

EPSY 5244: Survey Design, Sampling, & Implementation  
Fall Semester, 2017  
Wednesdays, 4:40 – 7:20

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Web: <http://www.edmeasurement.net/5244>

Classroom: Peik 215

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Office Hours: Monday 12-2

Or by appointment

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**Texts:**

Dillman, D.A., Smyth, J.D., & Christian, L.M. (2014). *Internet, phone, mail, and mixed-mode surveys: The tailored design method* (4<sup>th</sup> ed.). Hoboken, NJ: John Wiley & Sons, Inc.

*Optional [Highly recommended for QME students]:*

Lohr, S.L. (2010). *Sampling: Design and analysis* (2<sup>nd</sup> ed.). Boston, MA: Brooks/Cole Publishing.



Software: [at http://www.itemanalysis.com/](http://www.itemanalysis.com/)

**The Course:**

In this course you will develop an understanding of basic survey research methods, particularly those that apply to educational settings with research applications in education and the social sciences. You will develop a practical understanding of the principles of sampling and data analysis. The course is taught from the theoretical basis of Social Exchange Theory and will include the review of state-of-the-art research on survey methods.

**Primary Course Objectives:**

You will be able to apply basic survey research methods to the design of survey instruments, as well as the collection, analysis, and interpretation of responses. Generally, you will be able to

- ◆ Evaluate the appropriateness of survey research methods given the research context,
- ◆ Plan and execute a pilot test of survey instruments for instrument refinement,
- ◆ Identify sources of sampling and non-sampling errors,
- ◆ Develop basic sampling designs,
- ◆ Select analysis methods appropriate for survey data,
- ◆ Write a complete proposal for a survey research project.

**EPSY 5244 Topic & Reading Schedule 2017**  
*4:40—7:20 pm, Peik Hall 215*

<b>WEDNESDAYS</b>		Projects DUE
9-6	Introduction & Measurement; Research Process; Survey Methods	
9-13	Social Exchange Theory; Measurement [D: 1-2]	
9-20	Developing a Survey Structure; Preparing to Write Items	<i>1</i> <i>In-class review</i>
9-27	Item Writing; Review of Sample Surveys [D: 4-5]	<b>1:</b> Instrument Plan
10-4	Form Construction, Pilot Strategies [D: 6; L: 1]	
10-11	Research Design, Implementation [D: 7 (skim 8-11)]	
10-18	Coverage & Sampling Error; Sampling Strategies [D: 3]	<i>2</i> <i>In-class review</i>
10-25	Stats Review re: Sampling Theory	<b>2:</b> Draft Instrument
11-1	Simple Random; Stratified, Cluster Sampling [L: 2, 3, 5]	
11-8	Data Analysis & Psychometric Quality [L: 10, 11] jMetrik [Software]: Item Analysis, Rasch & Rating Scale Analysis	<i>Sampling Assignment due</i>
11-15	Complex Surveys & Nonresponse [L: 7, 8] <i>Piloting</i>	<b>3:</b> Sampling Plan
11-22	Data Analysis & Data Displays [ <i>Thanksgiving</i> ]	<i>Analysis Assignment due</i>
11-29	Data Analysis	<b>4:</b> Pilot Results
12-6	Generating Data Analysis to support Research Questions	
12-13	Ethics & Reporting [D: 12]	<b>5:</b> Data Analysis Plan
12-20	<b>NO CLASS</b>	<b>SUBMIT FINAL WORK</b>

[Dillman and Lohr Chapters in Parentheses]

## **Requirements:**

Readings are listed on the day for which the reading applies. Read the material prior to class. We will discuss most of the material in the text during class. Much of the material concerning measurement and the application of certain statistical techniques in the analysis and interpretation of survey results will be presented in class but is not presented in the text.

We will take as much time as is necessary to complete understanding of the material before we move on. There is time during each session to allow for extended time on a topic. The material is cumulative to a certain extent so it is imperative that you keep up with the workload. You are encouraged to work with a partner, as long as this works for you, and to utilize office hours to complete your understanding of the material from the moment you begin to feel uncertain. It is during these moments of uncertainty that a great deal of learning can occur.

Several projects will be required to assess student achievement of the above objectives. These projects include the following: (1) instrument plan, (2) instrument draft [50 points], (3) instrument pilot test, (4) sampling plan, and (5) data analysis plan. The tasks in whole constitute a comprehensive survey proposal. A more detailed description of each task is provided at the end of this syllabus. The first two components of the survey project will be exchanged in class for review by two other students. The authors will be able to make modifications based on this review prior to submitting the work for evaluation by the instructor one week later. Each component of the survey project is worth 25 points, except the questionnaire instrument which is worth 50 points.

There will also be one sampling exercise and one data analysis exercise. These will be assigned during the course and available online. Each exercise is worth 20 points.

Each component of the class project and each assignment can be submitted twice for full credit. The survey project is worth 150 points; the sampling and data analysis exercises are worth 40 points together. In total there are 190 points for the course.

### **Format for Submitting Assignments via EMAIL:**

Submit assignments in Word format, in an email message with EPSY5244 in the subject line, using the following document naming system:

Lastname-EPSY5244-assignmentname-yearmonthday.docx

*For example:* **Kaler-EPSY5244-Project.1v1-20170927.docx**

This indicates an assignment from Kaler, for project part 1 version 1, 2017 Sept. 27.

## ***The Actual Structure of a Survey Project***

The timeline of the course prohibits us from mimicking the actual schedule you should follow to complete a survey project. Here is a common set of activities in a typical survey project:

- ☑ Plan the survey – background research, communicating with target audience
- ☑ Identify the topics – complete instrument plan
- ☑ Write Items (may take weeks)
- ☑ Conduct item reviews: experts, members of the participant audience; editing
- ☑ Conduct draft instrument review (by clients, partners, survey experts, community leaders)
- ☑ IRB process, prior to pilot data collection (for us – EPSY 5244 class protocol)
- ☑ Pilot: full pilot including all of the steps of a full administration; conduct think-alouds
- ☑ Submit pilot report for review (to clients, partners, survey experts, community leaders)
- ☑ Edit items, submit final instrument for review (to clients, partners)  
*Recognize at this point that you have an instrument plan, sampling plan, analysis plan, pilot results, and final instrument. This is where the course ends.*
- ☑ Submit reviewed instrument and proposal to IRB (if pursuing full administration)
- ☑ Prenotice (one week prior to admin)
- ☑ Administration period begins (2-3 weeks of data collection for online administration; longer administration period for mail and in-person administration may be needed)
- ☑ Reminder (2-3 weeks of additional data collection)
- ☑ End data collection, begin data cleaning and analysis (length of time depends on the extensiveness of data analysis)
- ☑ Consider non-respondent study (may take 2-4 weeks)
- ☑ Write report, papers
- ☑ Consider presentation and review of members of the target community prior to release of data or formal reports

## Course projects for EPSY 5244: Survey Design, Sampling, & Implementation

### A Complete Survey Proposal

Create a single proposal document with the following sections. Each time you submit the proposal project, add the new section when due. Write this proposal like a single coherent document, not separate assignments (with the exception of the questionnaire instrument itself – which should be submitted separately).

**Title Page:** Should contain the title of the questionnaire, your name and affiliation, and any partners or clients associated with the project.

#### 1. Instrument plan

- a. Explain the intended purpose and context for the survey project (the BIG questions the survey is trying to answer—2 to 3 questions—from which the questionnaire questions will come).
  - Program evaluation questions or
  - Research problem, questions
- b. Briefly describe the intended audience (no sampling information), the characteristics of the population of interest.
- c. Describe the type of questionnaire you will develop (mode, length). If you plan to develop an online questionnaire, identify the online tool you will use to develop/administer the questionnaire.
- d. Define the topics you will cover or the traits/characteristics/constructs you will measure.
- e. Provide a complete schedule with dates from design to reporting (one that is *realistic*, not within the timeline of this course). Include the milestones in the comprehensive list above presented in *The Actual Structure of a Survey Project*.

2. **A draft questionnaire** – *fully formatted – this should be submitted separately from the proposal document containing the remaining sections.*

- a. A pre-notice letter (or card or email)
- b. A consent form (use template from web)
- c. The questionnaire instrument
  - An introduction (may be cover letter or 1<sup>st</sup> page of survey)
  - Complete instructions
  - 15+ unique questions (not including background or demographic questions)

### 3. Sampling plan

- a. Describe the research design and why it is appropriate in your context (cross-sectional, longitudinal, etc.)
- b. Explain your procedures for securing the sampling frame
- c. Specify the sampling plan (whatever it is)
  - Completely describe sampling/selection procedures
- d. Estimate sample size
  - Show complete computations for sample size (even if you are not sampling)
- e. Describe limitations and describe how you are minimizing all FOUR sources of survey error (use online examples as models)

### 4. Instrument pilot test

- a. Describe pilot test (10 respondents) & think-aloud procedures (2 respondents).
- b. Summarize results (frequencies of responses & major or helpful/useful comments from think-alouds).  
Submit a blank questionnaire form with frequencies of responses to each option.
- c. Describe any revisions made to the questionnaire based on results.
- d. Do you have any additional recommendations for implementation based on your experience from the pilot?

### 5. Data analysis plan

- a. Describe your sample in terms of the sampling design and what this means for analysis (what are your actual analysis options given the sampling design).
- b. Explain the options you have for presenting descriptive results (graphical displays, tables of frequencies, etc.).
- c. Describe the analysis procedures for each major evaluation or research question.
  - Specify the statistic or statistical test used
  - Why is this appropriate?
  - How will you interpret the results? What about generalizability?

The data analysis plan should be organized by research question – addressing the major questions posed in the instrument plan.

***Instruction:***

Each course meeting will include lecture on key points of the day's topic(s) and a period of questions and answers. Many of the sessions will include time to debate issues and challenge assumptions raised by students, the instructor, and the text author. Several sessions will include small group work (e.g., time to review text book material and others presented in class). As the instructor, I assume the following responsibilities: to present material in a clear and contextualized format, to provide opportunity for students to pursue additional clarification in and out of class, to develop and employ fair and meaningful assessment activities, to use results of evaluation activities for instructional feedback and course planning, and to provide opportunities for recourse if students believe they have been unfairly evaluated.

***Technology:***

Technology is becoming increasingly important in education and we will pursue learning with the aid of technology in several ways. Students will be allowed to submit projects electronically. Students are encouraged to investigate survey-related web sites to support their reading and project work. A page of links to additional readings and resources is provided at the class website. During discussions of sampling and data analysis, computer demonstrations will be conducted in class to illustrate various topics. At least one class session will be held in a computer lab to conduct hands-on computing using software to complete the sampling and data analysis exercises.

***Diversity:***

The College of Education and Human Development is committed to have every course contribute to our understanding of diversity, including but not limited to: age, creed, disability, ethnicity, gender, global perspectives, international background, language background, learning differences, marital status, multicultural perspectives, national origin, public assistance status, race, religion, sex, sexual orientation, and veteran status. Each of these characteristics plays a role in educational and psychological measurement and research. They are factors that contribute to individual and group differences -- they (may) affect the constructs we set out to measure and the way we interpret and report survey results. These issues will be addressed throughout the course and will be used as topics of debate and considerations of selecting survey methods to understand the role of group differences in evaluating survey results.

**Late Work and Incompletes**

No points will be deducted for late work. It is up to you to stay on track. An incomplete (I) will be assigned only if agreed to prior to the last week of class. If at the end of the semester course work is incomplete and no prior notification has been given, the grade based on points obtained at that time will be awarded. No options will be given at that point to submit incomplete work.

### Makeup Work for Legitimate Absences:

Students will not be penalized for absence during the semester. For complete information about the university absence policy, please see:

<http://policy.umn.edu/Policies/Education/Education/MAKEUPWORK.html>.

### Returning Papers, Exams, and Projects

Given the size of the class and the extensiveness of student projects, I will try to return work within one week of the due date. If necessary, you may pick up work prior to the following class period if agreed upon. If, at the end of the semester, you would like to receive remaining work through U.S. mail, submit a self-addressed stamped envelope. Otherwise, you may pick up final projects once grades are submitted in the Psychological Foundations' office in 250 Education Sciences Building with a student ID. Papers will be available there until February 1. Uncollected papers will be destroyed just prior to fall semester the following year.

**Academic dishonesty:** academic dishonesty in any portion of the academic work for a course shall be grounds for awarding a grade of F or N for the entire course.

### University Grading Policy

<https://policy.umn.edu/education/gradingtranscripts>

A	4.000 - Represents achievement that is outstanding relative to the level necessary to meet course requirements
A-	3.667
B+	3.333
B	3.000 - Represents achievement that is significantly above the level necessary to meet course requirements
B-	2.667
C+	2.333
C	2.000 - Represents achievement that meets the course requirements in every respect
C-	1.667
D+	1.333
D	1.000 - Represents achievement that is worthy of credit even though it fails to meet fully the course requirements
S	Represents achievement that is satisfactory, which is equivalent to a C- or better.

Letter Grade	Percentage
A	95-100%
A-	90-94.9%
B+	85-89.9%
B	80-84.9%
B-	75-79.9%
C+	70-74.9%
C	65-69.9%
C-	60-64.9%

### How to Access Your Grades

Go to OneStop for Students (<http://onestop.umn.edu/onestop/>), click on Grades & Transcripts; on the right side under Quick Links, click on Grades/Unofficial transcript.



**Workload Expectation** (Policy: [Expected Student Academic Work per Credit](#))

The Senate affirms the standard (first adopted by the University Senate on February 16, 1922, and reaffirmed 1993) that one semester credit is to represent, for the average University of Minnesota undergraduate student, three hours of academic work per week (including lectures, laboratories, recitations, discussion groups, field work, study, and so on), or approximately 45 hours of work over the course of an enrollment period. Expectations of faculty and students will be made clear. It is expected that the academic work required of graduate and professional students will exceed three hours per credit per week or 45 hours per semester.

**Scholastic Dishonesty**

You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. (Student Conduct Code: [http://regents.umn.edu/sites/regents.umn.edu/files/policies/Student\\_Conduct\\_Code.pdf](http://regents.umn.edu/sites/regents.umn.edu/files/policies/Student_Conduct_Code.pdf)) If it is determined that a student has cheated, he or she may be given an "F" or an "N" for the course, and may face additional sanctions from the University. For additional information, please see: <http://policy.umn.edu/education/instructorresp>.

The Office for Student Conduct and Academic Integrity has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty: <http://www1.umn.edu/oscai/integrity/student/index.html>. If you have additional questions, please clarify with your instructor for the course. Your instructor can respond to your specific questions regarding what would constitute scholastic dishonesty in the context of a particular class-e.g., whether collaboration on assignments is permitted, requirements and methods for citing sources, if electronic aids are permitted or prohibited during an exam.

**University Policies**

See <http://onestop.umn.edu/onestop/faculty/Teaching/Policies.html> for a list of policies related to teaching with links to those policies.

Also see <http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html> for University policies related to Teaching and Learning – Student Responsibilities.

**Student Conduct Code**

The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University. Similarly, the University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community.

As a student at the University you are expected adhere to Board of Regents Policy: Student Conduct Code. To review the Student Conduct Code, please see:

[http://regents.umn.edu/sites/default/files/policies/Student\\_Conduct\\_Code.pdf](http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf)

Note that the conduct code specifically addresses disruptive classroom conduct, which means "engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities."

**Use of Personal Electronic Devices in the Classroom**

Using personal electronic devices in the classroom setting can hinder instruction and learning, not only for the student using the device but also for other students in the class. To this end, the University establishes the right of each faculty member to determine if and how personal electronic devices are allowed to be used in the classroom.

<http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html>.

### **Appropriate Student Use of Class Notes and Course Materials**

Taking notes is a means of recording information but more importantly of personally absorbing and integrating the educational experience. However, broadly disseminating class notes beyond the classroom community or accepting compensation for taking and distributing classroom notes undermines instructor interests in their intellectual work product while not substantially furthering instructor and student interests in effective learning. Such actions violate shared norms and standards of the academic community. <http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html>

### **Sexual Harassment**

"Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program. Such behavior is not acceptable in the University setting. For additional information, please consult Board of Regents Policy: <http://regents.umn.edu/sites/regents.umn.edu/files/policies/SexHarassment.pdf>

### **Equity, Diversity, Equal Opportunity, and Affirmative Action**

The University provides equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult Board of Regents Policy: [http://regents.umn.edu/sites/regents.umn.edu/files/policies/Equity\\_Diversity\\_EO\\_AA.pdf](http://regents.umn.edu/sites/regents.umn.edu/files/policies/Equity_Diversity_EO_AA.pdf)

### **Disability Accommodations**

The University of Minnesota is committed to providing equitable access to learning opportunities for all students. The Disability Resource Center is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations. If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical), please contact Disability Resource Center at 612-626-1333 to arrange a confidential discussion regarding equitable access and reasonable accommodations. If you are registered with Disability Resource Center and have a current letter requesting reasonable accommodations, please contact your instructor as early in the semester as possible to discuss how the accommodations will be applied in the course. <https://diversity.umn.edu/disability/>.

### **Mental Health and Stress Management:**

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. University of Minnesota services are available to assist you. You can learn more via the Student Mental Health Website: <http://www.mentalhealth.umn.edu>.

### **Academic Freedom and Responsibility:**

Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom and conduct relevant research. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.\* When conducting research, pertinent institutional approvals must be obtained and the research must be consistent with U. policies.

Reports of concerns about academic freedom are taken seriously. There are individuals/offices available for help. Contact the instructor, the Department Chair, your adviser, the associate dean of CEHD, or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost.

## **College of Education & Human Development Mission Statement**

The mission of the University of Minnesota College of Education and Human Development is to contribute to a just and sustainable future through engagement with the local and global communities to enhance human learning and development at all stages of the life span.

## **Department of Educational Psychology Mission Statement**

Educational psychology involves the study of cognitive, emotional, and social learning processes that underlie education and human development across the lifespan. Research in educational psychology advances scientific knowledge of those processes and their application in diverse educational and community settings. The department provides training in the psychological foundations of education, research methods, and the practice and science of counseling psychology, school psychology, and special education. Faculty and students provide leadership and consultation to the state, the nation, and the international community in each area of educational psychology. The department's scholarship and teaching enhance professional practice in schools and universities, community mental health agencies, business and industrial organizations, early childhood programs, and government agencies.

## **Quantitative Methods in Education Mission Statement**

To prepare students to become cutting-edge professionals in educational measurement, evaluation, statistics, and statistics education, through excellence in teaching, research, and service; and through investigating and developing research methodology in education.

### **Six Intellectual Principles of Ph.D./Ed.D./Master's Research Education**

(Currently under review)

1. *Scholarly Formation*
2. *Communication*
3. *Leadership and Collaborative Skills*
4. *Global Context*
5. *Professional Responsibility*
6. *Personal and Professional Management Skills*

### ***The College Commitment to Diversity and Inclusion:***

*We affirm the contributions of all people in our community. Diversity and equity are at the core of our mission in the College of Education and Human Development.*

*We explicitly reject bias, discrimination, and exclusion on the basis of race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression.*

*We all are responsible for recognizing, confronting, and addressing bias and discrimination and diligently working for positive change in support of equity and diversity.*