Chapter 3

Program Evaluation Toolkit

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Surveys

October 5, 2021

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Module 6 — Data Collection
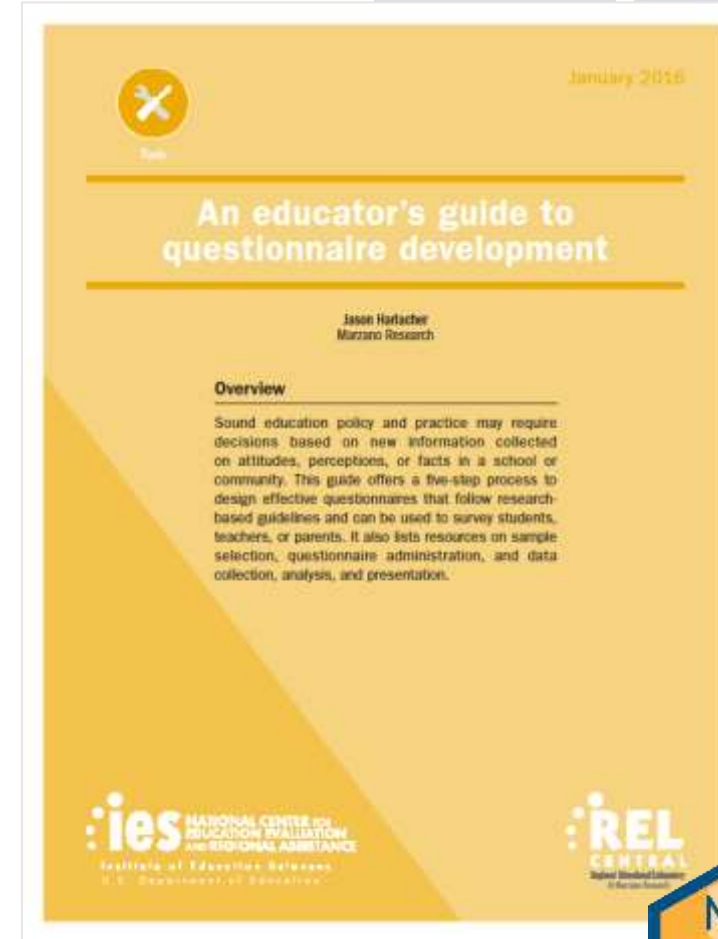
Surveys

- Inexpensively collect data about the characteristics a sample in an evaluation.

- Gather a large amount of data in a relatively short period.

- Include a fixed set of questions.

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Additional Resources

- *An Educator's Guide to Questionnaire Development*
- *Existing Observation and Survey Instruments*

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Step 1: Identifying Evaluation Questions to Be Answered Through a Survey

Step 2: Determining What You Are Measuring[1]

- Behaviors

- Practices

- Skills

- Goals

- Intentions

- Aspirations

- Perceptions of knowledge, skills, or behavior

Observable or measured variables

Unobservable or latent variables

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Step 3: Deciding on Open-Ended or Closed-Ended Questions[3]

Advantages of Open-Ended Questions	Advantages of Closed-Ended Questions
Are straightforward to design	Are straightforward to process and code (with less room for error)
Ensure that respondents are not influenced by response categories	Limit irrelevant or vague information
Provide rich, in-depth information	Place a lower burden on respondents
May indicate the importance of issues	May contribute to higher response rates

Step 4: Determining the Response Scale for Closed-Ended Questions[2]

- If you want to know whether a characteristic or phenomenon exists, use a yes/no or true/false scale.

■   ■

Yes   No

- If your focus is on agreement, frequency, importance, likelihood, quality, or satisfaction, use a rating scale.

●   ●   ●   ●   ●

Never   Rarely   Sometimes   Often   Always

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Additional Resources
- *Ordered Response Options for Rating Scales*

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Step 5: Choosing the Number of Response Options for Closed-Ended Questions[2]

- Include 5–7 response options.

- Consider if a midpoint is necessary.

Completely agree   Slightly agree   Neither agree nor disagree   Slightly disagree   Completely disagree

Step 6: Ensuring the Language Is Clear[1,2]

- Ask questions that are relevant to the study purpose.

- Make sure the questions are culturally and developmentally appropriate.

- Use language that is appropriate for your audience.

- Be brief.

- Make sure response options are mutually exclusive and collectively exhaustive.

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Step 6: Ensuring the Language Is Clear (cont.)[1,2]

- Avoid double-barreled questions.

  - For example, "Was the professional development culturally and developmentally appropriate?"

- Avoid loaded questions.

  - For example, "What do you love about AMMP!?"

- Avoid ambiguous words.

  - For example, "usually," "often," "rarely," "many," "most," "several."

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Step 7: Formatting the Survey for Readability

- Visually separate survey questions.

- Include a label for each response option in a rating scale (for example, no unlabeled checkboxes between *never* and *always*).

- Use a consistent format (for example, response options).

- Use at least 12-point font.

- DO NOT WRITE IN ALL CAPITALS.

- Thank respondents at the beginning and end of the survey.

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Additional Resources
- *AMMP! Caregiver Perception Survey*

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Step 8: Deciding on the Order of Survey Questions[1]

- Start with questions about respondents' background, experience, or general perceptions.

- Capture the attention of respondents with the first few questions.

- Put the most important questions at the beginning of the survey.

- Arrange questions in a logical order.

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Step 9: Sharing Important Information with Respondents

- The survey instrument should include:

  - An explanation of why the data are being collected.

  - Information on the approximate time to complete the survey.

  - Information on confidentiality and anonymity.

  - The deadline for completing the survey (if relevant).

  - Contact information for respondents who have questions about the survey or results.

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Step 10: Selecting a Mode for Administering the Survey[1]

- Phone call

- Online survey

- Printed survey

Step 11: Conducting the Survey

AMMP! CaregiverPerception Survey

Which Evaluation Question(s) Am I Trying to Answer?

What barriers exist that prevent AMMP! participants from completing homework?

How many students attend AMMP! each month?

Introduction and Purpose

Thank you for taking this brief survey about AMMP!. The survey will take about five minutes to complete. The district will use the information to help decide on next steps for AMMP!. Your information will be shared with only the district, in combination with others' information. We are not collecting names, so your information will be confidential. However, we cannot guarantee complete anonymity. We would really appreciate your honest opinions so that the district can make the best decisions moving forward. Completing this survey means you give consent for us to use the answers in the district report.

Questions

1. Please select the grade level of your student:

   ☐ Grade 7
   ☐ Grade 8

2. What is your student's current grade in math?

A	B	C	D	F

3. How often did your student participate in the AMMP! in the last two weeks?

Never	Between one and three times	Between four and six times	Between seven and nine times	Every time it was held

4. How did you first hear about the AMMP!? (Check all that apply.)

   ☐ A school announcement
   ☐ The math teacher
   ☐ Another teacher
   ☐ The guidance counselor
   ☐ An AMMP! tutor
   ☐ A caregiver
   ☐ Your student

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Additional Resources
• *AMMP! Caregiver Perception Survey*
• *AMMP! Logic Model*

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Interview, Focus Group, Observation, or Survey?

Consideration	Interview	Focus Group	Observation	Survey
I need a large sample.				X
I have limited resources in terms of funds and staff time.		X	-	X
I need data from specific individuals.	X	X	X	X
I may need to make sure, in real-time, that participants understand my questions.	X	X	-	-
I need quantifiable data.			X	X
I have concerns about the literacy skills of my sample.	X	X	X	-
I need full or very high participation rates from my sample.	X		X	
I need to ask follow-up questions.	X	X	-	
I am concerned that participants are influenced by social pressures.			X	X
I am looking for new ideas to emerge.	X	X	X	-
I see value in participants building on one another's responses and ideas.		X	X	

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Additional Resources
- *Interview, Focus Group, Observation, or Survey?*

Module 6 Data Collection

Drafting an Instrument

- Choose an evaluation question (from module 2) and design a short data collection instrument that will allow you to collect data to address this question.

Data CollectionInstrumentDraft

What Evaluation Question(s) Am I Trying to Answer?

Additional Resources

- *Data Collection Instrument Draft*

Module 6 Data Collection

Thank You

Please visit our website and follow us on Twitter
for information about our events, priorities, and research alliances,
and for access to our many free resources.

ies.ed.gov/ncee/edlabs/regions/central/index.asp
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References

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2. Emory Prevention Center. (n.d.). *Program evaluation resources.* Emory University, Rollins School of Public Health. http://web1.sph.emory.edu/eprc/docs/ProgramEvaluationresources.pdf

3. Harlacher, J. (2016). *An educator's guide to questionnaire development* (REL 2016–108). U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Central. https://ies.ed.gov/ncee/edlabs/projects/project.asp?projectID=4496