COURSE DESCRIPTION: This course provides students with skills necessary for understanding the survey research process used across the behavioral science disciplines with an emphasis on public policy issues. The goal is to familiarize students with survey design and analysis. Approaches include item construction, sampling, reliability, validity, and data analysis and interpretation.

COURSE OBJECTIVES:
- Evaluate and apply the principles of survey design.
- Incorporate the interpersonal, political, and ethical considerations into survey design and implementation.
- Use statistical software to analyze and interpret survey data.
- Critique research articles that utilize survey design.
- Engage community partners in collaborative research.

ADA STATEMENT: The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations.

ACCOMMODATIONS POLICY: Some of the readings, lectures, films, or presentations in this course may include material that may conflict with the core beliefs of some students. Please review the syllabus carefully to see if the course is one that you are committed to taking. If you have a concern, please discuss it with the instructor at your earliest convenience. For more information, please consult the University of Utah’s Accommodations Policy, which appears at: www.admin.utah.edu/facdev/accommodations-policy.pdf

STUDENT RESPONSIBILITIES:
1. Spend a minimum of 3 hours per credit hour in preparing for this class.
2. Complete required reading assignments in a timely manner.
3. Complete written assignments on time. Twenty percent will be taken off for each day that an assignment is late. Assignments should be turned in at the start of class on the due date.
4. Attend class and participate in class activities and discussions.
5. Arrive on time for class and stay the entire class period.
6. Treat one another, the instructor, campus staff, and the classroom with respect.
7. Seek help from the instructor (and other resources such as the Center for Disability Services or the Writing Center) when needed.
8. Refer to the syllabus and the class webpage for important class information.
9. Be responsible for finding out what was covered in a class you missed.
10. Students’ tests and papers will be kept for two months after the end of the semester in the instructor’s office.

FACULTY RESPONSIBILITIES:
1. Being prepared for class.
2. Arriving on time or early for class and having all equipment set up.
3. Using a variety of teaching methods, including lecture, group work, discussion, etc. in an effort to accommodate different learning styles.
4. Providing feedback on assignments in a timely manner.
5. Being available for individual consultation during office hours or by appointment.
6. Replying to email within 48 hours, not including weekends or holidays.
7. Following all official University of Utah policies regarding conduct within the classroom, incompletes, and accommodations.
8. Complying with the final exam schedule by making final papers/presentations due during final exam week.
9. Not canceling classes – if there is an emergency situation, efforts will be made to inform students.
10. Treating students equitably and with respect. This includes enforcing responsible classroom behavior on the part of students.

COURSE WEBPAGE:

- The class webpage can be found on canvas. The page will be used to post syllabi, handouts, and important course information.

STUDENT ASSIGNMENTS:

☐ Comprehensive exam. (30% of class grade) An exam will be given on 11/14/2019. Covering all course material through the prior week, the exam will be a mix of essay and short answer. A study guide will be provided.

☐ Client Survey development. (30% of class grade)

- Students will acquire practical experience in working with a client to produce a short survey. Descriptions of each organization project will be provided on the first day of class. Students will email 1st and 2nd choices for project teams to instructor. Assignment to groups will be made prior to second class meeting. Projects will be done in teams of 6 students. The end product(s) will be (a) an oral report, and (b) a written report. Both will be delivered to the organizations.

- Student teams will set up the initial meetings with the clients that will also be attended by the instructor. The purpose of the meeting will be to clarify the needs for the survey work and agree upon the approaches and data that will be needed. A timeline for completing the project along with a date/time for the final presentation (this should be completed during the week of December 9) will also be arranged at that time. The instructor will need to attend this meeting. Students are free to schedule subsequent meetings with survey clients as needed during the semester.

- Student groups will be responsible for dividing up the tasks and making sure that the project moves along a pace that will ensure completion within the timeframe needed. Each group will submit two progress reports to the instructor. The first is due 9/26/2019 and the second is due 11/7/19. These reports should be 1-2 pages long and provide the details about the progress on the project, challenges, and any updates to the time line for completion of specific tasks.

- On 11/28/19, each group will do a draft presentation of the survey results to the class. Peers will provide feedback on presentations. On this day, each group will turn a draft written report to the instructor. I will provide feedback on the draft presentation and written report. Groups will revise their written report in response to feedback during the week of December 6th. Each group will deliver their final written report to the client at the final presentation during exam week.

- Relevant graded portions of assignment in summary: 1) Progress report (2 @ 2%); 2) Draft written report (6%); 3) Draft oral presentation (6%); 4) Final written report submitted to client (7%); 5) Final oral presentation to client (7%)

- Pretest Survey construction project. (12% of class grade) Students will administer and analyze a very short survey to class members. This assignment will give you a chance to practice your skills at survey question development, use of online surveys and analysis of data. This assignment is designed also as "pre-test" of questions relevant to topic area of term project assignment. This will be an opportunity to begin to think about the topic area and gain practical experience at using software designed for survey implementation. This assignment is due 10/3/2019. Students will conduct this assignment in teams of 3 students, which will be subgroups of the term assignment working groups. This project includes: Survey question construction; Fielding and data collection; Basic data analysis with SPSS/STATA/SAS; 3 page paper on findings; Class Participation on lessons learned in class.

☐ Critical Thinking & Surveys (CT&S). (10% of class grade) In addition to assigned textbook readings, there are a number of required applied readings on the syllabus. To encourage critical examination of empirical studies, students will select one of the applied readings from the “checkmark list” and write a 2-3 page (typed, double-spaced) critique for the reading. A critique should begin with a brief (i.e., 1-2 paragraph) description of the purpose of the study and the methods used. The remainder of the paper should focus on 1) identifying the positive and negative attributes of the study and what it can tell us about survey research best practices and 2) how this article can be linked to current public policy issues. References to all published materials should be cited in the text and a bibliography should be included at the end of each critique. Critiques should be turned in via email no later than 5pm on the week before the applied reading is to be discussed in class. Students will then work together with the 1-2 other students who have selected that same article and spend time in class discussing a joint power point presentation to the class that articulates the main points and prepare to present this the following week when the rest of the class is scheduled to read the article.

☐ Survey critique. (12% of class grade) Two surveys will be made available to students for analysis. The goal is to facilitate awareness about the tradeoffs that are made when fielding surveys. We are considering community surveys because of the relevance to both course assignments and likely future field activity. Students will choose one of the surveys and will prepare a 3-4 page paper that presents their analyses. This assignment is due via canvas on 10/31/19.

☐ Class participation. (6% of class grade) You will be expected to be present for every class and to participate. There will be multiple opportunities for structured class participation. As a means of incentivizing class engagement, students should expect to contribute in class on class readings. Details of how this will take place will be made available in class. Additionally, a portion of class participation will be evaluated by peer evaluations of individual contribution to group project.
COURSE SCHEDULE:

Week 1:  **August 22**  Introduction to the class and Survey Methodology
- Activity: Distribute client lists;
- Readings: Ch 1 of Ruel text;

Week 2:  **August 29**  Collecting data and national surveys
- Activity: First group meeting, start brainstorming for pretest project. Schedule meeting with client.
- Readings: Ch 1, Introduction to survey methodology, Groves text & Chapter 2, Ruel text.

Week 3:  **September 5**  Question Item Construction
- Activity: Group time to process first meetings with client
- Readings: Chapter 3-4, Ruel text.

Week 4:  **September 12**  Pretesting Issues and Focus groups
- Activity: Guest Speaker, Sara McCormick; qualtrics help and work on question item construction; CT&S presentations.

Week 5:  **September 19**  Technology and Surveys
- Activity: CT&S presentations. pretest in the field ending on Friday September 20th;
- Readings: Chapter 10, Ruel Text;
  - Regnerus, Mark. 2012. “How Different are the Adult Children of Parents who have Same-Sex Relationships? Findings from the New Family Structures Study.” *Social Science Research* 41: 752-770.

Week 6:  **September 26**  Ethical Concerns
- Activity: CT&S presentations; questionnaire item construction time in groups; field pretest surveys this week.
  1st Term Project progress report due
- Readings: Chapter 11 Groves text;

Week 7:  **October 3**  Survey Interviewing
- Activity: **CT&S presentations**; Pretest papers due; class discussion on results;
- Readings: Chapter 9, Groves text

Thursday October 10 FALL BREAK!!!! NO CLASS

Week 8: October 17 Errors of Non Response
- Activity: CT&S presentations; group meetings on survey project;
- Readings: Chapter 9 Ruel text; Chapter 6, Groves text (pp 183 to 192 only);

Week 9: October 24 Errors of Coverage
- Activity: CT&S presentations Guest Speaker, Diane Meppen, Policy Institute; 2nd Term Project progress report due;
- Readings: Chapter 9, Ruel text;

Week 10: October 31 Errors of Sampling ONLINE CLASSS
- Readings: Chapters 7-8 Ruel Text; Chapters 2 Groves text; Survey critique due on canvas

Week 11: November 7 Data Cleaning, Coding, Analysis and Presentation
- Activity: data coding practice; CT&S
- Readings: Chapter 12-14 Ruel text

Week 12: November 14 EXAM IN CLASS

Week 13: November 21 Thanksgiving no class!

Week 14: November 28 Presentations of Group Projects in class
- Activity: draft written reports due in class.

Week 15: Week of December 5 Revision week
- Activity: Groups work on responding to instructor feedback on draft presentation and paper. NO CLASS

Week 16: December 9-13 Exam Week Group Presentations to clients;
- Activity: Deliver final written reports to Clients.
The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit safeu.utah.edu.