To test a hypothesis for significance is relatively easy, finding a significant hypothesis to test is much more difficult.
- Alan Edwards, late 1970s

All other things being equal, the simplest solution is always best.
- Occam’s Razor, Frederick of Occam, late 1300s

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Office Location:</th>
<th>Communication:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Michael Bullis, Ph.D.</td>
<td>102J Lokey Education Building</td>
<td><a href="mailto:bullism@uoregon.edu">bullism@uoregon.edu</a></td>
</tr>
<tr>
<td>Sommerville-Knight Professor Dept. of Educational Methodology, Policy &amp; Leadership</td>
<td>Office Hours: W, 2-3:30 pm or by appointment.</td>
<td></td>
</tr>
<tr>
<td>Gradute Instructor:</td>
<td>Office Location:</td>
<td>Communication:</td>
</tr>
<tr>
<td>Yue “Adam” Shen Graduate Teaching Fellow-Career Center Assessment Ph.D. Candidate-Dept. of Educational, Methodology, Policy &amp; Leadership</td>
<td>Office Hours: By appointment</td>
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<tr>
<td></td>
<td>TBA</td>
<td><a href="mailto:yshen4@uoregon.edu">yshen4@uoregon.edu</a></td>
</tr>
</tbody>
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OVERVIEW

At some point virtually all graduate students, faculty, educators, social scientists, and administrators will conduct a survey. At first look, conducting a survey appears relatively simple and, to be blunt, cheap – but nothing is further from the truth.

A survey that yields accurate and useful data relies on employing a data collection instrument, the survey protocol, and administering that protocol to a sample or population of potential respondents in a standardized (controlled) mail, telephone, internet, or in-person interview format. In some cases, a researcher may use some combination of those administration modes.

Constructing a precise and clear survey protocol that addresses the aims of a particular project is challenging enough, but that task pales in comparison to training the survey data collectors and securing the participation of the people comprising the sample or population in question. And, as some of you may find, analyzing presenting the results of that survey can be complex and challenging for political and methodological reasons.
The purpose of this course is to provide an overview of the survey process, basic questionnaire design, and item writing. My strong bias is that courses should provide the basic content of a particular subject, but it is through your own efforts to apply that content to a subject in which you have a personal investment where you really learn.

By the end of the course you should be able to conceptualize and conduct a survey project alone or with minimal support. I will emphasize practical aspects of conducting surveys including sampling, contacting and securing respondents, and questionnaire and item writing. I do not address data analyses of survey data in much detail, but I will point out where different analytical techniques could and should be applied.

The major product for the course will be a written description of a survey project you could, or will, conduct. As part of that project you will develop a draft version of the survey protocol you could employ.

I assume that you all will complete the assigned readings and associated exercises in advance of class. Accordingly, I seldom will lecture directly to the readings and tend to cover only what I believe to be key aspects of that content. I encourage questions and I will try to call on each student, prepared or not, at different points throughout the term.

We will have guest speakers who will describe survey projects they have directed, experiences that should illuminate the complexities of this research approach. It is possible that those speakers will assign readings for which you will be responsible.

**PREREQUISITES**

This course is designed for graduate students. To understand and conceptualize the survey process, it is essential to have basic knowledge of statistics and research design. Thus, the two prerequisites to take this course include EDUC 614 – Educational Statistics I and EDUC 611 - Survey of Education Research Design, or other equivalent courses.

**LEARNING OUTCOMES**

By successfully completing this course a student will learn the basics of (a) conducting a survey, (b) constructing a sample and/or defining a population of interest, (c) preparing a survey protocol, (d) writing survey items, (e) administering survey protocols through different administration modes, and (f) preparing a final report on the survey results. The applied aspects of the survey process will be emphasized in the readings, guest presentations by faculty who have conducted survey projects, and in the proposal describing a survey you could, or will, conduct.

Please let me know early in the course if you intend to use the proposal in a project or dissertation. If that is the case, I will connect with your advisor to be sure that the work you do in the class will address your needs as well as the course requirements.
REQUIRED MATERIALS

The required textbook for the class is listed below:


I also require that you have your own Qualtrics account, something you will set up during the class.

Because of cost, I do NOT require you to purchase other materials, but the following excellent references are either free or relatively inexpensive. I encourage you to secure and use those that best fit your particular interests.


I do assign various supplemental readings for specific classes, which are listed after the Class Schedule.

**SCHEDULE OF TOPICS, READINGS, & ASSIGNMENTS**

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<thead>
<tr>
<th>WEEK</th>
<th>TOPIC</th>
<th>READING</th>
<th>ASSIGNMENT DUE</th>
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<tbody>
<tr>
<td>1</td>
<td>Class Overview Syllabus</td>
<td>Text* – 1 &amp; 2 Supp,**</td>
<td>-</td>
</tr>
<tr>
<td>2</td>
<td>Conceptualizing Survey Research; Sampling</td>
<td>Text –3 Supp.</td>
<td>Survey Ideas Approval</td>
</tr>
<tr>
<td>3</td>
<td>Item Writing</td>
<td>Text – 4 &amp; 5 Supp.</td>
<td>Draft - Introduction/ Project Purpose</td>
</tr>
<tr>
<td>4</td>
<td>Questionnaires/ Protocols</td>
<td>Text – 6 &amp; 7 Supp.</td>
<td>Test #1</td>
</tr>
<tr>
<td>5</td>
<td>Telephone Surveys</td>
<td>Text – 8 Supp.</td>
<td>Draft – Setting &amp; Population/Sample</td>
</tr>
<tr>
<td>7</td>
<td>Mail Surveys</td>
<td>Text – 10</td>
<td>Test #2</td>
</tr>
<tr>
<td>8</td>
<td>Multiple Modes</td>
<td>Text – 11 Supp.</td>
<td>Draft - Survey Protocol Test #3 (take home)</td>
</tr>
<tr>
<td>9</td>
<td>Thanksgiving</td>
<td>-</td>
<td>ppt presentations Test #3</td>
</tr>
<tr>
<td>10</td>
<td>Presentations</td>
<td>-</td>
<td>Final Written Project</td>
</tr>
<tr>
<td></td>
<td><strong>FINAL WEEK</strong></td>
<td>-</td>
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</tbody>
</table>

*Text & **Supp. = Supplemental Readings by Class

When accessing readings from an off-campus site, be sure to use VPN: [http://library.uoregon.edu/systems/connect-offcampus.html](http://library.uoregon.edu/systems/connect-offcampus.html)
SUPPLEMENTAL READINGS

Class 1


https://www.ideals.illinois.edu/bitstream/handle/2142/634/Spaeth_Perils.pdf?sequence=2

Class 2 (Heal’s letter and the Letter to AAU Presidents are posted on the LMS)


Various Authors. (2014). *Letter to AAU presidents regarding a survey of sexual assault and campus climate*. 2

Class 3 (The two articles are posted on the LMS)


Class 4 & 5


[http://learn.quinnipiac.edu/charm/CHARM%20proceedings/CHARM%20article%20archive%20pdf%20format/Volume%2012%202005/127%20edmondson.pdf](http://learn.quinnipiac.edu/charm/CHARM%20proceedings/CHARM%20article%20archive%20pdf%20format/Volume%2012%202005/127%20edmondson.pdf)


Class 6


Class 8


[http://search.proquest.com/docview/201100222/fulltextPDF/878B945F134241F2PQ/1?accountid=14698](http://search.proquest.com/docview/201100222/fulltextPDF/878B945F134241F2PQ/1?accountid=14698)

http://search.proquest.com/docview/201210206/fulltextPDF/582F3FDC3BF34875PQ/1?accountid=14698

**TESTS**

There will be *three tests* over the readings and lectures. Each test will be worth roughly 50-points and composed of objective, short answer items, or require a specific product.

Tests 1 and 2 will be held in-class. About 1-hour will be assigned to complete the test either at the end or beginning of class, depending upon guest speakers, schedules, etc. For each in-class test I will allow you to *use a 1-page crib sheet that is 9” x 12.”* You can write on the front and back of the page as small and as crowded as you wish.

Test 3 will be take-home.

**SURVEY PROJECT**

The survey project includes a ppt presentation, a written description of the survey project, and the survey protocol you would (will) use in the survey. The grading templates for each part of the project are offered in the back of the syllabus.

The idea for the project will be based on your unique interests and must reflect an actual survey that you could, or will, conduct. Accordingly, you should emphasize the applied and practical aspects of the project in your final product(s).

Different draft sections of the paper and a draft of the survey protocol will be reviewed by myself and other students(s) in pairs or small groups. I likely will ask students to discuss their sections in class, so be prepared.

I will not assign grades to the review sections, but I will note that they are turned in and reviewed on time. Failure to meet this requirement will affect final grades negatively.

Please note that you will submit both the final written description of the survey project and protocol as specified in class. Both the final paper and protocol will be checked for plagiarism.

**ppt**

Each student will present a ppt outlining his or her survey project during Class 10. If necessary, we will break into groups to accommodate all students within class time. The ppt should be no more than 30-minutes and composed of roughly ppt presentatio15 ppt slides. Students will critique each other’s ppt presentation by completing the grading
templates. Aggregated feedback will be provided to each student, which should be used in finalizing the written survey project.

Written Description of the Survey Project

The written description of the final survey project is due on the Monday of Finals week by 5 pm. The document is to be typed (12-point font, double spaced, 1” margins, and no more than 10-pages in length) and conform to APA style. Please note that the grading template for the project is at the back of the syllabus. Unless negotiated otherwise, the paper must include the following sections:

- Introduction/Statement of Project Purpose (What are the objectives? Why is the project important? Who/What is the Intended Audience?)
- Setting (Where and when will the survey be administered? What are the characteristics of the setting?)
- Population/Sample (What are the characteristics of the population of interest? If applicable, how will you sample the population to ensure that the sample is representative?)
- Protocol Development (How will you develop the protocol? What steps will you take to ensure validity and reliability? How will you ensure that it addresses the project objectives?)
- Survey Protocol Administration (How will you administer the survey? If applicable, how will you train the administrators? How will you prompt responses? Will you conduct more than one administration? Will you use more than one type of administration mode? How will you insure accuracy of responses?)
- Presentation of the Results (How will you analyze the survey data? How will the analyses address the project objectives? How will you ensure that the intended audience understands the results?)

Survey Protocol

The survey protocol MUST be (a) an appendix of the paper, (b) turned in on paper, and (c) 3-5-pages in length. Protocols may be complex due to skip patterns or spacing; therefore, the protocol does not need to conform to APA style. It must however be prepared on 9” x 12” paper in no smaller than 12-point font, and it may be single-spaced. Please note that the grading template for the protocol is at the back of the syllabus.

In addition to including questions specific to the project’s purpose, each protocol MUST include questions pertaining 2 of the 3 following areas to (a) respondent’s setting of residence, (b) race and ethnicity, and (c) SES status.

Although the protocol must be turned in on paper, you may wish to transfer it to Qualtrics or some other survey software for the ppt presentation or your own use.
**GRADING**

All draft sections of the paper and protocol must be completed on time and all reviews must be completed on time. If these two requirements are not completed or completed on time, the final grade will be affected negatively.

The final grade for this course will be determined based on two sets of data. First, the scores on the tests will be totaled, which will account for roughly 150+ points.

Second, the scoring templates for the three components of the survey project (paper, protocol, ppt presentation) are offered at the back of this syllabus. If the requirements are met, I will grade each section of the paper, protocol, and ppt on a 3-point scale (A-B-No Pass). The final grade the paper, ppt, and protocol will be based on the average of the grades for the three different parts sections. That is, I will grade the paper, protocol, and ppt separately, assigning each of those sections a grade \( A = 1, B = 2, \text{NP} = 3 \) and then averaging the grades for each product. To receive an A the average must = 1.5 or less, a B = 1.51-2.49, and a NO PASS = 2.5 or greater.

The paper is worth 100-points, an A grade will receive 90-100-points, a B will receive 80-89-points, and a No Pass will receive 70-points.

The protocol is worth 50 points, an A grade will receive 45-50-points, a B will receive 40-44-points, and a No Pass will receive 30-points.

The ppt and presentation is worth 30-points, an A grade will receive 30-points, a B will receive 25-points, and a No Pass will receive 15-points.

I will use the following standards in assigning final grades for the course.

\[
A = 90\% \text{ or more of the total points,} \\
B = 89-80\% \text{ of the total points} \\
\text{NO PASS} = \text{less than 80}\% \text{ of the total points}
\]

I reserve the right to modify this grading plan should circumstances and reason indicate a need to do so.

**POLICIES**

**Attendance**

Attendance is necessary to succeed in this course and master the course material. Although I will not take attendance, the only way to receive credit for tests and assignments is to complete both in person at the time I specify to do so during class time and to participate in the review process. I will, however, allow late work that conforms to the policies described below.
**Incomplete**

I discourage an INCOMPLETE or "I" grade. I will use this grading option only in cases of emergencies where satisfactory progress has been demonstrated and a passing grade in the class may be earned. Should an "I" grade be necessary, students should notify me at the time such circumstances exist. Upon notification, a written course completion contract will be developed, an e-mail record will suffice. The written agreement must be in place by Class 9.

**Late Work**

Students must contact me *no later* than the day prior to the day of the class in case of illness or emergencies that preclude attending class sessions. Merely telling me that you will not be able to attend class does not guarantee that late work will be accepted, we must come to a mutual agreement regarding the work that will be completed.

My agreement to accept late work must be confirmed in writing and we must agree upon a date by which the work is to be completed, an e-mail record will suffice. If no prior arrangements have been made and/or a written agreement is not in place, the product in question will be graded down and may be assigned a non-passing grade.

**Academic Misconduct Policy**

All students are subject to the UO Student Conduct Code: http://studentlife.uoregon.edu/StudentConductandCommunityStandards/StudentConductCode/tabid/69/Default.aspx

This code represents a compilation of important regulations, policies, and procedures pertaining to student life. It is intended to inform students of their rights and responsibilities during their association with this institution, and to provide general guidance for enforcing those regulations and policies essential to the educational and research missions of the University.

**Conflict Resolution**

Several options, both informal and formal, are available to resolve conflicts for students who believe they have been subjected to or have witnessed bias, unfairness, or other improper treatment. It is important to exhaust the administrative remedies available to you including discussing the conflict with the specific individual, the course instructor, the EMPL department head, or the college’s associate dean. Outside the college, you may contact:

UO Bias Response Team: 541-346-1139 or http://bias.uoregon.edu/whatbrt.htm
Conflict Resolution Services 346-0617 or http://studentlife.uoregon.edu/SupportandEducation/StudentConflictResolutionServices/Services/tabid/135/Default.aspx
Diversity and Appropriate Language

It is the policy of the University of Oregon and the College of Education, and my own strong position, to support and value diversity; to do so, requires that you -

✓ respect the dignity and essential worth of all individuals;
✓ promote a culture of respect throughout the University community;
✓ respect the privacy, property, and freedom of others;
✓ reject bigotry, discrimination, violence, or intimidation of any kind;
✓ practice personal and academic integrity and expect it from others; and
✓ promote the diversity of opinions, ideas, and backgrounds that are the lifeblood of the university.

Language used in assignments and class discussions (written and spoken) must be respectful and professional at all times. Use "people first" language in speaking and writing about people with disabilities or other elements of diversity.

Documented Disability

I will provide appropriate accommodations for students with documented disabilities. If you have a documented disability and require accommodation, arrange to meet with me by the end of week 2 of the term. The documentation of your disability must come in writing from the Disability Services in the Office of Academic Advising and Student Services. For more information on Disability Services, please see http://ds.uoregon.edu/

Expected Classroom Behavior

✓ Participate in class activities.
✓ Respect the diversity of cultures, opinions, and viewpoint in the classroom.
✓ Listen to other students, professors, and lecturers with respect.
✓ Arrive on time, prepared for class.
✓ Do not use your phone or laptop during class time to access personal correspondence.
✓ Racist, homophobic, sexist, and other disrespectful comments will not be tolerated.

Inclement Weather

In the event the university operates on a curtailed schedule or closes, UO media relations will notify the Eugene-Springfield area radio and television stations as quickly as possible. In addition, a notice regarding the university’s schedule will be posted on the UO main homepage (in the “News” section) at http://www.uoregon.edu.
SCORING TEMPLATE - PROPOSAL

Student: ____________________________________________________________

Title: _______________________________________________________________

Required Elements (yes/no)
✓ Narrative no more than 10-pages _____
✓ Prepared in APA style _____
✓ Reference list provided _____
✓ All required sections listed below are evident _____
✓ “Blueprint” paragraphs provided where appropriate _____
✓ Well written _____

Introduction/Statement of Project Purpose (A B NP)
✓ Description of the purpose of the project’s purpose
✓ Description of the project/study’s importance
✓ Description of project objectives
✓ Intended Audience

Setting (A B NP)
✓ Where and when will the survey be administered?
✓ What are the characteristics of the setting?
✓ How are the characteristics of the setting to be measured?

Population/Sample (A B NP)
✓ Characteristics of the population of interest?
✓ If applicable, how will you sample the population to ensure that the sample is representative?

Protocol Development (A B NP)
✓ How will you develop the protocol?
✓ Steps will you take to ensure validity and reliability?
✓ How will you ensure that the protocol addresses the project objectives?
✓ Brief description of setting scale
✓ Brief description of race and ethnicity items
✓ Brief description of SES items

Survey Protocol Administration (A B NP)
✓ How will you administer the survey?
✓ How will you prompt responses?
✓ Will you conduct more than one administration?
✓ Will you use more than one type of administration mode?
✓ If appropriate, how will you train interviewers?
Presentation of Survey Results (A B NP)
✓ How will you analyze the survey data?
✓ How will the analyses address the project objectives?
✓ How will you ensure that the intended audience understands the results?

Strengths:

Areas for Improvement:
SCORING TEMPLATE – SURVEY PROTOCOL

Student: ____________________________________________________________

Tile: __________________________________________________________________

Required Elements (yes/no)
✓ 3-5-pages____
✓ Items relate clearly to the purpose
✓ Prepared neatly and clearly – it “looks good” _____
✓ Skip patterns (if present) are clear _____

- 2 of the following 3 Areas Are Evident -
✓ Race and ethnicity items _____
✓ SES items ______
✓ Setting items ______

The items on the protocol clearly address the project objectives (A  B  NP)

The protocol reads clearly – a respondent would be able to understand and respond accurately to the items. (A  B   NP)

The protocol fits the chosen administration mode (if more than one mode is chosen, does it fit all modes? (A   B    NP)

Items are written to minimize response error (A  B  NP)

Response scales for items are appropriate and clear (A  B  NP)

Items describing the setting are appropriate and clear (A  B  NP)

Items describing race and ethnicity are appropriate and clear (A  B  NP)

Items describing SES status are appropriate and clear (A  B  NP)

Skip patterns are appropriate and clearly identified (A  B  NP)

Strengths:

Areas for Improvement:
SCORING TEMPLATE – PPT PRESENTATION

Student: ____________________________________________________________

Tile: _______________________________________________________________

Required Elements (yes/no)
 ✓ No more than 15 ppt slides _____
 ✓ No longer than 30-minutes _____
 ✓ All required sections are evident _____
 ✓ Appearance _____

Introduction/Statement of Project Purpose (A B NP)
 ✓ Description of the purpose of the project’s purpose
 ✓ Description of the project/study’s importance
 ✓ Description of project objectives

Setting (A B NP)
 ✓ Where and when will the survey be administered?
 ✓ What are the characteristics of the setting?
 ✓ How are the characteristics of the setting to be measured?

Population/Sample (A B NP)
 ✓ Characteristics of the population of interest?
 ✓ If applicable, how will you sample the population to ensure that the sample is representative?

Protocol Development (A B NP)
 ✓ How will you develop the protocol?
 ✓ Steps will you take to ensure validity and reliability?
 ✓ How will you ensure that the protocol addresses the project objectives?
 ✓ Brief description of setting scale
 ✓ Brief description of race and ethnicity items
 ✓ Brief description of SES items

Survey Protocol Administration (A B NP)
 ✓ How will you administer the survey?
 ✓ How will you prompt responses?
 ✓ Will you conduct more than one administration?
 ✓ Will you use more than one type of administration mode?
 ✓ If appropriate, how will you train interviewers?
Presentation of Survey Results (A  B  NP)

✓ How will you analyze the survey data?
✓ How will the analyses address the project objectives?
✓ How will you ensure that the intended audience understands the results?

Strengths:

Areas for Improvement: