



Writing Good Survey Questions Workshop (Feb 21, 2013)



Public

Name of Assessment Project: Writing Good Survey Questions Workshop (Feb 21, 2013)

Name(s) of Person(s) Responsible for Assessment Project:

Role

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Providing Department: Student Research and Information

Other Units/Departments Involved in Assessment Project:

Program, Service, or Event Related to Assessment Project

One of the goals of Student Affairs Assessment is to develop assessment capacity. To that end, Student Research and Information (SRI) offers assessment workshops throughout the academic year. On February 21, 2013, SRI facilitated a one-hour workshop titled *Writing Good Survey Questions*.

Assessment Project Description

At the end of the workshop, participants were asked to complete and turn in a paper and pen evaluation. The evaluation consisted of 5 questions.

Facilitator wanted to know if the participants:

- 1) met the 3 learning outcomes
- 2) found the presentation useful for their own work

Facilitator also wanted to know

- 3) what aspects of the workshop participants found valuable/not value
- 4) if participants had other constructive feedback/suggestions

Results were used to improve future "Writing Good Survey Questions" workshops and workshops in general.

Unit/Program Specific Goals and Learning Outcomes

Workshop learning outcomes

As a result of this workshop, you will

- know the steps to writing good survey questions;
- be able to identify characteristics of good survey questions;
- be able to recognize characteristics of good response options.

Relationship to Student Affairs Not related to any SALOs

Learning Outcomes:

Assessment Project Start: 7/1/2012

Assessment Project End: 6/30/2013

Population/Sample

Thirty-one people from 18 Student Affairs units attended the workshop. Of the 31 people who attended, **26 people completed and returned evaluations.** (Response rate = 84%)

Type of Assessment: Student learning outcomes and/or behavioral outcomes, Satisfaction study

Other Assessment

Type(s):

Assessment Methods: Observation, Surveys

Other Assessment

Method(s):

Data Collection Tools

Paper and pen survey were used to assess the learning outcome related to participants knowing the 4 steps to creating a survey, usefulness of the workshop, and satisfaction with the workshop. Observation was used to assess participants' ability to identify characteristics of good survey questions and their ability to recognize the characteristics of good survey response options.

Data Analysis Methods

Using a key, the quiz question was graded. The remaining survey results were tallied and responses to open-ended questions were coded into themes. During the small group activity, the facilitator observed and listened to each group as members discussed and revised survey questions and response options, then reported out to the larger group.

Presentation of Findings

The findings were included in an email to the Associate Vice Chancellor of Student Affairs and the Director of Student Research and Information.

Progress:  100%

Link Assessment Project in Campus Labs Baseline

Source Name	Project Name
No items to display.	

Summary of Findings

- 100% of respondents were able to list the 4 steps to writing good survey questions
- After observing the small group activity, the facilitator was satisfied that participants could identify the characteristics of good survey questions and recognize the characteristics of good survey response options.
- 100% of respondents rated indicated the presentation was either "Very Useful" or "Useful" to their own work
- When asked about the most valuable aspect of the workshop, the top three aspects (in descending order) were the examples, the opportunity to practice via the small-group activity, and the handouts.
- When asked about the least valuable aspect of the workshop, 38% indicated they wanted more time to engage with each other and their surveys.

The learning outcomes were met and overall, respondents were satisfied with the workshop and provided actionable feedback.

Impact of Assessment

As a result of this assessment, the workshop facilitator will make a concerted effort to provide multiple types of examples during a workshop and provide handouts. The facilitator will also experiment with offering slightly longer workshop, perhaps 75 minutes in length.

Lessons Learned

The workshop did not start on time for a variety of reasons. In the future, the facilitator needs to start on time (out of respect for those who are on time) and not allow drop-ins to attend if seats are not available.

Supplemental Information

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