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Purpose and objectives

Surveys are ubiquitous in today's society. Almost weekly, we are asked to complete a survey, and the popular press regularly reports results from surveys and polls. To what extent are these surveys and the reporting of survey results flawed because of errors in survey methods? If you want to become a player in the survey game, how can you design and implement a survey that has the least amount of error? This course seeks to answer these questions.

The field of survey methodology draws on theories and practices developed in several academic disciplines, including mathematics, statistics, psychology, sociology, computer science, and economics. To become an accomplished survey research professional, one must acquire a mastery of research literatures as well as experience in designing, conducting, and analyzing surveys. This course introduces students to a set of principles of survey design that are the basis of standard practices in the field. The course exposes students to research literatures that use both observational and experimental methods to test key hypotheses about the nature of human behavior that affect the quality of survey data.

We use the concept of total survey error as a framework to discuss coverage properties of sampling frames, alternative sample designs and their impacts on standard errors of survey statistics, alternative modes of data collection, field administration operations, the role of the survey interviewer, impacts of nonresponse on survey statistics, the effect of question structure, wording and context on respondent behavior, models of measurement error, post-survey processing, and estimation in surveys. The course is intended as an introduction to the field, taught at a graduate level.

In general, the major objectives of this course are to introduce students to the skills and resources needed to design and conduct a survey. The skills include identifying and developing specific survey objectives; designing survey studies, sampling respondents, developing reliable and valid self-administered questionnaires, and administering surveys. Specifically, students will learn via class readings, assignments, and practical experience:

1. How to design surveys
2. How to sample in surveys
3. How to develop, evaluate, and ask survey questions
4. How to measure survey reliability and validity
5. How to conduct self-administered and mail surveys
6. How to decrease survey nonresponse
7. How to reduce error in survey research
8. How to do post-collection survey data processing
9. How to conduct survey research with integrity

Valuing diversity

It is our belief that the diversity you bring to this class is a valuable resource because varied backgrounds and opinions enhance discussion. Research suggests that learning is improved by exposure to diversity in the classroom. It is our intent to present materials and activities that utilize and are respectful of diversity: gender, sexual orientation, disability, age, socio-economic status, ethnicity, race, culture, perspective, and other background characteristics. We welcome and appreciate your suggestions about how to improve the value of diversity in this course. Please let me know of ways to improve the effectiveness of the course for you or for other students or student groups.

We also understand that you may celebrate religious holidays that conflict with the class schedule or may have a disability that requires special accommodations. You will not be penalized because of observances of your religious beliefs. Whenever possible, we will give you reasonable time to make up any academic assignment missed due to participation in a religious observance. It is your responsibility to inform me as soon as possible of any intended absences for religious observances.

We will make reasonable accommodations for students with verifiable disabilities. A student with a documented disability or any other special need who wishes to discuss academic accommodations should contact me as soon as possible. In order to take advantage of available accommodations, students must register with Disability Services Office (Student Health Center Building, 2815 Cates Avenue, Suite 2221, Campus Box 7509, Raleigh, NC 27695-7509, 515-7653, <http://www.ncsu.edu/dso/>)

Academic honesty

We expect you to abide by the code of academic integrity throughout this course and all other courses at North Carolina State University. We encourage you to collaborate with others as you think about, outline, and proofread your work. However, oral and written work must be your own, unless explicitly noted in the syllabus. You must acknowledge any scholars or classmates whose work you quote or refer to in any way. In addition, you must not turn in any written work for which you have already received credit in another course. We will not tolerate academic dishonesty, including cheating, fabrication, and plagiarism and will report any violations to the Dean of the Graduate School (or designee). For specific definitions or examples of academic dishonesty and nonacademic misconduct with possible sanctions, see the NC State Code of Student Conduct at <http://policies.ncsu.edu/policy/pol-11-35-01>. If you have questions about the code, or your obligations under the code, please contact the Director of Office of Student Conduct (919) 515-2963.

Textbooks and additional resources

Required texts (available at the bookstore, amazon.com, and other online booksellers)

Groves, R. M., Fowler, F. J. J., Couper, M. P., Lepkowski, J. M., Singer, E., & Tourangeau, R. (2009). *Survey methodology* (2nd ed.). Hoboken, NJ: Wiley-Interscience.

Tourangeau, R., Rips, L. J., & Rasinski, K. (2000). *The psychology of survey response*. New York: Cambridge University Press.

Recommended texts (available at the bookstore, amazon.com, and other online booksellers)

Dillman, D. A., Smyth, J. D., & Christian, L. M. (2014). *Internet, mail, and mixed-mode surveys: The tailored design method* (4th ed.). New York: Wiley. [Available online through the NC State library]

Fowler, F.J. (1995). *Improving survey questions: Design and evaluation*. Thousand Oaks, CA: Sage.

Tourangeau, R., Conrad, F. G., & Couper, M. P. (2013). *The science of web surveys*. New York: Oxford University Press. [Available online through NC State library at

<http://www.oxfordscholarship.com.prox.lib.ncsu.edu/view/10.1093/acprof:oso/9780199747047.001.0001/acprof-9780199747047>]

Other Readings – Required and supplemental

In addition to the required texts listed above, you will read several book chapters and articles. WE have placed all of them on electronic reserve (noted with a * in course schedule) on our Moodle course website (<https://wolfware.ncsu.edu/>). We have provided both required and supplemental readings. You are NOT

required to read the supplemental readings (hence the name ☺) that we provide. We made them available for students who want more information on a topic or for those who seek a perspective different from what is presented in our required readings.

Lecture presentations and other materials

We will post all lecture/discussion slides (when applicable) on the Moodle course website by 2pm the day of class. You may find it useful to bring a printed or electronic copy of them to class. We also will post other materials on the course website including assignments and handouts.

Please note that we will be using your university email address to contact you. Be sure to check it, or forward it to an account that you check regularly.

Additional texts

Below is a list of additional texts that we have found useful. We will be reading from some of them this semester, but there are several really good texts on the list that we will not have a chance to read.

- Allison, P. D. (2002). *Missing data*. Thousand Oaks, CA: Sage Publications.
- Best, S. J., & Krueger, B. S. (2004). *Internet data collection*. Thousand Oaks, CA: Sage Publications.
- Biemer, P. P., & Lyberg, L. E. (2003). *Introduction to Survey Quality*. New York: Wiley.
- Bradburn, N., Sudman, S., & Wansink, B. (2004). *Asking questions: The definitive guide to questionnaire design - for market research, political polls, and social and health questionnaires (revised edition)*. San Francisco: Jossey-Bass.
- Carmines, E. G., & Zeller, R. A. (1979). *Reliability and validity assessment*. Thousand Oaks, CA: Sage Publications.
- Converse, J. M., & Presser, S. (1986). *Survey questions: Handcrafting the standardized questionnaire*. Newbury Park, CA: Sage Publications.
- Couper, M. P. (2008). *Designing Effective Web Surveys*. New York: Cambridge University Press
- DeVellis, R. F. (2011). *Scale development: Theory and applications (3rd ed.)*. Thousand Oaks, CA: Sage Publications.
- Fowler, F. J. (2013). *Survey research methods (5th edition)*. Thousand Oaks, CA: Sage Publications. [4th edition available online through NC State library at <http://srmo.sagepub.com.prox.lib.ncsu.edu/view/survey-research-methods/SAGE.xml>]
- Fowler, F., and Mangione, T. (1989). *Standardized survey interviewing: Minimizing interviewer related error*. Newbury Park: Sage Publications.
- Groves, R. M. (1989). *Survey errors and survey costs*. New York: John Wiley and Sons.
- Groves, R. M. (1998). *Nonresponse in Household Interview Surveys*. New York: Wiley.
- Groves, R. M., Dillman, D. A., Eltinge, J., & Little, R. J. A. (Eds.). (2002). *Survey nonresponse*. New York: Wiley-Interscience.
- Gwaltney, P. (2007). *The Telephone Interviewer's Handbook: How to Conduct Standardized Conversations*. New York: Wiley.
- Kalton, G. (1983). *Introduction to survey sampling*. Thousand Oaks, CA: Sage Publications.
- Kish, L. (1965). *Survey sampling*. New York: Wiley-Interscience.
- Lepkowski, J., Tucker, C., Brick, J. M., de Leeuw, E., Japac, L., Lavrakas, P., Link, M., & Sangster, R. (2008). *Advances in Telephone Survey Methodology*. New York: Wiley.
- Lessler, J., & Kalsbeek, W. (1992). *Nonsampling error in surveys*. New York: John Wiley and Sons.
- Levy, P., & Lemeshow, S. (2008). *Sampling and Populations: Methods and Applications (4th ed.)*. New York: Wiley.
- Lohr, S. L. (1999). *Sampling: Design and analysis*. Pacific Grove, CA: Duxbury Press.
- McKnight, P. E., McKnight, K. M., Sidani, S., & Figueredo, A. J., (2007). *Missing Data: A Gentle Introduction*. New York: Guilford Press.
- Nardi, P. M. (2003). *Doing survey research: A guide to quantitative methods*. Boston, MA: Allyn and Bacon.
- Presser, S., Rothgeb, J. M., Couper, M. P., Lessler, J. T., Martin, E., Martin, J., Singer, E. (2004). *Methods for Testing and Evaluating Survey Questionnaires*. New York: Wiley-Interscience.

- Salant, P., & Dillman, D. A. (1994). *How to conduct your own survey*. New York: John Wiley and Sons.
- Sarndal, C., & Lundstrom, S. (2005). *Estimation in Surveys with Nonresponse*. New York: Wiley.
- Schwarz, N., & Sudman, S. (Eds.). (1996). *Answering questions: Methodology for determining cognitive and communicative processes in survey research*. San Francisco: Jossey Bass.
- Sudman, S., Bradburn, N., & Schwarz, N. (1996). *Thinking about answers: The application of cognitive processes to survey methodology*. San Francisco: Jossey-Bass.
- Tourangeau, R., Rips, L. J., & Rasinski, K. (2000). *The psychology of survey response*. New York: Cambridge University Press.
- Weissberg, H. (2005). *The Total Survey Error Approach: A Guide to the New Science of Survey Research*. Chicago: University of Chicago Press.
- Willis, G.B. (2005). *Cognitive interviewing*. Thousand Oaks: Sage.

Select journals available in our library (unless otherwise noted) that publish research on survey methods (these are but a few)

<i>Annual Review of Sociology</i>	<i>Educational and Psychological Measurement</i>
<i>Field methods</i>	<i>Journal of Applied Social Psychology</i>
<i>Journal of Official Statistics</i> (www.jos.nu)	<i>Psychological Methods</i>
<i>Public Opinion Quarterly</i>	<i>Social Science Computer Review</i>
<i>Sociological Methods & Research</i>	<i>Survey Research Methods</i> (www.surveymethods.org)
<i>Research in Higher Education</i>	

Some additional electronic resources:

American Statistical Association's Survey Research Methods listserv -

http://www.amstat.org/sections/srms/srms_net.html

American Association for Public Opinion Research - <http://www.aapor.org/Home.htm>

Quantitative Higher Education listserv -

<https://groups.google.com/forum/?hl=en&fromgroups#!forum/qher>

Evaluation

The course will employ a variety of approaches of instruction and will rely heavily on student participation and discussion. Course requirements include both written and oral assignments. You will be evaluated on the following items:

1. **Class participation—(10%)** A large body of research suggests that active involvement in class enhances student learning. You not only learn from others, but you also learn by articulating your thoughts and getting feedback from your peers. Therefore, we designate a portion of your grade to class participation. The participation grade is not merely a grade for attending class – participation credit is earned through active involvement in class discussions, small and large groups, and so forth. We expect you to attend and to be actively involved in the class. We expect you to participate in discussions in a manner that demonstrates thoughtful reflection and understanding of the subject matter, as well as respect for your colleagues in the class.

To be an active participant, you must complete the readings assigned for each session of the class prior to attending that class session. Active participation also means that you are willing to listen to other points of view and to change your mind. This means you must listen to others, respond thoughtfully, demonstrate an understanding of the issues, and show a willingness to learn and grow.

Please note that class attendance is required and is included in the class participation grade. If an absence is unavoidable, notify the instructor in advance by electronic mail. Two absences will result in a significantly lower course grade. Three absences will result in a grade of "F". Arriving late or leaving early constitutes a partial absence; we consider two partial absences as one missed class. Absence from class to observe a religious holiday, to serve jury duty, to participate in required military service, or to take comprehensive exams in your graduate program are exceptions to the above policy.

2. **Application exercises—(45%)** Three topic areas of the course will have a short exercise (approximately 5-8 double-spaced pages not including references and any appendices) that you will complete in order to further integrate the knowledge presented in lectures and reading. It is essential that you provide evidence that you understand the material of the course when doing these exercises by incorporating and citing your readings. Please rely on more than our primary texts. Below are the topics and due dates. Each exercise is worth 10% of your final grade. We will provide detailed information regarding each assignment in class two weeks prior to the day they are due.

September 15 - Coverage error

October 13 - Sampling and nonresponse error

November 10 - Critique of survey questions

You may use your notes and readings when completing the assignments, but you may not consult with other people or sources (e.g., internet). Keep in mind that these exercises are one of the primary ways we will be judging your individual effort in the course.

3. **Group project (45%)**— Early in the semester, we will divide the class into groups of three or four according to research interests. You will work together on a survey research project that addresses a particular problem and answers a research question or research questions. As a group, you will develop a short survey and write a paper (no longer than twenty-five, double-spaced pages) that explains the research problem, lists the research question(s) you hope to answer, delineates your sample design, describes your survey (including ways you plan to evaluate it in prior to data collection), and outlines your implementation plan. You **will not collect data** for this project. You will present your project to the class in a poster session on **December 2**, and we will award a portion of your group project grade based on your presentation. You also will rate the performance of other group members, and we will utilize these ratings when calculating your final grade.

See the attached document for additional information regarding the project. We will discuss this in detail early in the semester. We also will dedicate class time throughout the semester to work on these projects as they relate to the week's readings.

General considerations:

- ✓ You must submit **all written assignments in Word to our Moodle course website** prior to the class meeting when they are due. Please do not email assignments to me or submit paper copies.
- ✓ **We WILL NOT accept any late assignments.** Turn in all assignments on time unless other arrangements are made well in advance of deadlines.
- ✓ All formal written work should adhere to APA style as described in the *Publication Manual of the American Psychological Association* (6th Ed.).

Caveat about reading

As previously mentioned, we expect you to read carefully all required materials prior to class and to be prepared to utilize them in class discussions. In many of my classes, I utilize unannounced in-class essays to ensure students read and are able to comprehend and apply the readings. For this class, I have chosen not to use these essays for three reasons. One, *you* are losing out if you do not do the readings because you will miss valuable and interesting information. It also will negatively influence your participation grade. Two, a mastery of the material covered in the readings is required both to do a good job on all of our assignments and to develop and implement surveys for your own work. Three, you will be lost as the rest of us engage in stimulating discussions and debates about survey methods.

However, we reserve the right to give in-class essays should we find that the class is not keeping up with the readings. Should I deem this necessary, I will give you at least one week's notice of the possibility of in-class essays commencing. We then will reallocate some of the participation points toward the in-class essays.

Grading

Your final grade for this class will be based upon the following:

Participation.....	10 points
Application exercises.....	45 points
Group project.....	45 points

We will calculate your final grade using the following scale:

98—100 points.....	A+
93—97.9 points.....	A
90—92.9 points.....	A-
87—89.9 points.....	B+
83—86.9 points.....	B
80—82.9 points.....	B-
77—79.9 points.....	C+
73—76.9 points.....	C
70—72.9 points.....	D

We *strongly discourage* incomplete grades. We have seen numerous cases where students become overwhelmed trying to wrap-up incomplete grades. Because a portion of your grade is dependent on group work, assigning an incomplete grade comes with added complications.

Computers, cell phones, tablets, and other electronic devices

We have found that the classroom environment has become inundated with external stimuli, primarily in the form of technology, that distract from the learning process. We will allow you to use computers in class on a trial basis. We ask that you use your computer only for classroom activities (e.g., taking notes, pulling up readings, following along with presentations) and not to surf the Web, look at Facebook, etc. If we judge computer usage distracting or if we notice students doing things other than course-related activities on their computers, we will ban computers from class temporarily or for the rest of the semester.

Please silence your cell phone when arriving to class and do not use it (this includes texting) during class time. We know that some of you have jobs, family responsibilities, and/or personal situations that require you to be “on call”. If you are in that situation, please put your phone on “vibrate” and quietly leave the class if you receive a call.

Class evaluations

Your feedback on the class is very important to us as we continue to make improvements to the content, readings, assignments, delivery, and instruction. We take class evaluations very seriously and always learn from student feedback. We strongly encourage you to complete NC State’s formal class evaluation. The University will make online class evaluations available from 8am November 23rd through 8am December 8th. You will receive an email message directing you to a website where you can login using you Unity ID and complete evaluations. All evaluations are confidential; we will not know how any one student responded to any question. The class evaluation website is <https://classeval.ncsu.edu/>, and you can find out more about class evaluations at <http://oirp.ncsu.edu/eval>. We also value informal feedback. If you have any suggestions throughout the semester, please do not hesitate to share them with us.

Because Paul believes class evaluations are important and thinks that transparency is essential, he makes his summary class evaluation reports on his website at <http://paul-umbach.com/teaching/>.

Instructor responsibilities

We have high expectations not only for you but also for myself. You should expect that We will:

- Be prepared for class, read and return your work in a timely manner, and be interested and engaged in your work;
- remember that each of you brings a different background, experience, and perspective to this course;
- learn from you;

- meet with you individually or in groups upon request and be available in person, by telephone, and by e-mail;
- and work hard, have fun, and empower students to develop greater understandings of the topics that are covered in this course.

Course schedule

We organized the course schedule around the main concepts of survey methodology. We proceed generally, considering concepts of error in survey research, sampling, nonresponse, and different modes of survey data collection. We then examine, in detail, writing and evaluating questions and constructing the survey instrument. We conclude with a discussion of post-collection data processing.

Please be aware that the field is changing rapidly, so some of the readings may overlap a bit, as almost any article or text is out of date once it is in print. While we have provided a detailed map of the semester, it is our experience that every class moves at its own pace. We may alter the schedule if we find that we need to spend more or less time on a subject. We may also shift assignment due dates slightly because if the pace of the class warrants it. We also may bring in additional readings if we feel they are needed or timely. We will discuss any changes to the course in class.

Schedule key: * - can be accessed on our Moodle course website

+ - available on the websites provided

Groves - Groves, R. M., Fowler, F. J. J., Couper, M. P., Lepkowski, J. M., Singer, E., & Tourangeau, R. (2009)

Tourangeau - Tourangeau et. al (2000)

Fowler - Fowler (1995)

+Web surveys - Tourangeau et. al (2013)

Week 1, August 25 - Introduction to survey methodology

Required readings:

Groves - Chapter 1 (skim 1.3) & 2 (p. 1-64)

*Stern, M. J., Bilgen, I., & Dillman, D. A. (2014). The state of survey methodology: Challenges, dilemmas, and new frontiers in the era of the tailored design. *Field Methods*, 26(3), 284-301.

*Tulumello, J. S. (2012, July 8). Polling: A look inside the machinery of public opinion surveys. *Christian Science Monitor*. Retrieved from <http://www.csmonitor.com/USA/Politics/2012/0708/Polling-a-look-inside-the-machinery-of-public-opinion-surveys>

Supplemental readings:

Web surveys - Chapter 1

*Groves, R. M. (1989). *Survey errors and survey costs*. New York: John Wiley and Sons. (Chapter 1, p. 1-37)

*Groves, R. M. (2011). Three eras of survey research. *Public Opinion Quarterly*, 75(5), 861-871.

*Miller (1995). They said it couldn't be done: The National Health and Social Life Survey. *Public Opinion Quarterly*, 59(3), 404-419.

*Squire, P. (1988). Why the 1936 Literary Digest poll failed. *Public Opinion Quarterly*, 52(1), 125-133.

Week 2, September 1 - Coverage error

Required readings:

Groves - Chapter 3

*Eckman, S., & Kreuter, F. (2013). Undercoverage rates and undercoverage bias in tradition housing unit listing. *Sociological Methods and Research*, 42(3), 264-293.

*Kaple, D. et al. (1998). Comparing sample frames for research on arts organizations: results of a study in three metropolitan areas. *Journal of Arts Management, Law and Society*, 28(1): 41-67.

*Peytchev et al. (2010). Coverage bias in variances, associations, and total error from exclusion of the cell-phone only population. *Social Science Computer Review*, 28(3), 287-302

Supplemental reading:

Web surveys - Chapter 2

- *Keeter, S. (2006). The impact of cell phone noncoverage bias on polling in the 2004 Presidential election. *Public Opinion Quarterly*, (70), 1, 88-98.
- *Stueve, A., O'Donnell, L. N., Duran, R., San Doval, A., & Blome, J. (2001). Time-space sampling in minority communities: Results with young Latino men who have sex with men. *American Journal of Public Health*, 91(6), 922-926.

Week 3, September 8 - Sample design and sampling error

Required readings:

Groves – Chapter 4

- *Brick, J. M. (2011). The future of survey sampling. *Public Opinion Quarterly* 5(5), 872-888.
- *Urdan, T.C. (2001). *Statistics in plain English*. Mahwah, NJ: Lawrence Erlbaum. (Chapter 5)
- *Burnham et al. (2006). Mortality after 2003 invasion of Iraq: a cross-sectional cluster sample survey. *Lancet*, 368, 1421-1428.
- *Giles, J. (2007). Death toll in Iraq: survey team takes on its critics. *Nature*, 446, 6-7.
- *Iraq family health survey study group (2008). Violence related mortality in Iraq from 2002 to 2006. *New England Journal of Medicine*, 358, 484-493

Supplemental readings:

- *Lohr, S. (1999). *Sampling: Design and analysis*. Pacific Grove, CA: Duxbury Press. (Chapter 2, p. 23-50).
- *Thomas, S. L., & Heck, R. H. (2001). Analysis of large-scale secondary data in higher education research: Potential perils associated with complex sampling designs. *Research in Higher Education*, 42(5), 517-540.

Week 4, September 15 – Ethical issues

Guest speaker: Jennie Ofstein, IRB Coordinator, NC State

Required readings:

Groves – Chapter 11

- *Carpenter, D. (2007). Institutional review boards, regulatory incentives, and some modest proposals for reform. *Northwestern University Law Review*, 101(2), 687-706.
- *Sakshaug, J. W., Couper, M. P., Ofstedal, M. B., & Weir, D. R. (2012). Linking survey and administrative records: Mechanisms of consent. *Sociological Methods and Research*, 41(4), 535-569.

Briefly review the following:

- +AAPOR – Questions about IRBs: <http://www.aapor.org/AAPORKentico/Standards-Ethics/Institutional-Review-Boards/IRB-FAQs-for-Survey-Researchers.aspx>
- +AAPOR – Statement for IRBs: <http://www.aapor.org/AAPORKentico/Standards-Ethics/Institutional-Review-Boards/Full-AAPOR-IRB-Statement.aspx>
- +NC State things to consider: http://research.ncsu.edu/sparcs-docs/irb/info_to_consider_creating_survey.pdf
- +NC State IRB helpful hints: http://research.ncsu.edu/sparcs-docs/irb/IRB_basics_for_investigators.pdf

Supplemental reading:

- *Fischman, M.W. (2000). Informed consent. In Sales, B.D. & Folkman, S (Eds.), *Ethics in research with human participants*. APA: Washington, DC.
- *Singer, E., & Levine, F. J. (2003). Protection of human subjects of research: Recent developments and future prospects for the social sciences. *Public Opinion Quarterly*, 67, 148-164.

Assignment Due: Application Exercise 1 (coverage error)

Week 5, September 22 – Modes of collection and implementation

Required readings:

Groves - Chapter 5

- *Dillman, D. A., Smyth, J. D., & Melani Christian, L. (2014). *Internet, phone, mail, and mixed-mode surveys: The tailored design method*. Hoboken, NJ: Wiley. Everyone reads chapter 2 and we will assign you to 9, 10, or 11 (you will read only one of them).

*Wells, T., Bailey, J.T., & Link, M.W. (2014). Comparison of smartphone and online computer survey administration. *Social Science Computer Review*, 32(2), 238-255.

Supplemental readings:

Tourangeau – Ch. 10

Web surveys – Chapter 7

*Best, S. J., & Krueger, B. S. (2004). *Internet data collection*. Thousand Oaks, CA: Sage Publications. (Chapter 4, p. 36-74)

*Couper, M. (2011). The future of modes of data collection. *Public Opinion Quarterly*, 75(5): 889-908.

*De Leeuw, E.D. (2005). To mix or not to mix data collection modes in surveys. *Journal of Official Statistics*, 21(2): 233-255.

*Dillman, D. A., Smyth, J. D., & Melani Christian, L. (2014). *Internet, phone, mail, and mixed-mode surveys: The tailored design method*. Hoboken, NJ: Wiley. Chapter 10 (p. 351-397).

Gwaltney, P. (2007). *The Telephone Interviewer's Handbook: How to Conduct Standardized Conversations*. New York: Wiley.

*Heerwegh, D. (2005). Effects of personal salutations in e-mail invitations to participate in a web survey. *Public Opinion Quarterly*, 69(4), 588-598.

*Heerwegh, D. & Loosveldt (2006). An experimental study on the effects of personalization, survey length statement, progress indicators, and survey sponsor logos in web surveys. *Journal of Official Statistics*, 22(2), 191-210.

*Heerwegh, D., & Loosveldt, G (2008). Face to face versus web surveying in a high-internet-coverage population. *Public Opinion Quarterly*, 72(5): 836-846.

*Kreuter, F., Presser, S., & Tourangeau, R. (2008). Social desirability bias in CATI, IVR, and web surveys: The effects of mode and question sensitivity. *Public Opinion Quarterly*, 72(5): 847-865.

Lepkowski, J., Tucker, C., Brick, J. M., de Leeau, E., Japac, L., Lavrakas, P., Link, M., & Sangster, R. (2008). *Advances in Telephone Survey Methodology*. New York: Wiley.

*Porter, S. R. & Whitcomb, M. E. (2007). Mixed-mode contacts in web surveys: Paper is not necessarily better. *Public Opinion Quarterly*, 71(4), 635-648.

Week 6, September 29 – Nonresponse error

Required readings:

Groves - Chapter 6

*Groves, R. M., & Peytcheva, E. (2008). The impact of nonresponse rates on nonresponse bias. *Public Opinion Quarterly*, 72(2), 167-189.

*Peytchev, A. (2009). Survey breakoff. *Public Opinion Quarterly*, 73(1), 74-97.

We will assign you to one of the following groups:

Group 1:

*De Bruijne, M., & Wijnant (2014). Improving response rates and questionnaire design for mobile web surveys. *Public Opinion Quarterly*, 78(4), 951-962.

*Dykema, J., Stevenson, J., Klein, L., Kim, Y., & Day, B. (2013). Effects of e-mailed versus mailed invitations and incentives on response rates, data quality, and costs in a web survey of university faculty. *Social Science Computer Review*, 31(3), 359-370.

*Milar, M. M., & Dillman, D. A. (2011). Improving response to web and mixed mode surveys. *Public Opinion Quarterly*, 75(2), 249-269.

Group 2:

*Goritz, A. S., & Luthe, S. C. (2013). How do lotteries and study results influence response behavior in online panels. *Social Science Computer Review*, 31(13), 371-385.

*Pedersen, M.J., & Nielsen, C.V. (in press). Improving survey response rates in online panels: Effects of low-cost incentives and cost-free text appeal interventions. *Social Science Computer Review*, 1-15.

*Tuten, T. L., Galesic, M., & Bosnjak, M. (2004). Effects of immediate versus delayed notification of prize draw results on response behavior in web surveys: An experiment. *Social Science Computer Review*, 22(3), 377-384.

Group 3:

- *Birnholtz, J. P., Horn, D. B., Finholt, T. A., Bae, S. J. (2004). The effects of cash, electronic, and paper gift certificates as respondent incentives for a web-based survey of technologically sophisticated respondents. *Social Science Computer Review*, 22(3), 355-362.
- *Goritz, A. S., & Wolff, H. G. (2006). Cash lotteries as incentives in online panels. *Social Science Computer Review*, 24(4), 445-459.
- *Van Veen, F., Goritz, A.S., & Sattler, S. (in press). Response effects of prenotification, prepaid cash, prepaid vouchers, and postpaid vouchers: An experimental comparison. *Social Science Computer Review*, 1-15.

Supplemental readings:

- *AAPOR (2011). Standard definitions: Final dispositions of case codes and outcome rates for surveys. (Skim response rate definitions).
- Web surveys – Chapter 3
- *Abraham, K. S., Presser, S., & Helms, S. (2009). How social processes distort measurement: The impact of survey nonresponse on estimates of volunteer work in the United States. *American Journal of Sociology*, 114(4), 1129-1165.
 - *Bosnjak, M., & Tuten, T. L. (2003). Prepaid and promised incentives in web surveys: An experiment. *Social Science Computer Review*, 21(3), 208-217.
 - *Boulianne, S. (2012). Examining the gender effects of different incentive amounts in a web survey. *Field Methods*, 25(1), 91-104.
 - *Goritz, A. S., & Wolff, H. G. (2007). Lotteries as incentives in longitudinal web studies. *Social Science Computer Review*, 25(1), 99-110.
 - *Groves, R. M., Cialdini, R. B., & Couper, M. P. (1992). Understanding the decision to participate in a survey. *Public Opinion Quarterly*, 56(4), 475-495.
 - *Groves, R.M., Presser, S., & Dipko, S. (2004). The role of topic interest in survey participation decisions. *Public Opinion Quarterly*, 68(1): 2-31.
 - *Groves, R. M., Presser, S., Tourangeau, R., West, B. T., Couper, M. P., Singer, E., & Toppe, C. (2012). Support for the survey sponsor and nonresponse bias. *Public Opinion Quarterly*, 76(3), 512-514.
 - *Johnson, T. P., O'Rourke, D., Burris, J., & Owens, L. (2002). Culture and survey nonresponse. In Groves et al. (Eds.). *Survey nonresponse*. New York: Wiley-Interscience. (p. 55-69)
 - *Messer, B. M., & Dillman, D. A. (2011). Surveying the general public over the internet using address-based sampling and mail contact procedures. *Public Opinion Quarterly*, 75(3), 429-457.
 - *Porter, S. R. & Whitcomb, M. E. (2005). Non-response in student surveys: The role of demographics, engagement, and personality. *Research in Higher Education*, 46(2), 127-151.
 - *Roose, H., Lievens, J., & Waage, H. (2007). The joint effect of topic interest and follow-up procedures on the response in a mail questionnaire: An empirical test of the leverage-saliency theory in audience research. *Sociological methods & research*, 35(3), 410-428.
 - *Singer, E. (2002). The use of incentives to reduce nonresponse in household surveys. In Groves et al. (Eds.). *Survey nonresponse*. New York: Wiley-Interscience.
 - *Wagner, J. (2012) A comparison of alternative indicators for the risk of nonresponse bias. *Public Opinion Quarterly*, 76(3), 555-575.

Week 7, October 6 - Work on group project (Fall break - no class)

Week 8, October 13 - Introduction to developing questions

Required readings:

- Groves - Chapter 7
- Tourangeau – Chapters 1 & 2

Supplemental readings:

- *Fowler – Chapter 1
- *Converse, J. M., & Presser, S. (1986). *Survey questions: Handcrafting the standardized questionnaire*. Newbury Park, CA: Sage Publications. (Chapter 2, p. 31-47)

*Schaeffer, N. C., & Dykema, J. (2011). Questions for surveys: Current trends and future directions. *Public Opinion Quarterly*, 75(5), 909-961.

Assignment Due: Application Exercise 2 (sampling and nonresponse error)

Week 9, October 20 – Developing questions about facts

Required readings:

Tourangeau – Chapters 3-5

*Krosnick, J. A., Malhotra, N., & Mittal, U. (2014). Public misunderstanding of political facts: How question wording affected estimates of partisan differences in birtherism. *Public Opinion Quarterly*, 78(1), 147-165.

Supplemental readings:

*Fowler – Chapter 2

*Garry et al. (2007). Examining memory for heterosexual college students' sexual experiences using an electronic mail diary. *Health Psychology*, 21(6), 629-634.

*Tourangeau, R., Conrad, F. G., Couper, & Ye, C. (2014). The effects of providing examples in survey questions. *Public Opinion Quarterly*, 78(1), 100-125.

Week 10, October 27 – Developing questions about attitudes

Required readings:

Tourangeau – Chapters 6 & 7

*Schuldt, J., Konrath, S., & Schwarz, N. (2011). Global warming or climate change? Whether the planet is warming depends on question wording. *Public Opinion Quarterly*, 75(1), 115-124.

*Yeager, D. S., Larson, S. B., Krosnick, J., & Tompson, T. (2011). Measuring Americans issue priorities: A new version of the most important problem question reveals more concern about global warming and the environment. *Public Opinion Quarterly*, 75(1), 125-138.

Supplemental readings:

*Fowler – Chapter 3

*Bradburn, N., Sudman, S., & Wansink, B. (2004). *Asking questions: The definitive guide to questionnaire design - for market research, political polls, and social and health questionnaires (revised edition)*. San Francisco: Jossey-Bass. (Chapter 4, p. 117-150)

*DeVellis, R. F. (2003). *Scale development: Theory and applications*. Thousand Oaks, CA: Sage Publications. (Chapter 5, p. 61-100)

*Huber, G. A., & Paris, C. P. (2013). Assessing the programmatic equivalence assumption in question wording experiments. *Public Opinion Quarterly*, 77(1), 385-397.

Week 11, November 3 – Developing questions – responses and survey appearance

Required readings:

Tourangeau – Chapters 8 & 9

Web surveys – Chapters 4-6

Supplemental readings:

*Fowler – Chapter 4 and skim Appendices A-C

*Christian, L.M. & Dillman, D.A. (2004). The influence of graphical and symbolic language manipulations on responses to self-administered questions. *Public Opinion Quarterly*, 68(1): 57-80.

*Choi, B.C.K (2005). A catalog of biases in questionnaires. *Preventing Chronic Disease*, 2(1), 66-77.

*Christian, L. M., Dillman, D. A., & Smyth, J. D. (2007). Helping respondents get it right the first time: The influence of words, symbols, and graphics in web surveys. *Public Opinion Quarterly*, 71(1), 113-125.

*Peytchev, A., Couper, M. P., McCabe, S. E., & Crawford, S. D. (2006). Web survey design: paging versus scrolling. *Public Opinion Quarterly*, 70(4), 596-607.

*Tourangeau, R., Couper, M.P., & Conrad, F. (2004). Spacing, position, and order: Interpretive heuristics for visual features of survey questions. *Public Opinion Quarterly*, 68: 368-393.

Week 12, November 10 – Methods for evaluating survey questions

Required readings:

Groves - Chapter 8

*Willis, G.B. (2005). *Cognitive interviewing*. Thousand Oaks: Sage. Chapters 4

*Porter, S. R. (2011). Do college student surveys have any validity? *Review of Higher Education*, 35(1), 45-76.

Supplemental readings:

Fowler – Chapters 5 & 6

Tourangeau – Chapter 11

*Beatty, P. C. & Willis, G. B. (2007). Research synthesis: The practice of cognitive interviewing. *Public Opinion Quarterly*, 71(2), 287-311.

*Kuncel, N. R. , Crede, M., & Thomas, L. L. (2005). The validity of self-reported grade point averages, class ranks, and test scores: A meta-analysis and review of the literature. *Review of Educational Research*, 75(1), 63-82.

*Willis, G. B. (2004). Cognitive interviewing revisited: A useful technique, in theory? In Presser, S., Rothgeb, J. M., Couper, M. P., Lessler, J. T., Martin, E., Martin, J., Singer, E., *Methods for Testing and Evaluating Survey Questionnaires*. New York: Wiley-Interscience. (Chapter 2, p. 15-54).

*Conrad, F. G., & Blair, J. (2009). Sources of error in cognitive interviews. *Public Opinion Quarterly*, 73(1), 32-55.

Assignment Due: Application Exercise 3 (critique of survey questions)

Week 13, November 17 – Post-collection processing of survey data

Required readings:

Groves - Chapter 10

*Croninger, R.G and Douglas, K.M. (2005). Missing data and institutional research. In Umbach, P.D., *Survey research: emerging issues, New Directions for Institutional Research no. 127*, pp 33-49.

*Kalton, G. & Flores-Cervantes, I. (2003). Weighting methods. *Journal of Official Statistics*, 19(2): 81-97. (http://www.jos.nu/Contents/jos_online.asp)

*McKnight, P. E., McKnight, K. M., Sidani, S., & Figueredo, A. J., (2007). *Missing Data: A Gentle Introduction*. New York: Guilford Press. Chapter 4.

*Peytchev, A. (2012). Multiple imputation for unit nonresponse and measurement error. *Public Opinion Quarterly*, 76(2), 214-327.

Supplemental readings:

*Allison, P. D. (2002). *Missing data* (pp. 1-12). Thousand Oaks, CA: Sage.

*De Leeuw, E.D., Hox, J., & Huisman, M. (2003). Prevention and treatment of item nonresponse. *Journal of Official Statistics*, 19(2): 153-176.

*Leahey, E., Entwistle, B., & Einaudi, P. (2003). Diversity in everyday research practice: The case of data editing. *Sociological Methods & Research*, 32(1): 63-89.

Sarndal, C., & Lundstrom, S. (2005). *Estimation in Surveys with Nonresponse*. New York: Wiley.

*Schafer, J. L. & Graham, J. W. (2002). Missing data: Our view of the state of the art. *Psychological Methods*, 7(2), 147-177.

Week 14, November 24 – Thanksgiving break (no class)

Week 15, December 1 – Poster session

Assignment due: Group projects

Week 16, December 8 - Hold this date for makeup class (if needed)

Group Project

By September 1, we will divide the class into groups. Your group then will need to decide on a survey research project that addresses a particular problem and answers a specific research question(s). You will not implement the survey for this project, but each group will develop a questionnaire and write a research proposal describing the survey. We expect that your research proposal will be approximately 20-25 double-spaced pages (12 pt. font, formatted using APA, 6th edition) not including the appendices and references. The page lengths listed below are only approximations to give you a sense of where you should be focusing your efforts. Your proposal should include the following:

1. **Introduction.** In this section, you will delineate the research problem, describe the purpose of your survey, provide a brief review of the literature, and list the research question(s) your project proposes to answer. [3-5 pages]
2. **Method.** Discuss, in detail, your methods. [17-20]
 - a. Describe your survey and the constructs you expect to measure.
 - b. Describe your:
 - i. Target population – who are you studying?
 - ii. Sampling frame – how will you identify the people who have a chance to be included in the survey?
 - iii. Sample design – how will you select members of your sample, and how many will you select?
 - iv. Survey mode – how will you contact members of your sample, how will you ask your questions and collect your answers, and how much effort will be devoted to collecting data from those reluctant to respond?
 - c. Explain how you plan to evaluate your instrument prior to data collection.
 - i. Describe the various methods you will use to evaluate the survey and establish validity and reliability.
 - ii. Each of you will conduct a brief cognitive interview (30-45 minutes) covering different parts of the survey. In your write-up, include the following:
 1. A discussion of the preliminary cognitive interview results
 2. A description of the procedures you employed to conduct the survey. Be sure to provide an explanation that includes the overall method (i.e., think aloud, probing interview, or both), and the specific procedures you employed.
 3. A summary of your findings. Please apply our readings when describing your findings.
 4. Changes you made based on the findings from the cognitive interviews Use our readings as a guide here.
 - d. Note any ethical issues and your approach to dealing with them.
3. **Postcollection processing of data.** Briefly describe how you plan to enter, code, and check your data after collection. [1-2 pages]
4. **Limitations.** No survey is free of error. Describe issues of error that your design is not able to overcome or areas where you expect error will be introduced. [1-2 pages]
5. **Cover letter/email/interviewer protocol.** Include a copy of the communications that will accompany your survey as an appendix. This should be no longer than one page; it can be single-spaced, 12 pt. font.
6. **Survey.** Include a copy of your instrument as an appendix.

We will provide some time in class throughout the semester for groups to meet. However, we expect that you will need to meet outside of class to work on the project. The research proposal is due at the beginning

of class on December 2. We will also hold a poster session on December 2, where you will present your project. You should provide the class copies of a summary table for your survey (see Table 1.1-1.6 in Chapter 1 of Groves et al.) and your questionnaire.