Understanding Survey Design and the Psychology of Survey Response to Write Better Surveys

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MESI Spring Training 2016
“It says they want our feedback.”
Introductions
THEY'VE DONE STUDIES YOU KNOW.

60% OF THE TIME, IT WORKS EVERY TIME.
Bad data is **not** better than no data
Learning Objectives

1. Describe principles of survey design
2. Understand the psychology of survey response
3. Identify & revise problematic survey items
4. Identify strategies for increasing response rates
Principles of Survey Design

- Purpose
- Population
- Timing
- Mode
- Use
1 Principles of Survey Design

Purpose
Population
Timing
Mode
Use
When should I use a survey?
Purpose: When is a survey the appropriate method?

- Gather self-reported information on knowledge, behaviors, beliefs, experiences
- Population is defined
- Limited or well-defined need for detailed information
- Anonymity possible
Item Types
Closed-ended

Likert-type (rating scale)
Dichotomous (T/F or Y/N)
Multiple choice, ranking, rating scales
<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly disagree (1)</th>
<th>Disagree (2)</th>
<th>Neutral (3)</th>
<th>Agree (4)</th>
<th>Strongly agree (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I tend to bounce back quickly after hard times. (1)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have a hard time making it through stressful events. (3)</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>It does not take me long to recover from a stressful event. (4)</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>It is hard for me to snap back when something bad happens. (6)</td>
<td></td>
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<td></td>
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<tr>
<td>I usually come through difficult times with little trouble. (7)</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>I tend to take a long time to get over set-backs in my life. (8)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Q12 Have you been diagnosed with any of the following?

<table>
<thead>
<tr>
<th>Condition</th>
<th>Never (1)</th>
<th>Yes, within the past 12 months (2)</th>
<th>Yes, over 12 months ago (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alcohol/Drug problems (1)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Anorexia (2)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Anxiety (3)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attention deficit disorder (4)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bipolar disorder (5)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bulimia (6)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Depression (7)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Obsessive-compulsive disorder (8)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Panic attacks (9)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Post-traumatic stress disorder (10)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seasonal affective disorder (11)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social phobia/Performance anxiety (12)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Q117 On a scale from one to ten, with one being very unsupportive to ten being very supportive, how would you rate your relationship with the following:

<table>
<thead>
<tr>
<th></th>
<th>Very unsupportive 1 (1)</th>
<th>2 (2)</th>
<th>3 (3)</th>
<th>4 (4)</th>
<th>5 (5)</th>
<th>6 (6)</th>
<th>7 (7)</th>
<th>8 (8)</th>
<th>9 (9)</th>
<th>Very supportive 10 (10)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friends (1)</td>
<td>◯</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Family (2)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>College/University Faculty (3)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>College/University Staff (4)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>
H3 Personal Safety

The following questions pertain to issues related to personal safety. When answering the questions please use the following definitions: sexual intercourse - oral, vaginal, or anal penetration; sexual touching - touching of breasts, buttocks, or genitals.

Q20 Please indicate your responses below:

<table>
<thead>
<tr>
<th></th>
<th>Within past 12 months</th>
<th>Within your lifetime</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have you had sexual intercourse with someone without that person’s consent or against his/her will (4)</td>
<td>Yes (1)</td>
<td>No (2)</td>
</tr>
<tr>
<td>Have you touched someone sexually without that person’s consent or against his/her will (3)</td>
<td>Yes (1)</td>
<td>No (2)</td>
</tr>
<tr>
<td>Have you slapped, kicked, or pushed your significant other or spouse/partner (6)</td>
<td>Yes (1)</td>
<td>No (2)</td>
</tr>
<tr>
<td>Have you threatened or &quot;put-down&quot; your significant other or spouse/partner (7)</td>
<td>Yes (1)</td>
<td>No (2)</td>
</tr>
</tbody>
</table>
Open-Ended Items

Use: When uncertain of entire range of alternative answers or when you want to gather examples, stories, lists, or descriptions
THE WAY I FEEL IS HARD TO QUANTIFY!

HOW HARD - ON A SCALE OF ONE TO TEN?
**H4 Nutrition and Physical Activity**

Q40 How tall are you in feet and inches? Please enter inches in decimal format (e.g., 11.75)
- Feet (2)
- Inches (3)

Q41 Approximate your current weight in pounds. (1 kilogram = 2.2 pounds)

Q42 In the past 7 days, how many minutes did you spend doing strenuous exercise (heart beats rapidly)?
Examples: biking fast, aerobics, dancing, running, basketball, swimming laps, rollerblading, tennis, soccer

Q43 In the past 7 days, how many minutes did you spend doing moderate exercise (not exhausting)?
Examples: walking quickly, baseball, easy biking, volleyball, skateboarding, snowboarding

Q44 In the past 7 days, how many minutes did you spend doing exercises to strengthen or tone your muscles? Examples: push-ups, sit-ups, weight lifting/training
1 Principles of Survey Design

Purpose
Population
Timing
Mode
Use
50% of graphic designers have red hair

*Survey size: 2 Designers

Size Matters

Content should be useful, not just pretty
vert.ms/Baddata
The importance of sampling
Who is your sample?

Be informed about and sensitive to needs and constraints of your sample

How to best reach a homeless population?
How to best reach young adults?
Are there cultural considerations (e.g., gender, ethnicity, geography, etc.)?
1 Principles of Survey Design

Purpose
Population
Timing
Mode
Use
Timing
Principles of Survey Design

Purpose
Population
Timing
Mode
Use
Impersonality
Cognitive Burden
Legitimacy

Data Quality
Seven Design Principles to Reduce Cognitive Burden

Take advantage of knowledge that is available externally + long-term memory

Simplify the structure of tasks

Make both controls and actions that perform visible to the user

Rely on natural mappings between actions and their consequences

Exploit physical and cultural constraints

Allow for errors

Rely on standardization when other design principles do not apply
Now, imagining each of the following **brands of natural and organic cereal** as a person, please indicate which personality traits you think best represent the brand. You may select as many or as few of these traits as you want.

*(Please select all that apply.)*

<table>
<thead>
<tr>
<th></th>
<th>Kashi</th>
<th>Nature Valley</th>
<th>Nature’s Path</th>
<th>Bear Naked</th>
<th>Back to Nature</th>
<th>EnviroKidz Organic</th>
<th>Barbara’s Bakery</th>
<th>Cascadian Farm</th>
<th>None of these</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approachable</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<td>Honest</td>
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<td>Open-minded</td>
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<td>Trendy</td>
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<td>Authentic</td>
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<tr>
<td>Down to earth</td>
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<td></td>
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<tr>
<td>Fun</td>
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<tr>
<td>Active</td>
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<tr>
<td>Intelligent</td>
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<tr>
<td>Independent</td>
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<td></td>
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<tr>
<td>Light-hearted</td>
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</tr>
</tbody>
</table>
Paper Surveys

- Self-Administration
  - Impersonality
    - Accuracy
    - Level of Reporting
  - Cognitive Burden
    - Rate of Missing Data
    - Reliability
Adaptive Design
Five Principles for Design of Paper or Online Surveys

1. **Consistently** use graphical elements (e.g., contrast and spacing) to define a clear path through the questionnaire.

2. Use **prominent visual guides to redirect** respondents when conventions within a questionnaire must change.

3. Place directions where they are **easily seen** and **close** to where they are needed.

4. Keep separate pieces of information **physically close** when they must be connected to be understood.

5. Ask only **one question at a time**.
# Consistency

## Section I

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>No Response</th>
</tr>
</thead>
</table>

- I am satisfied with X.
- I found the content to be useful.

## Section II

<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>No Response</th>
</tr>
</thead>
</table>

- I would attend X event again.
- I would recommend X to a friend.
Welcome to the WSU Student Experience Survey.

This is a short, 30-question survey that should take no more than 10 minutes to complete. We are asking you to reflect on your experience as a student at WSU. Please take the time to complete this survey. Every response is important!

Your participation is voluntary and your responses will be kept confidential. No personally identifiable information will be associated with your responses in any reports of this data. If you have any questions or comments about the survey please feel free to e-mail us at searcweb1@wsu.edu or ask for Thom at 335-1722.

Thanks in advance for filling out the survey!

This survey has been reviewed and approved by the Washington State University Institutional Review Board. If you have any questions concerning your rights about participating in this project, please contact 509-335-9661 and ask for the IRB Coordinator.

Please enter your Access Code listed in the letter or e-mail we sent to you:

Submit Personal Access Code
Telephone Surveys

- Telephone
  - Legitimacy
    - Accuracy
    - Level of Reporting
  - Cognitive Burden
    - Rate of Missing Data
    - Reliability
Principles of Survey Design

- Purpose
- Population
- Timing
- Mode
- Use
Use of Survey Results
In the past 7 days, on how many days did you eat breakfast?

How tall are you in feet and inches?

What is your current weight (lbs)?
### Meal Patterns
All Students by BMI Category

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Breakfast Consumption (Past 7 Days)</strong></td>
<td></td>
</tr>
<tr>
<td>0 Days per Week</td>
<td>5.5</td>
</tr>
<tr>
<td>1–3 Days per Week</td>
<td>14.3</td>
</tr>
<tr>
<td>4–7 Days per Week</td>
<td>80.2</td>
</tr>
<tr>
<td><strong>Fast-Food Consumption (Past 12 Months)</strong></td>
<td></td>
</tr>
<tr>
<td>1–2 Times per Month or Less</td>
<td>70.4</td>
</tr>
<tr>
<td>Once per Week or More</td>
<td>29.6</td>
</tr>
</tbody>
</table>

Obese/Extremely obese U of M students report the highest rates of never eating breakfast within the past seven days and of fast-food consumption once per week or more within the past 12 months.
The census form that most Americans received in 2010, which asked about race and Hispanic origin through two separate questions.

One of the combined question approaches that we tested in 2010.
What demographic categories might make sense for this survey study?
So how can I integrate purpose, planning, timing, mode and use into my survey planning?
Pulling it all Together: Planning Survey Design

Survey Description

Purpose:
- To assess change in the number of state agencies and HOBC employers with breastfeeding supportive policies at their worksites subsequent to participation in the baseline survey and/or ODH breastfeeding training.
- To describe progress made toward adopting breastfeeding-friendly employee policies, including the number of new policies adopted.
- To identify factors that support or hinder policy change.
- To assess the extent to which employer breastfeeding policies meet minimum federal requirements (PPACA).

Respondents:
- Members of the HOBC, State Agencies, Creating Healthier Communities (CHC) businesses, and other businesses that took part in the ODH breastfeeding training.

Timeline:
- Baseline: 8/31/2010-9/30/2010
- Training: 12/2010-current
- Follow-up-State Agencies: 6/30/2011-8/19/2011 (may change, depending on response rate)
- Follow-up-HOBCs/CHC businesses: 9/15/11-10/31/11

Sample:
- Baseline: Treatment: N=95, Control N=13
- Training: [still being conducted-sample larger than # for follow-up]
- Follow-up: Treatment: N=xx

Methodology:
PDA will create an online survey via Survey Monkey software:
- ODH will provide respondent email list to PDA
- PDA will collaborate with ODH to create language for initial invite
- PDA will send respondents an initial unique email link
- PDA will send reminder emails to non-respondents (up to three reminders)
- Fielding period: 06/29/2011 to ~08/19/2011

Response Rate:
- Baseline: Treatment -55/xxx=x%, Control -13/xxx=x%
- Training: (still being conducted; ODH reported close to 100%)
- Follow-up: goal 70% response rate
1. Review survey & scenario

2. Work backward to create a survey plan

3. Critique the survey
BREIF SCENARIO:
You are hired as the external evaluator for Company X in June 2015. They want you to conduct an evaluation of Subordinate Appraisal of Management (SAM) within various departments of Company X. You have six months to conduct the entire evaluation (which will consist of a survey). There are approximately 5,000 people in your population.
DISCUSSION QUESTIONS

• Describe your experience in trying to create a planning document.
• Were there any surprises during the process? Outstanding questions?
• What surprised you the most about trying to improve this survey?
• If this survey had been implemented as is, what issues might there have been with the data collected?
Psychological Response Process
Response Processes for Question Type
  Factual questions
  Dates and durations
  Frequencies
  Attitude questions
Statistical Error

Cognitive Error
2 Psychology of Survey Response

Psychological Response Process
Comprehension
Retrieval
Judgment
Selection

Response Processes for Question Type
Avoid confusion and chaos.

- Comprehension
- Retrieval
- Judgment
- Selection
Response Breakdown: Comprehension

- Attend to questions and instructions
- Represent logical form of questions
- Identify question focus (information sought)
- Link key terms to relevant concepts
Comprehension

- Syntactic Difficulties
- Semantic Effects
  - Presupposition
  - Unfamiliarity
  - Vagueness
- Survey Pragmatics
Avoid...

- Asking leading questions
- Unbalanced scales
- Asking double barreled questions
- Using words and phrases that may have differential meanings to respondents, jargon, abbreviations, and slang

Be sure to include...

- All possible response options (closed-ended items)
- Option of No Response (NR), Don’t Know (DK), or No Opinion (NO)
- Response categories that are mutually exclusive
Please tell me whether you would vote for or against a candidate who supports reducing federal spending on education and welfare?
Does it seem possible or does it seem impossible to you that the Nazi extermination of the Jews never happened?
Do you own a tablet PC?
How much do you love this presentation?

- Love it
- Like it
- It’s pretty good
Rules of Thumb

• Keep questions simple
• Avoid complicated syntax
• Decompose questions that cover multiple possibilities into simpler questions that cover a single possibility apiece
• Define ambiguous or unfamiliar terms
• Avoid vague concepts, and provide examples when such concepts must be mentioned
• Replace vague qualifiers with ranges that specify exact probabilities, frequencies, etc. (as necessary)
7 ± 2
Response Breakdown:

Retrieval Processes

Generate retrieval strategy and cues

Retrieve specific, generic memories

Fill in missing details
Example 1: What is your age?

Example 2: Do you sometimes drink more than you should?

Example 3: Have you worked at a job or business at any time during the past 12 months?
Proximity
More distant memory $\rightarrow$ More inference

Distinctiveness
Multiple, similar events $\rightarrow$ More difficult to distinguish

Emotional Impact
Strong emotional impact $\rightarrow$ stronger memory
## Summary of Factors Affecting Recall

<table>
<thead>
<tr>
<th>Variable affecting recall</th>
<th>Problem</th>
<th>Implications for Design</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time of Occurrence</td>
<td>Longer ago = harder recall</td>
<td><strong>Shorten the reference period</strong></td>
</tr>
<tr>
<td>Proximity to temporal</td>
<td>Events near boundaries are easier to recall</td>
<td><strong>Use personal landmarks, life events calendars</strong></td>
</tr>
<tr>
<td>boundaries</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Distinctiveness</td>
<td>More distinct = easier recall</td>
<td><strong>Use multiple cues to single out events;</strong></td>
</tr>
<tr>
<td>Emotional impact</td>
<td>Important emotional events = easier recall</td>
<td><strong>Tailor length of reference period to properties of the target events</strong></td>
</tr>
</tbody>
</table>


When you were growing up, how frequently did your father attend religious services?
Comprehension

Retrieval

Judgment

Selection
Response Breakdown: Judgment

Assess completeness and relevance of memories

Draw inferences based on accessibility

Integrate material retrieved

Make estimate based on partial retrieval
How many days during the past 12 months has this condition kept him in bed all or most of the day?
A working mother can establish just as warm and secure a relationship with her child as a mother who does not work.

Strongly agree/Agree/Disagree/Strongly disagree/ Don’t know
What type of insurance plan do you have?
Blue Cross/Blue Shield / Medica/ Health Partners / etc.
Visual Information Heuristic

<table>
<thead>
<tr>
<th>Consistent with Heuristic</th>
<th>Mildly Inconsistent</th>
<th>Strongly Inconsistent</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Strongly agree</td>
<td>☐ Strongly agree</td>
<td>☐ It depends</td>
</tr>
<tr>
<td>☐ Agree</td>
<td>☐ Agree</td>
<td>☐ Strongly agree</td>
</tr>
<tr>
<td>☐ It depends</td>
<td>☐ Disagree</td>
<td>☐ Strongly disagree</td>
</tr>
<tr>
<td>☐ Disagree</td>
<td>☐ Strongly disagree</td>
<td>☐ Agree</td>
</tr>
<tr>
<td>☐ Strongly disagree</td>
<td>☐ It depends</td>
<td>☐ Disagree</td>
</tr>
</tbody>
</table>
Response Breakdown: The response itself

Map judgment onto response category

Edit response
Psychological Response Process

Response Processes for Question Type

- Factual questions
- Dates and durations
- Frequencies
- Attitude questions
Factual Questions

<table>
<thead>
<tr>
<th>Retrieval Process</th>
<th>Judgments may involve:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Adopting strategy to retrieve info from long-term memory</td>
<td>• Completeness or accuracy of retrieval</td>
</tr>
<tr>
<td>• Using retrieval cues to trigger recall</td>
<td>• Inferences that fill in gaps of what is recalled</td>
</tr>
<tr>
<td>• Filling in partial memories through inference</td>
<td>• Integration of pieces of information into a single overall response</td>
</tr>
</tbody>
</table>
Dates and Durations
During the last 6 months, did anyone steal things that belonged to you from inside ANY car or truck, such as packages or clothing?
Frequencies

Judgments may involve:

- Forward telescoping – reporting of vents that took place before the specified reference period
- Incorrect inferences
  - Memory (in)accessibility
  - Incorrect guesses
  - Uncertainty about date ranges
  - Rounding
During the past 12 months, about how many times did ___ see or talk to a medical doctor?
Attitude Items
Reverse score negative items

a. Math is one of my worst subjects.
b. I am confident that I can learn math.
c. Math is difficult for me.
Summarize

Comprehension

Retrieval

Judgment

Selection
Problematic survey items

Planning Survey Design and Content
Identifying Problematic Survey Items
Revising Problematic Survey Items
Did you hear the one about the respondent who completed our survey?

Yeah, neither did we.
Problematic survey items

Planning Survey Design and Content
Identifying Problematic Survey Items
Revising Problematic Survey Items
Nutrition - Breastfeeding Policy Follow-up Survey

Survey description

Purpose:
- To assess change in the number of state agencies and HOBC employers with breastfeeding supportive policies at their worksites subsequent to participation in the baseline survey and/or ODH breastfeeding training.
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- To assess the extent to which employer breastfeeding policies meet minimum federal requirements (PPACA).

Respondents:
- Members of the HOBC, State Agencies, Creating Healthier Communities (CHC) businesses, and other businesses that took part in the ODH breastfeeding training.

Timeline:
- Baseline: 8/31/2010-9/30/2010
- Training: 12/2010-current
- Follow-up-State Agencies: 6/30/2011-8/19/2011 (may change, depending on response rate)
- Follow-up-HOBCs/CHC businesses: 9/15/11-10/31/11

Sample:
- Baseline: Treatment N=95, Control N=13
- Training: [still being conducted - sample larger than # for follow-up]
- Follow-up: Treatment N=xx

Methodology:
- PDA will create an online survey via Survey Monkey software:
  - ODH will provide respondent email list to PDA
  - PDA will collaborate with ODH to create language for initial invite
  - PDA will send respondents an initial unique email link
  - PDA will send reminder emails to non-respondents (up to three reminders)
  - Fielding period: 06/29/2011 to 08/19/2011

Response rate:
- Baseline: Treatment - 95/xxx=xx%, Control - 13/xxx=xx%
- Training: [still being conducted; ODH reported close to 100%]
- Follow-up: goal 70% response rate
Nutrition - Breastfeeding Policy Follow-up Survey

Survey description

Purpose:
- To assess change in the number of state agencies and HOBC employers with breastfeeding supportive policies at their worksites subsequent to participation in the baseline survey and/or ODH breastfeeding training.
- To describe progress made toward adopting breastfeeding-friendly employee policies, including the number of new policies adopted.
- To identify factors that support or hinder policy change.
- To assess the extent to which employer breastfeeding policies meet minimum federal requirements (PPACA).

Respondents:
- Members of the HOBC, State Agencies, Creating Healthier Communities (CHC) businesses, and other businesses that took part in the ODH breastfeeding training.

Timeline:
- Baseline: 8/31/2010-9/30/2010
- Training: 12/2010-current
- Follow-up-State Agencies: 6/30/2011-8/19/2011 (may change, depending on response rate)
- Follow-up-HOBCs/CHC businesses: 9/15/11-10/31/11

Sample:
- Baseline: Treatment- N=95, Control N=13
- Training: [still being conducted-sample larger than # for follow-up]
- Follow-up: Treatment- N=xx

Methodology:
- PDA will create an online survey via Survey Monkey softwares
- ODH will provide respondent email list to PDA
- PDA will collaborate with ODH to create language for initial invite
- PDA will send respondents an initial unique email link
- PDA will send reminder emails to non-respondents (up to three reminders)
- Fielding period: 06/29/2011 to 08/19/2011

Response rate:
- Baseline: Treatment-55/xxx=xx%, Control-13/xxx=xx%
- Training: [still being conducted; ODH reported close to 100%]
- Follow-up: goal 70% response rate

Current maternity leave policy:
- Characteristics of current maternity leave policy as related to supporting mothers who choose to breastfeed
  - Length and type of leave (paid/unpaid)
  - Opportunity for flexible/gradual return to work
  - Communication of policy when communicated (1 question)

Current breastfeeding policy:
- Characteristics of current breastfeeding policy
  - Actions toward implementing breastfeeding policy or movement toward model breastfeeding policy
  - Changes made since ODH training
  - Implementation of recommended breastfeeding policy provisions (breaks, space, equipment, education, staff support, other)
  - Communication of breastfeeding policy and provisions

Support for BF policy change:
- Factors that supported/contributed to policy adoption/change:
  - Resources used (business Case for BF, community resources, etc.)
  - Integration of BF policy into existing policies (BF added or expanded existing wellness programs)
  - Perceptions of policy’s usefulness, benefits, acceptance among employees and management

Barriers to BF policy change:
- Minimum Federal requirements – understanding and confidence/capacity to meet minimum requirements.
- Barriers to policy adoption (space, time, scheduling, non-support from management, multiple locations)
- Invitation to participate in a 30-minute conversation with the external evaluator about successes and challenges related to BF policy change

Agency Demographics:
- Type (HOBC, State agency, CHC)
  - Industry category
  - Size (# employees) – may change/collapse response options
    % hourly/salaried employees
    % female employees (15–44; 45+)
  - HOBC Region

Participant Demographics:
- Position/role within agency/business
- Participation in ODH training

Collection of Policy:
- Request e-copy of current breastfeeding policy
Cognitive Interviews
Simple example:
- Turn to a neighbor
- Decide who will be the interviewer/interviewee
How many days in the past 7 days have you eaten fruit?
How many days in the past 7 days has anyone smoked in your work area?
Problematic survey items
Critiquing a Survey’s Content and Format

Individual and Small Group Activity
Instructions: The CATCH team would like for each individual site location to complete a survey regarding their curriculum and physical activity environment before CATCH training and after CATCH training. In order to complete this survey, please have your weekly schedule of activities available. The information will be used to identify site needs and to report changes associated with participation in the CATCH Kids Club program. All results will be kept strictly confidential. Only group characteristics will be tabulated and reported to the Center for Disease Control and Prevention. Thank you for your participation.

<table>
<thead>
<tr>
<th>Q1</th>
<th>Our site serves the following grade levels ... (please check all that apply)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>K</td>
</tr>
<tr>
<td></td>
<td>1st</td>
</tr>
<tr>
<td></td>
<td>2nd</td>
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<tr>
<td></td>
<td>3rd</td>
</tr>
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<td></td>
<td>4th</td>
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<td></td>
<td>5th</td>
</tr>
<tr>
<td></td>
<td>6th</td>
</tr>
<tr>
<td></td>
<td>7th or higher</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Q2</th>
<th>Our site is best described as a(n) ...</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Afterschool program</td>
</tr>
<tr>
<td></td>
<td>Summer program</td>
</tr>
<tr>
<td></td>
<td>School-aged child care providers</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Q3</th>
<th>How many hours per week does the program operate?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5 hrs</td>
</tr>
<tr>
<td></td>
<td>8 hrs</td>
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<tr>
<td></td>
<td>3 hrs</td>
</tr>
<tr>
<td></td>
<td>4 hrs</td>
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<td></td>
<td>6 hrs</td>
</tr>
<tr>
<td></td>
<td>9 hrs</td>
</tr>
<tr>
<td></td>
<td>Other (please specify)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Q4</th>
<th>On any given day, how many of the following does your site have?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Teaching Staff</td>
</tr>
<tr>
<td></td>
<td>Teaching Assistants/Aides</td>
</tr>
<tr>
<td></td>
<td>Volunteers</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Q7</th>
<th>What is the core mission or goal for your site?</th>
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<tbody>
<tr>
<td></td>
<td>Academic Improvement</td>
</tr>
<tr>
<td></td>
<td>Arts Enrichment</td>
</tr>
<tr>
<td></td>
<td>Lunchbox Program (e.g., a safe environment)</td>
</tr>
<tr>
<td></td>
<td>Other (please specify)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Q8</th>
<th>Please indicate if your site is currently using a physical activity curriculum.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No curriculum is currently in use</td>
</tr>
<tr>
<td></td>
<td>CATCH</td>
</tr>
<tr>
<td></td>
<td>CATCH Kids Club</td>
</tr>
<tr>
<td></td>
<td>SPARK</td>
</tr>
<tr>
<td></td>
<td>Other (please specify)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Q9</th>
<th>Does your site plan on using the CATCH Kids Club program as the site's physical activity curriculum?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>Do not know</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Q10</th>
<th>If yes, how many teachers from your site are receiving CATCH Kids Club training?</th>
</tr>
</thead>
</table>

<table>
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<tr>
<th>Q11</th>
<th>On average, how many minutes do your students participate in physical activities per day? (Please refer to your weekly activities schedule)</th>
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<td></td>
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<td></td>
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<thead>
<tr>
<th>Q12</th>
<th>On average, how many minutes of your physical activity time are students engaged in vigorous activity? (e.g., Vigorous activities would cause an increase in heart rate and an increase in breathing)</th>
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<tbody>
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<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Q13</th>
<th>On average, how many minutes do your students participate in screen time per day? (Examples of screen time include television, computer, and video games)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
On average, how many minutes do your students participate in physical activities per day?
Discussion Questions

1. What do you believe the question is asking?
2. What do the specific words mean to you? Which words are open to interpretation/have multiple meanings?
3. What information do you need to be able to recall to answer the question?
4. Do the response categories match your own internally generated answer (as applicable)?
What surprised you the most about trying to improve this survey?

If this survey had been implemented as is, what issues might there have been with the data collected?

What did you learn about survey design from this activity?
Strategies for increasing response rates

What is an “Optimal” Response Rate
Strategies for Increasing Response Rates
What is a “good enough” response rate?

- Estimating non-response bias
- Use – how will the results be used? What are the stakes?
Pre-Incentives
Hey, Students!

Take a SWELL SURVEY For a chance to win NEAT PRIZES!

You’ve been selected to participate in the 2015 COLLEGE STUDENT HEALTH SURVEY

Take the survey and you’ll be entered to win a $1,000, $1,500 and $2,500 Amazon gift card!

To begin, check your school or personal email account and click on the survey link we sent you.

Deleted the email? Another survey link will be emailed again soon. Can’t find it? Check your spam folder.

To be eligible for the prize drawings, complete your survey by NOON ON FRIDAY, MARCH 27, 2015!

To learn more, visit www.bhs.umn.edu/healthsurvey

SURVEY QUESTIONS
Catherine Lueck, Ph.D., Survey Administrator
klueck@bhs.umn.edu, 612-624-6214

TECHNICAL HELP
care@umn.edu

2015 College Student Health Survey Postcard
Graduate Student Survey
Somewhere, at this very moment...

Currently we’re on Step 6

Follow-up Plan
- Send invitation
- 1st Reminder
- 2nd Reminder
- 1st Call
- 2nd Call
- Send silly cartoon
- Beg
- Hire goons
- Release hounds

freshspectrum.com
Make a list of possible incentives that could be used to obtain a high survey response rate.
<table>
<thead>
<tr>
<th>Incentive</th>
<th>Respondent Population</th>
<th>Positive Aspects or Advantages</th>
<th>Negative Aspects of Disadvantages</th>
</tr>
</thead>
</table>
• How did you decide what would be an effective survey incentive? What were your criteria?

• What issues arose in your discussions concerning the positive and negative aspects of various incentives?

• What ethical issues did your group discuss relative to the use of incentives?

• Under what circumstances might the use of incentives be inappropriate?
The Psychology of Survey Response by Tourangeau, Rips, & Rasinski

Cognitive Interviewing: A Tool for Improving Questionnaire Design by Willis


Question taxonomy, http://mnemosyne.csl.psyc.memphis.edu/QUAID/question_taxonomy.htm


AAPOR T-shirt Slogan Contest Past Winners:

“I lost my validity at AAPOR”
“AAPOR: Freqs and Geeks”
“Public Opinion Research: Fighting the war against error”
“Trust us – we’re 95% confident”
“If you don’t like the estimate, just weight”
The PDA team
Thank you!

Melissa Chapman Haynes
mchapman@pdastats.com
612.623.9110