


Enriching Lives
Los Angeles
County
Arts
Commission

ASKED & ANSWERED

Tools, Tips, and Resources for Using Surveys

USA Today has come out with a new survey. Apparently, three out of every four people make up 75% of the population.
— David Letterman

Kamella Tate, MFA, EdD
December 4, 2014
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<http://www.lacountyarts.org/>



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Today

- Assessment & Evaluation Basics
- Whats and Whys of Surveys
- Surveys Step-by-Step
 - Writing Items
 - Data Placemats
- Survey Clinic

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A&E Basics: What for?

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1. Organizational **learning** and **improvement**

- Programs, policies, and practices
 - Who are we, what do we do, how do we do it, whom do we serve, how can we get better?

2. Demonstrate **value** and **effectiveness**

- What's going on, how much, what kinds?
 - Find the story, tell the story

3. Grantee **feedback**

- Needs, wants, interests
 - Local knowledge, trends, patterns, relationships

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Why assess? Why evaluate?



- **Documentation:** What's **happening**? What's our **story**?
- **Planning and improvement:** Evidence-based **quality/performance management**.
- **Effectiveness:** What's **working**? What's **not working**? **Monitoring** and **managing**.
- **Advocacy:** Find the **case**. Make the **case**.

Evaluation is accountability-in-action.

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What we mean by . . .

Assessment

Assessment is the **organized** and **ongoing process** of collecting and analyzing data and information . . .

. . . so as to **measure** and **describe** activities, practices, progress, and other dimensions of performance.

What's happening?

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What we mean by . . .

Scriven, M. (1998). Minimalist theory of evaluation: The least theory that practice requires. *American Journal of Evaluation*. 19(1), 57-70.

Evaluation

Evaluations are **systematic investigations** that involve synthesizing and integrating assessment data and then using this information to make **inferences** and **judgments** about:


- the **merit** (i.e., quality, excellence)
- the **worth** (i.e., value, cost-effectiveness)
- and/or the **significance** (i.e., importance, impact) of a project, program, or organization.

Is it working/not? Why is it working/not?

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An Evaluation Continuum

INFORMAL ←-----→ FORMAL

INFORMAL EVALUATION	FORMAL EVALUATION
<p><u>May</u> be more involved with:</p> <ul style="list-style-type: none"> • Day-to-day operations • Improvisational, un-structured • Action-oriented, problem-solving • Staff, clients, participants 	<p><u>May</u> be more involved with:</p> <ul style="list-style-type: none"> • Systems, policies, models • Structured activities, workplans • Organizational development • Multiple stakeholder groups within the community

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An Evaluation Continuum

INFORMAL ← ~~OGP I~~ ~~OGP II~~ ~~OGP 2.5~~ ~~OGP III~~ → FORMAL

INFORMAL QUESTIONS	FORMAL STRATEGIES
<ul style="list-style-type: none"> • What's happening? How are things going? • Did you get X done? What do we need to do to get X done? • How did they (patrons, students, visitors, teachers) like it? Any complaints? • Where are we on the budget? • How are the reviews? • How many people came? 	<ul style="list-style-type: none"> • Seeking input from a wide variety of stakeholders • Using an outside evaluator • Developing scaled surveys and doing statistical analyses • Conducting individual and group interviews (focus groups) • Measuring impact; cause-effect • Publishing white papers, research briefs, studies, etc.

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The Question



Project Evaluation – CRITERION 4

How will you **measure the effectiveness** of your project plan and activities?

What **qualitative** (narrative) and/or **quantitative** (numbers) **data** will you use to demonstrate how well you are achieving your project's goals and objectives?

*If you will be using funds to support a staff position, how will you evaluate his/her **job performance**? [CRITERION 4]*

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Methods & Data



- **Quantitative methods** are used to collect and analyze **numerical data**.
- **Qualitative methods** are used to collect and analyze **textual data** – written narratives, documents, and artifacts.
- **Multi/Mixed methods** are used to collect and analyze quantitative AND qualitative data (numerical, textual, and artifactual) in a single project or program of related projects.

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Methods & Data

Quantitative (data, methods, designs)

Empirical evidence in the form of numbers – **numerical indicators** that allow for **counting, ranking, or scaled measurement**.

- N = 404; 48.4%; 3.21
- 1st, 2nd, 3rd
- Strongly Disagree = 1 . . . Strongly Agree = 4

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Methods & Data

Indicators/Indices

Performance measures or **metrics** – signals, measures, yardsticks, markers, guides.

- Measurement of an **attribute of the thing** being evaluated; a **dimension** of the desired outcome.
- **In evaluation**
 - How will you know if you are **making progress** toward your desired outcomes?
 - How will you know when you've "**arrived**"?
- **Activity Packet p. 1**

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Methods & Data

Qualitative (data, methods, designs)

Empirical evidence largely in the form of **words and text** – narratives, stories, memos, transcripts, and quotes, as well as descriptions of images, spaces, events, artworks, etc.

Methods & Data

Primary methods are in **bold**

	Oral Interviews	Observations	Written or Oral Surveys or Tests
Collecting Quantitative Data	Diagnostic classifications and ratings	Records of quantities Frequency counts and rates	Ratings, opinion surveys, exams, performance assessments, scaled questionnaires, etc.
Collecting Qualitative Data	Un- or Semi-structured interviews Group interviews (focus groups)	Observational fieldwork Extant documents and artifacts	Open-ended surveys/questionnaires, written or oral



Self-Test

Activity Packet p. 2

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Whats and Whys of Surveys

What's a survey?

Broadly: Any measurement process that involves **asking questions** of respondents.

- A data collection method used to “**describe, compare, or explain** individual and societal **knowledge, feelings, values, preferences, and behavior.**”
 - What people “. . . **believe, know, and think**” (Fink, 2009, p. 11).

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More On Surveys

(Fink, 2009, p. 11)

A survey can be a **self-administered questionnaire** that someone fills out alone or with assistance.

- Self-administered questionnaires can take the form of **written or online surveys**.
 - Written surveys may be completed by **mail** or **on-site**.

← TODAY

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A Bit More On Surveys

(Fink, 2009, p. 11)

- A survey can be an **interview** done **in person** or on the **telephone**.
- The **Internet** is an efficient way to reach a lot of respondents (as well as making data entry and scrubbing much easier) **but**:
 - **Technical expertise** is needed to do them well.
 - **Privacy** may be a concern to respondents.
 - **Inability to get random samples** is inconvenient for researchers.

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Why Do A Survey?

- 1. Plan, monitor, and manage:** Activities, projects, programs, policies, operations, etc.
 - *When should our gallery open on Saturdays?*
- 2. Assess and evaluate** effectiveness.
 - *Were the teachers satisfied with our Arts PD?*
 - *What do the teachers think they learned at our Arts PD?*
- 3. Organizational learning:** Strategic planning, advance the field, research questions, etc.
 - *What determines people's choices about leisure activities?*
 - *What zip codes constitute our primary service area?*

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Useful Terms

- **Item** – What the participant is responding to. Not always a question!
- **Response or answer categories** – The possible responses or answers from which the participant will select. A “set of answer categories.”
- **Response scale** – The numerical values you MAY assign to the possible responses.
 - E.g.: Not Very Useful = 1 => Very Useful = 4
- **Sample** – **Whom** do you want to survey? A **non-arbitrary** group of people.

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Self-Test

Activity 2 p. 3

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Surveys Step-by-Step

1. Getting Started
 - a. Clarify purpose(s)
 - b. Assess resources
 - c. Method(s) and mode
 - d. Sampling
2. Instrument Design
 - a. **Develop/pilot items, response categories**
 - b. Training? Practice? Troubleshoot!
3. Administration
 - a. Collect and manage data
 - b. Compile, clean, code
4. Analysis and Synthesis
5. Reporting results

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Getting Started

Clarify purpose(s)

- What do you want to **learn** and **why**?
 - “Need to know” vs “neat to know”; useful vs curious
- Why are you **using a survey** to collect data?
 - **Best** for peoples’ perceptions, interests, opinions, (knowledge), attitudes, characteristics, intentions, experiences . . .
- What is your **“population of interest”**?
 - Communication strategies, sub-groups, demographics . . .
- How will you **use the findings**?
 - Documentation, decision-making, policy-setting, monitoring . . .
 - Who are your **stakeholders** and why would they be interested in your findings?

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When would you **NOT** use a survey?

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Getting Started

Assess resources

- **Internal**
 - **Budget**
 - How much **money** has been allocated for this project?
 - **Staff**
 - How many **staff** are available? Do they have the **skills** you need?
 - **Facilities/equipment/services**
 - Do you have **computers** and the appropriate **software**? Do you have a **photocopier**? Do you have enough **phones**? Will you need **transcription** and/or **translation** services?
 - **Timing**
 - How much **time** do you have before you need the information?
How much **time** do you have to put into a survey project?

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Assess resources

- **External**
 - What are you **missing**? What **skills, supplies, knowledge, equipment, or other resources** do you need?
 - Can you afford to **purchase** what you don't have?
 - Think about **collaborating** with other organizations if appropriate.
 - Shared characteristics and/or knowledge needs

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Method(s) and mode

- **Method**
 - Quantitative, qualitative, mixed-methods?
- **Mode**
 - Self- or other-administered
 - In-person
 - Online
 - LimeSurvey www.limesurvey.org
 - SurveyMonkey www.surveymonkey.org
 - Zoomerang www.zoomerang.com
 - SurveyGizmo www.surveygizmo.com
 - SoGoSurvey www.sogosurvey.com
 - ConstantContact www.constantcontact.com
 - WuFoo www.wufoo.com
 - Google forms www.docs.google.com
 - Surveyz www.surveyz.com;
www.qualtrics.com
 - Telephone
 - Script and training

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Sampling

The Art and Craft of Sampling

How **many** will you include?

How will you **select** them?

A SAMPLE IS NOT ARBITRARY

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Sampling

Sampling is used to **cut costs, time, and effort** while still collecting enough information from a **representative sample** of your “population of interest.”

- How **quickly** do you need the data?
- What **method(s)** and **mode(s)** are you using?
- What **resources** do you have?
- How will your findings be **used** (credibility, confidence)?
- **How much do you know about sampling?!**

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Sampling

“We want to survey the people who . . .”

- Who has the information you **NEED**?
- Do you need to look at **sub-groups**?
- Can you **find** and **contact** them?
- What data is **already available**?
- What about **response rates**?
- Is your sample **representative** of your target population?

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Instrument Design

Is there an existing instrument?!

- Research **literature**
- Professional **articles, reports, publications**
- Similar **organizations or programs**
- The arts and . . .
 - **Psychology**
 - **Education**
 - **Business/management**
 - **Healthcare and social sciences**

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MOTIVATIONAL BELIEFS, VALUES, AND GOALS

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Key Words expectancies, task value, goals

Abstract This chapter reviews the theory and goals, focusing on developmental and the chapter into four major sections: theoretical efficacy theory and control theory, theories on intrinsic motivation, self-determination, and the role of social support. The chapter also reviews the work by W. and volition) and the role of social support in the development of motivation and goal setting.

THE ARTS' DEVELOPMENT: A STUDY OF THE ARTS' DEVELOPMENT AND USE OF THE ARTS

Barry Oreck
 University of Connecticut

During the past few years, the attitudes toward the arts have been changing. The arts are now seen as a vital part of the curriculum, and the need for improved motivation and enjoyment in learning is being emphasized. The arts are now being used more than any other personal characteristic in instruction, current artistic practice, nor years of teaching experience are dictating the use of the arts in the classroom.

Here are some phrases that people are using when watching a piece of theatre.

For each one, please rate how well you agree or disagree with the statement.

- It felt good to be sharing the experience with other people
- I hardly noticed the time passing
- I felt challenged and provoked
- I felt lively and enthusiastic
- I found aspects of the performance very moving

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MEASURING THE IMPACT OF YOUTH PROGRAMS

The United States Agency for International Development (USAID) wants to better document the impact of its programs on young people. To do this, it has created a new tool called the Youth Impact Measurement Tool (YIMT). This tool is designed to help youth programs measure their impact on young people's lives. The YIMT is a self-reporting tool that allows youth programs to collect data on a variety of outcomes, including: knowledge, skills, attitudes, and behaviors. The YIMT is a self-reporting tool that allows youth programs to collect data on a variety of outcomes, including: knowledge, skills, attitudes, and behaviors. The YIMT is a self-reporting tool that allows youth programs to collect data on a variety of outcomes, including: knowledge, skills, attitudes, and behaviors.

More than 50 measurement tools were reviewed by the research team to create a single tool that could be used by a wide range of youth programs. The YIMT is a self-reporting tool that allows youth programs to collect data on a variety of outcomes, including: knowledge, skills, attitudes, and behaviors. The YIMT is a self-reporting tool that allows youth programs to collect data on a variety of outcomes, including: knowledge, skills, attitudes, and behaviors. The YIMT is a self-reporting tool that allows youth programs to collect data on a variety of outcomes, including: knowledge, skills, attitudes, and behaviors.

FINAL MEASUREMENT TOOLS:

- Juvenile Justice Survey
- Adolescent Self-Regulatory Inventory
- Planning Children's Positive Behavior Development Project
- Youth Impact Measurement Tool (YIMT)
- Developmental Assets Profile
- Social Life Skills Assessment
- Young Men's Initiative (YMI) Participant Survey
- Behavioral and Emotional Rating Scale
- Peer Support Survey
- Learning Style Test
- Career Skills and Self-Esteem
- Adolescent Health Literacy
- Self and Social Responsibility
- Work Readiness Test
- Job Performance Personality Inventory



Supplemental Resources

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Instrument Design

Writing items

The **credibility, **quality**, and **usefulness** of the information collected will depend on how your items are worded.**

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Writing items

Response Formats

- **Open-ended items**
 - Asked without specific response options.
- **Closed-ended items**
 - Response categories are provided and interviewers or respondents select an option or fill in a number/ranking.

Writing items

- **Open-ended items**

 - **What aspects of the workshop did you find most effective? Least?**
 - Respondents **create their own answer**, in their own words



Writing items

- **Open-ended items: Why?**
 - Detailed, in-depth, **nuanced** information
 - Focused on **diversity** among and/or **unique qualities** exhibited by individual clients or programs
 - How people **experience** something
 - **Rich descriptions** of a program, experience, etc. are very useful for improvement

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Writing items

- **Open-ended items: Why not?**
 - Lack of **resources, time, knowledge, skills**
 - Less **reliable**, less **efficient**
 - Interpretation and credibility rests with the **researcher**

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Writing items



- **Closed-ended items**

What kind of data are you collecting?

- **Binary/Dichotomous:** **Did you learn anything unexpected?**
 - ☐ Yes
 - ☐ No
- **Multiple choice:** **Which exhibitions did you attend this year?**
 - ☐ Under the Big Black Sun: California Art 1974-1981
 - ☐ Naked Hollywood: Weegee in Los Angeles
 - ☐ The Painting Factory: Abstraction After Warhol
- **Likert scaled:** **After participating in Spotlight, I feel more capable of performing well at other auditions.**

Strongly Disagree Disagree Agree Strongly Agree

☐ ☐ ☐ ☐

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Writing items



- **Closed-ended items: Why?**
 - **Efficient**, less time-consuming
 - **Easy** to use, score, and enter data
 - Uniform data and response categories increases **reliability**
 - **Summative** – effectiveness more than improvement

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Writing items

- **Closed-ended items: Why not?**
 - Need **more respondents** – power, reliability, credibility
 - **Bias** (“leading”) difficult to avoid
 - Designing and testing items can be **expensive and time-consuming**

Writing (**simple**) items

- | No | Yes |
|---|---------------------------------------|
| • Occupants of the household | • People who live there |
| • Your responses to the questionnaire | • Your answers |
| • Post-school extracurricular activities | • What do you do after school? |
| • Workplace-related employment issues | • Job concerns |
| • Geopolitical division | • Areas of the country |



Writing (**understandable**) items

More is . . . **more**

Do you strongly favor, somewhat favor, somewhat oppose, strongly oppose, or have no opinion on whether advertisers should be required to have advertising aimed at children approved by a national board?

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Writing (**understandable**) items

Fewer is . . . **better**

To what extent do you favor or oppose requiring advertisers to have their ads aimed at children approved by a national board?

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Writing (**clear**) items

Complete sentences. Personal.

Problem

Number of years lived in Idaho

_____ years

Better

How many years have you lived in Idaho?

_____ years

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Writing (**answerable**) items

Saying “yes” in order to mean “no”

(It’s hard to write negative items!)

**Do you favor or oppose not allowing
the state to raise taxes without
approval by two-thirds of the voters?**

☐ Favor

☐ Oppose

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Writing (**straightforward**) items

Double-barreled items

The performance was well-sequenced and well-paced.

☐ Yes

☐ No

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Tips for Writing Items

Activity Packet p. 4

Some Useful Answer Categories

Activity Packet pp. 4-6

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WORKED EXAMPLE: Music Center On Tour Activity Packet pp. 7-8

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Music Center On Tour School and Community Performances

Goal 1. We will maintain or increase the number of MCOT performances we provide each year (QUANT).

- **Objective 1.** High levels of participant satisfaction with the program's quality, relevance, and ease of use (QUANT and QUAL).
- **Objective 2.** Improved content, format, and distribution of Curriculum Connections, our supplemental educator resource (QUANT and QUAL).

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Group Work: Writing Items

Activity 3 pp. 9-10

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Instrument Design

Stuff for the toolbox

- Begin with a **greeting** and **instructions** (if needed), end with "Thank You" or other **closing**.
- Start with **general** or "easy" items.
- End with more **difficult** or personal items.
- **Demographics** typically are placed at the end, but not always.
- Do you want to know if you can **follow up** with them later? Ask!

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More Stuff for the Toolbox

Tips for Laying Out Your Survey

Questions to Ask Before Launching Your Survey

Activity Packet pp. 11-13

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[illegible]



Surveys Step-by-Step

1. Getting started
 - a. Clarify purpose(s)
 - b. Assess resources
 - c. Select method(s), mode, and sample
2. Instrument design
 - a. Develop/pilot items, response categories
 - b. Training? Practice? Troubleshoot!
3. Administration
 - a. Collect and manage data
 - b. Compile, clean, code
4. **Analyze and synthesize the data**
5. Reporting findings

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Administration

Collecting data

Do you need

- To develop a **training process**?
- A **script** for in-person or phone surveys?
 - **Screening questions** for phone surveys?
- To figure out where you'll **store** all those paper surveys?
- To design **tear sheets**?
- To learn how to use an **online survey app**?
- To **write** cover letters, consent forms, invitation emails?

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Administration

Collecting data

Pilot. Discuss. Revise.

Pilot. Discuss. Revise.

Pilot. Discuss. Revise.

Go forth!

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Administration

Managing QUANT data

Datasets (also data sets, data tables) are comprised of **data points**, typically organized into **charts or tables** in which the **cases** are listed in Column 1 ("ID") and the **variable names** are recorded in Row 1 ("Age"). Data are entered in the **cells**.

ID	School	AgeApp	Educ	Conver	Relevant	ValArt	Profess	ArrTime	EndTime
5	PS1 Pluralistic School	4	4	4	4	4	4	4	4
6	Viewpoint School	4	4	3	3	4	4	2	2
7	Viewpoint School	4	4	4	3	4	4	4	4
8	Edison Elementary	4	4	4	4	4	4	3	4

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MCOT-ES_WorkedExampleData_ItemsResponseOptions.xlsx - Excel

	A	B	C	D
1	Item23	Thank you! We'd like to hear more -- about how you distributed Curriculum Connections, any obstacles you encountered, and if you received any feedback about the resources (optional).	Item24	We know it can be difficult for coordinators to distribute Curriculum Connections. If you have any ideas that would help us ensure teachers receive the materials, please let us know! (optional)
2	5	These are always helpful in planning for the visit from the artist. I use them mainly as background, rather than using the lessons per se, and as an inspiration for materials to enhance the visit for our students.		
3	6			
4	7	Several teachers mentioned that it was fun to take a look at the resources before the show. The Principal was very pleased with the performer. She said the students were engaged in the assembly. Because we are an immersion (Eng/Sp.) school, the teachers loved that he spoke Spanish and communicated in Spanish with the kids.		
5	8			
6	9			
7	10			
8	16	The materials are always helpful. We have older students introduce the prepared introduction, as well as the info on the Curriculum Connections especially easy. It's a super bonus to the experience.		
9	18	I distributed materials via email. no feedback, but will ask the teachers		
10	23			
11	24	The teachers and students loved the experience! Several teachers shared that they appreciated the connection between the performance and the Music Center Workshop		
12	27	Amazing performance! Many thanks!		
13	28			
14	31			
15	39	great performance that left students enthralled. They were late but it all worked out.		
16				

Administration
Managing QUAL data

Fix this item!



ID	Item23 Thank you! We'd like to hear more -- about how you distributed Curriculum Connections, any obstacles you encountered, and if you received any feedback about the resources (optional).
5	These are always helpful in planning for the visit from the artist. I use them mainly as background , rather than using the lessons per se, and as an inspiration for materials to enhance the visit for our students.
7	Several teachers mentioned that it was fun to take a look at the resources before the show.
8	The Principal was pleased with the performer. She said the students were engaged in the assembly. Because we are an immersion (Eng./Sp.) school, the teachers loved that he spoke Spanish and communicated in Spanish with the kids.
16	The materials are always helpful . We have older students introduce the performance, and the prepared introduction, as well as the info on the Curriculum Connections, make their job especially easy. It's a super bonus to the experience.
18	I distributed materials via email. no feedback , but will ask the teachers
24	The teachers and students loved the experience! Several teachers shared that they appreciated the connection between the performance and the Music Center Workshop experience.

Analysis & Synthesis: Text

Worked Example – 2013 Survey Workshop

- Of 14 respondents, eight (47 percent) had received funds to support Accessibility projects. They were joined by two grantees from each of the remaining three categories (Artistic Capacity, Organizational Capacity, and Sustainability).
- Workshop participants (N=30) included representatives from all four OGP budget categories: OGP I (18.8 percent), OGP II (25.0 percent), OGP 2.5 (25.0 percent), and OGP III (28.1 percent).

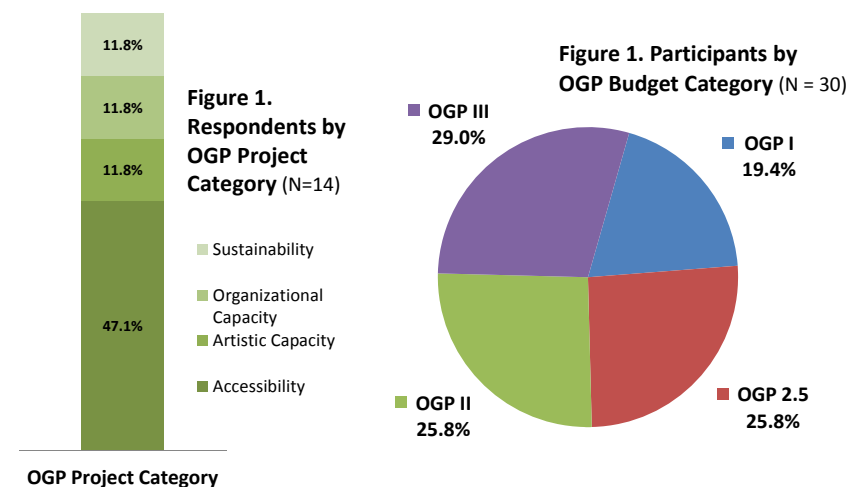
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Analysis & Synthesis: Charts

Worked Example – 2013 Workshop



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Analysis & Synthesis: Text

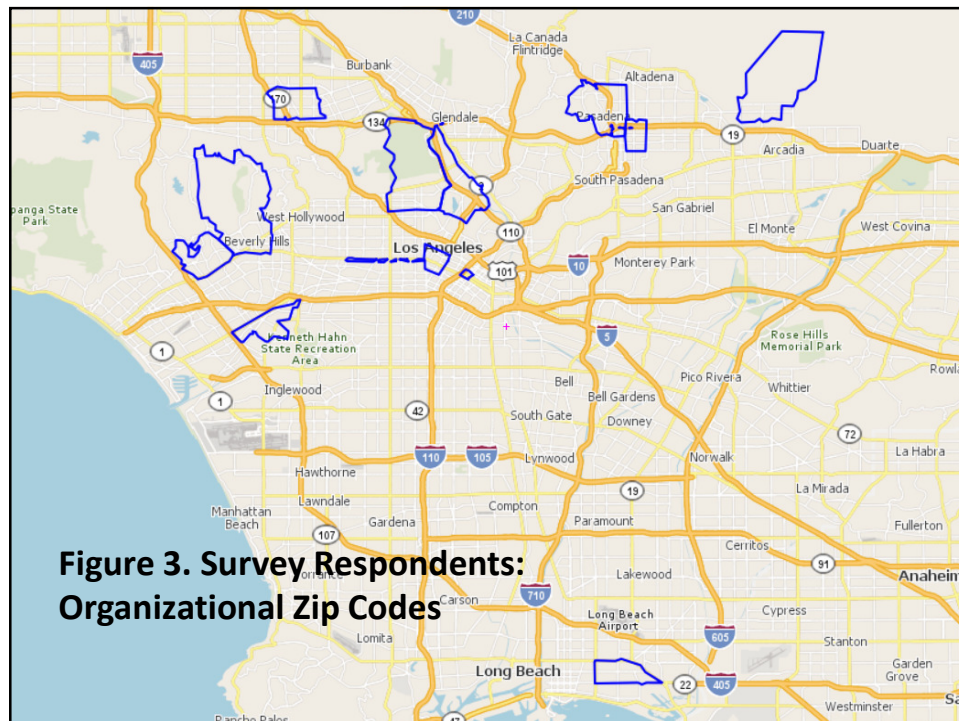
Worked Example – 2013 Workshop

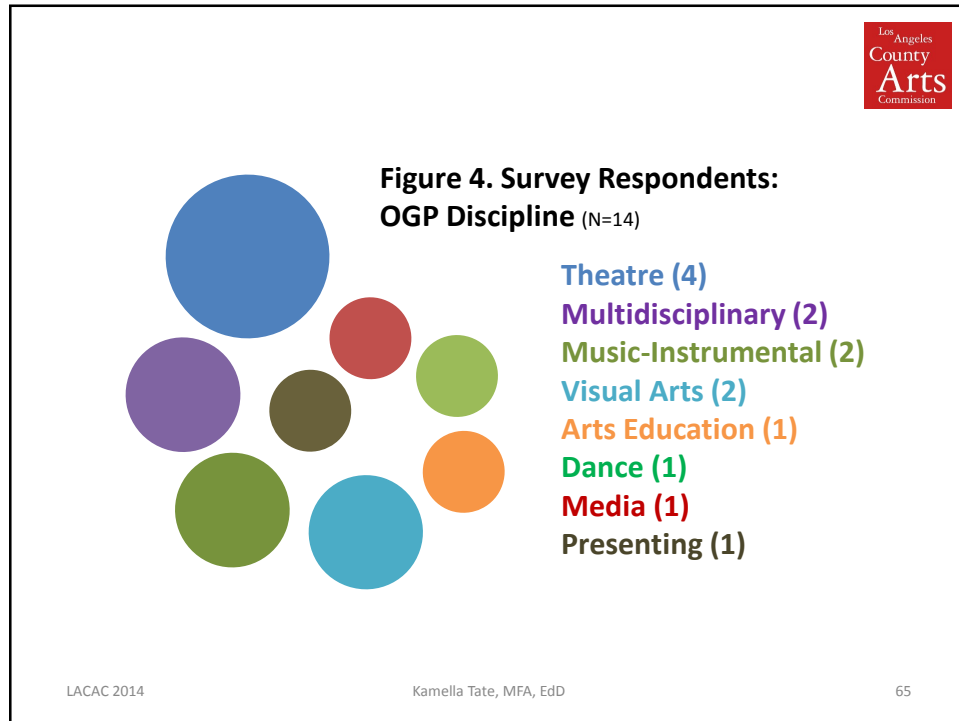
- Geographically, respondents “home bases” (N = 16) were fairly varied. While mainly located in the middle of the county, an east-to-west spread is noticeable in the reported ZIP Codes.
- Respondents representing eight arts disciplines attended the survey workshop.


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Data Placemats

- **Who** are we?
- What do we want to **learn**?
- How are we **using** evaluation?

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Survey Clinic

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Go forth and survey!

Download workshop materials at
www.lacountyarts.org/grantgrantees.html

See you next year!

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