PSYCHOLOGY 410/ 506: Questionnaire Design

Spring 2014

Monday & Wednesday: 3:00-4:15,  St. Joseph's, Rm. 336, 3 Credits, 26 meetings + final.

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Web Site: http://academic.udayton.edu/WilliamMoroney/
ISIDORE: Class Site
Office Hours: Meetings as arranged by appointment and/or after class. Open time: Wed: 2 PM-2:45

TEXTS/Links:
Required:
   Moroney, W.F., & Cameron, J.A. (2014). Questionnaire Design. (PPT material)
   http://www.aapor.org/AAPOR_Code_of_Ethics/4249.htm#.UsnRRPDrDvzg Recommend viewing as PDF
   CASRO (Council of American Survey Research Organizations) FYI ONLY

Recommended:

COURSE DESCRIPTION:
Students will learn about critical issues in questionnaire design and use, the advantages/disadvantages of questionnaires, questionnaire development strategies, scale selection, and how to evaluate questionnaires. Students will develop, test and evaluate a questionnaire. Depending on the size of the effort and the skills needed, students may work in teams.

NO Prerequisites: Statistics course desirable.

OBJECTIVES:
1. This course will provide you with strategies for designing questionnaires. You will be exposed to critical issues in questionnaire design and use, the advantages/disadvantages of questionnaires, types of questionnaires, questionnaire development strategies, scale selection, and how to evaluate questionnaires. A portion of the course will be devoted to the development and use of questionnaires on the Internet.
2. You will be provided with a flow chart of the questionnaire design process and a checklist to evaluate the quality of questionnaires. You will evaluated and improve problematic questionnaires.
3. You will apply the principles you learned by developing a questionnaire designed to meet the needs of a specific group. The topic for the questionnaire will be assigned/agreed upon.
4. You will install the questionnaire you developed on the WWW
5. You will also apply the principles you learn by critiquing questionnaires developed by your classmates
6. You will identify sources of questionnaires and examine several questionnaires in the public domain.
7. You will attain a greater appreciation of the complexity involved in properly developing and employing questionnaires.
8. You will become an “expert” in a particular area of questionnaire design.

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9. While application rather than theory will be emphasized, selected articles will be reviewed and discussed in class.

Web usage:
- You are responsible for the information contained on our class’s Isidore site. If you have not used Isidore before go to: Isidore Quick Start Guide for Students (in PDF format): http://learn.udayton.edu/manuals/Isidore_Student_Guide.pdf. This course will utilize the Isidore Learning Management System - http://isidore.udayton.edu. Use your Novell (LDAP) username and password to log into the system and click on the course tab to enter the site. The site may be used for a variety of things including sharing the questionnaires that you design, accessing E-Reserve materials and forms. If you cannot log into the site, or if you have any problems viewing or accessing the course tab once you’ve logged in, it’s your responsibility to contact the UDit Help Desk for assistance at x93888 (937-229-3888 – off campus).
- You will need to open an account at Google.com, so you can access ‘s questionnaire forms. Create your site at http://www.google.com/intl/en/options/, select “Docs” Under: Home and Office. While you are looking at Google, you might also want to look at https://support.google.com/docs/bin/answer.py?hl=en&topic=1258755&answer=1272898&rd=1
- Later in the semester, you will also be assigned an account on the web-based questionnaire design site: Survey Monkey.

Presentation
1. Students will make a brief presentation in a PowerPoint format, the last page of the PPT slide handout must provide the references in a readable format. As an alternate to the examples listed below, students may propose a different paper topic, but the topic must deal with the broad aspect of questionnaires, preferably the design process, use, or validity of questionnaires.
2. Potential Paper topics include:
   - Semantic Differential (including sources for choosing bipolar terms, and appropriate uses of semantic differential and data reporting).
   - Psychometric basis for terms used in scales.
   - Use of incentives in increasing response rate.
   - Reported behavior vs actual behavior (drugs, alcohol, smoking, caffeine, sex, voting, etc)
     - Contrast with Nielson’s view on surveys (http://www.nngroup.com/reports/).
   - Readability of Questionnaires. Is it the same as readability in general?
   - Determining the Frequency of Word Usage
   - Principles on Web design applied to Web-Based questionnaires.
     (What are the rules? What guidance is applicable? Format: Mini-Mil-STD ?, Perhaps develop a checklist)
   - Web-based questionnaire length and probability of completion. How do you inform respondent of questionnaire length? Does informing them impact completion rate?
   - Confidentiality vs anonymity and response rate.
   - Validity of pop-up surveys on sites like MSNBC, CNN, Yahoo.
   - Validity of questionnaires (National Survey of Student Engagement/Steven R. Porter)
   - Cultural/educational/gender/ethnic differences in responding behavior
   - Ethical Considerations in Surveys: Council of American Survey Research Organizations (CASRO)
   - The 2010 US Census (Describe the process)
   - FOR 2014: Health Care related surveys:
     - Patient Care, Patient Satisfaction

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Questionnaires Designed in previous classes

Students are encouraged to select a significant topic of interest to them. If you are developing a questionnaire for your graduate or undergraduate thesis, that topic is acceptable. If you do not have a questionnaire topic, you will be provided with an opportunity to develop a questionnaire for a customer, who has indicated a need (See Available in 2012; below). The form on the last page must be submitted and agreed upon. Some questionnaire topics addressed in previous classes are listed below:

- Cross-sectional surveys (all 4 years and Grads) re PC Utilization and use of IT in learning. UG/Grad team. Including determining knowledge/practices about illegal downloading.
- Use of IT by faculty in teaching: Pros/cons, problems (type and frequency) by Grad student
- Undergraduate Advising: Student expectations vs Faculty expectations (UG/Grad team)
- Student evaluation of Faculty Teaching: Ratings vs Open-ended.
- Evaluation of Faculty Service.
- The Role of Psychology in Burn Centers
- Customer Satisfaction at a non-residential mental health facility
- Advising: Faculty vs. student expectations
- Use of Facebook by students and employers
- Satisfaction of UD Law school Graduates
- Assessment of Isidore Prototype
- Nutrition beliefs and behavior of student athletes
- Survey of UD Graduates Careers (for UD Career Services)
- Drinking Behavior among UD Students
- College student involvement in Off-Campus Theater
- Use of educational tools in class (e.g. clickers, podcasts, iTunes)
- Customer satisfaction with (multiple studies: IT service, UD computers)
- UD Law School: Using Surveys to Refine the Legal Writing Curriculum
- User (faculty/students) experience with Elluminate, UD’s new synchronous (distance)
- Transfer students integration into the University of Dayton (Orientation, Housing, Acculturation, Advising, Expectations vs. Experience.
- LTC Training Evaluation Form
- Expanding the Honors Program
  - Innovation Center Sponsor Survey
  - Facilitating innovation within UD
- Survey of graduates of innovation program to determine the value of the capstone class
- Community Wellness Services
  - Body Image
  - Pet Therapy
- ETHOS: Hearts to Honduras
  - Volunteer Satisfaction
  - Customer Satisfaction: some knowledge of Spanish preferred
Available in 2014. If you have a thesis topic, involving a questionnaire, ignore this list. If not, here are some potential topics that have real customers at UD. Details will be provided in class.

- LTC
  - E-Learning Fellows
  - Leadership UD
  - Impact of Teaching Fellows Program
  - Next Generation Faculty Professional Development
- Student Development
  - Student Development: Health and Wellness
- Campus Recreation (UDCR) Assessments
  - UDCR Satisfaction and Customer Service Survey
  - UDCT New Initiative: Interest Survey
  - OLD River Park Survey
  - UDCR Student Employee Survey

Evaluation

You will be evaluated on the following elements:

- Quality of your final questionnaire. (including evaluation by customers, if applicable) 300 points
- Quality critique of your web-based questionnaire as instantiated on the web-based tool 50 points
- Quality of your questionnaire design related presentation w/references 95 points
- Participation in class and in evaluating and improving the work of others. (Peer Evaluations) 100 points
- Miscellaneous activities/common readings including (25 pts each) 225 points
  - Ballot Design
  - Self-Reports
  - Adolescent sex behavior ...Turner, Ku and Rogers (1998), Science, 280, p 867-873
  - Should we trust Web-Based studies?
  - Preconceptions about internet Qs
  - MTurk (a Google product, multiple articles)
  - Science of Persuasion
  - TBD
  - TBD
- Mini-Exam (N= 4 from textbook @ 50 pts each) 200 points
- Identification of unique/innovative questions/questionnaires 20 points
- Syllabus/Entrance exam 10 points

Total 1000

- Bonus points awarded for correct answers to “puzzlers” and “contest” questions 10 pts each

Letter grade conversion:
A: > 966
A-: 933-965
B+: 901-932
B: 866-900
B-: 833-865
C+: 801-832
C: 766-800, C-: 733-765, D: 700-733, F: < 700

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GENERAL COMMENTS:

1. This class calls for considerable interaction and participation, if we are to achieve our goals.
2. Because of the project nature of this course, I will be available to meet with individual investigators at the end of most classes. This is in addition to other meetings including those with sponsors. We will also schedule meetings as necessary to review paper outlines, discuss progress, etc. Investigators will need to develop a time table for producing their deliverables.
3. The course has 5 parts which proceed in the following order:
   - Questionnaire Design Lectures (~ 15 hrs)
   - Reviews of existing questionnaires (Objective: Identify problems and propose solutions.
   - Review & critique of draft questionnaires produced by members of the class. (This learning experience that will distributed throughout February and April; each survey will be critiqued twice).
   - Presentations by students (two or three 20 minute presentations/class starting in Late February).
   - Your final questionnaire & presentation (exact date in April is TBD, plan to share "lessons learned" with the class.
4. There are 4 mini-exams during the term. Questions on the exam material are due at least two classes before the examination. They will be accepted until noon on the assigned date. They should be clearly stated and identify the page/paragraph that lead you to raise the question. Questions should be submitted to me as a Word attachment to your email.
   NOTE: The chapters will NOT be reviewed in class, to make the best use of our time, questions submitted by you will be addressed in class.
   In order to make the best use of our time, open book examinations will be taken at home. After the Scantrons are returned and graded, the examinations will be returned to you for correction. Each correct answer is worth half of the value assigned to the question. You can use our textbook to locate the correct answer.
5. Innovative questions (20 pts). As you review the literature and become more accustomed with questions, questionnaires and surveys, you will encounter innovative questions. In Mid-March and Mid April, you will have the opportunity to present the more innovative questions that you have uncovered. A bonus will be given for "Best in class." If you encounter poorly designed questionnaires, please share them with me.
6. Readings: We will read several articles during the semester. You should complete the Review Form provided on Isidore (under Moroney). You are not expected to summarize the article, but to answer the questions in a bullet format, where appropriate. Since we will discuss your findings in class, these forms are accepted only on the date assigned. If you cannot attend class, e-mail the completed form to me before class.
7. FYI: Previous classes have resulted in:
   - Seven graduate theses
   - Three publications/presentations comparing Questionnaire Design tools.
   - Multiple presentations at the standar Symposium (at least 2/year between 1999 and 2007).
   - Data for several articles
   - Multiple students have administered surveys in their jobs or in graduate school.
   - Two students hired by Gallup.
   - Three papers in preparation
MISCELLANEOUS NOTICES:
1. Learning should be exciting and challenging. Learning requires work. I will attempt to provide some of the excitement and challenges; I hope you will add to the excitement and provide challenges. We will all work and develop our questionnaire design skills.
2. For this class to succeed it is essential that you read the assigned materials, prior to the appropriate class. Assignments will be specified at the end of each class.
3. This course will require you to critically evaluate the works of other students; you should do so in a respectful manner. Alternately, other students will be evaluating your work, so accept their comments in a positive manner.
4. Cell phone usage: Cell phones are to be turned OFF (not on vibrate) during class. Keep them your backpack, book bag or pocket during class. This is common courtesy. If you are expecting a CRITICAL phone call during the class period, you must inform me before class. First Offense 10 points, second Offense 50 points, 3rd Offense 100 points.
5. Assignments must be typed unless otherwise specified. They are due in class or in your Isidore folder on date assigned. Assignments received within 24 hours will be docked 10%. No assignments are accepted after 24 hours have elapsed.
6. Staples or clips are required when multiple pages are submitted. Dog-eared submissions are not accepted.
7. 1. Honor Pledge applies:

The Honor Pledge

I understand that as a student of the University of Dayton, I am a member of our academic and social community. I recognize the importance of my education and the value of experiencing life in such an integrated community. I believe that the value of my education and degree is critically dependent upon the academic integrity of the university community, and so in order to maintain our academic integrity, I pledge to
- complete all assignments and examinations by the guidelines given to me by my instructors
- avoid plagiarism and any other form of misrepresenting someone else's work as my own
- adhere to the Standards of Conduct as outlined in the Academic Honor Code.

In doing this, I hold myself and my community to a higher standard of excellence and set an example for my peers to follow.

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<thead>
<tr>
<th>Date</th>
<th>Topic/Material</th>
<th>Readings</th>
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<tbody>
<tr>
<td>13 Jan-21 Feb</td>
<td>Questionnaire Manual</td>
<td>As assigned</td>
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<td>15 Jan</td>
<td>Syllabus/entrance exam</td>
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<td>20 Jan</td>
<td>No class ; M.L. King Holiday</td>
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<td>22 Jan</td>
<td>complete the last two pages of this syllabus, send electronic copy to me before class and bring hard copy to class. Approval is based on the quality of your submission. Submissions will be reviewed in the order in which they are received. Early submission is encouraged. Meetings with sponsors will start after topic selection and our initial meeting.</td>
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<td>5 Feb</td>
<td>Submit questions from Part 1 &amp; 2 of SRH.</td>
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<td>10 Feb</td>
<td>Answers to your questions from Parts 1 &amp; 2</td>
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<td>12 Feb</td>
<td><strong>Exam # 1 SRH Due (Textbook) Part 1 &amp; 2 (180 pages).</strong></td>
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<td>17 Feb</td>
<td>Exam returned for your revisions</td>
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<td>19 Feb</td>
<td>Revised exam due, with any questions</td>
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<td>24, 26 Feb,3 Mar</td>
<td>Student presentations/ handouts due on date of presentation</td>
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<td>6-9 Mar</td>
<td>Spring Break</td>
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<td>10 March</td>
<td>Classes restart</td>
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<td>10,12,17 Mar*</td>
<td>Questionnaire Version 1 Presentations (Schedule will be distributed)*</td>
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<td>19 Mar</td>
<td>First Evaluator Ratings due (along with critiques provided by your classmates)</td>
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<td>19 Mar</td>
<td>Submit questions from Part 3 of SRH.</td>
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<td>24 Mar</td>
<td>Answers to your questions from Part 3</td>
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<td>26 Mar</td>
<td><strong>Exam # 2 SRH Due Part 3 (62 pages)</strong></td>
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<td>31 Mar</td>
<td>Exam returned for your revisions</td>
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<td>2 April</td>
<td>Revised exam due, with any questions</td>
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<td>9 April</td>
<td>Standar Symposium. Alternate Day of Learning Submit questions from Part 4 of SRH via email.</td>
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<td>14-16 April*</td>
<td>Questionnaire Version 2 Presentations (Schedule will be distributed)*</td>
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<td>14 Apr</td>
<td>Answers to your questions from Part 4.</td>
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<td>16 Apr</td>
<td><strong>Exam # 3 SRH Due Part 4 (72 pages)</strong></td>
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<td>17-21 April</td>
<td>Easter Recess</td>
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<td>23 April</td>
<td>Course Evaluations for UD</td>
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<td>Final Electronic Versions of Questionnaire Due (put Link into Isidore) Exam # 3 returned for your revisions <strong>Exam # 4 SRH Appendix A &amp; C Distributed (32 pages)</strong> Innovative questions due (in class competition, put link in our Isidore folder) Moroney’s Class Critique form distributed</td>
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<td>29 April</td>
<td><strong>Tuesday from 10:10-1200</strong></td>
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<td>Revised exam # 3, with any questions and Exam # 4 Due Wrap-up Class ; . Final Version of questionnaire due (paper/electronic copy and invitation emails to me and sponsor) Final Evaluator Ratings Due (along with critiques provided by your classmates) Course discussion; Course Review &amp; Critique (my form collected).</td>
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*Your classmates and I MUST receive your Questionnaire at least 48 hours before your presentations*
NAME: _______________________________ Date ____ / ____ / ____

NOTE: This form is to be completed on your computer. It is available in our syllabus section of Isidore, under my name. Reply by both electronic and paper copy.

FYI: This is an iterative process and we will revisit this form as the semester progresses. While the information that you provide will not be complete, it should provide adequate detail to start this process.

PAGE 1) PAPER/ PRESENTATION on Questionnaire Design related topic

- Title/ or a reasonable approximation:

- Provide a justification for the topic (Why is this topic significant/ of interest ?)
- Describe how you will your research this topic (data bases you will you use, seminal articles, etc)

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ON A SEPARATE PAGE:

Page 2) QUESTIONNAIRE TOPIC

- Select two from our options list and write titles below
- ____________________________________________
- ____________________________________________

OR

write a proposed Title and briefly describe the topic and customer.

- Provide a justification for the topic. I.E, tell why this topic is significant.
  o It’s my thesis, (Yes____, No_____)
    - Who is your advisor? ____________________________
    o Phone # _________________________
    - Describe where you are in the thesis development process:
    - If your thesis proposal is complete or almost complete, please attach a copy.

  o If this is NOT a Thesis topic, outline your proposal in sufficient detail, so that we can discuss it. Describe how you will your research this topic (data bases you will you use, seminal articles, people you will contact, etc).

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