



O'Neill School of Public and Environmental Affairs
SPEA V-450/550: Survey Research

Instructor: Ashley Clark (please call me Ashley)
Email: Please use this email address for all communication (afbowers@indiana.edu). Please do NOT use Canvas to message me. My goal is to return all emails within 1 business day unless I have a personal emergency or illness.
Phone: 812-345-3818 (my cell number - feel free to text or call)
Office: Not on campus this semester

Class Meeting: *Virtual only:* TUE/THURS, 4:55-6:10PM
Zoom Meeting ID: <https://iu.zoom.us/j/9868445322>
Click the link above to join our class Zoom room. Be sure to [log in to your IU Zoom account](#) before joining our meetings.
If you have trouble accessing Zoom, contact [UITS](#) 24/7 Support.

Class meetings will be offered via Zoom this semester. You are strongly encouraged to attend class in person, if at all possible. If not having access to technology, personal/family responsibilities, or a time zone difference make it impossible for you to participate, please contact me and I will find a way to accommodate you. Classes will be recorded and recordings will be posted on Canvas.

Office Hours: *Virtual only.* I will be in my Zoom room (<https://iu.zoom.us/j/9868445322>) to answer questions or to informally chat on WED 4:15-5:15, THU 9-10 and by appointment.

Course description: According to Jonathan Rosenberg, former senior vice president of Google, "Data is the sword of the 21st century, those who wield it well, the Samurai." In recent decades, survey data have become powerful swords that inform government policy making, business and nonprofit decision-making, political campaigns, legal decisions, and academic research in many fields of study. This course will give you the skills that you need to harness the power of surveys: How do I select a sample? How do I design survey questions? How do I collect the data? As part of the class, students will be exposed to many real world survey examples. This is a rigorous, upper-level undergraduate and graduate level class designed for those with an interest in research methods.

Please note that this is a skills-based course that will provide you with technical, marketable skills. As such, it may seem "dry" at times due to the technical nature of the material. This course will require substantial time outside of class to study the material and complete course requirements. Since we are conducting a real-world survey project for a client, it will also require your flexibility and adaptability.

Prerequisites: I expect that you have an interest in survey research and that you can perform work at an advanced undergraduate/graduate level. The course does assume some basic familiarity with statistics (ability to calculate descriptive statistics like means and percentages, ability to read basic tables with data) and ability to use Excel or other software to summarize data and produce basic charts (bar chart, pie chart). If you feel that this might pose an issue for you, please talk with me.

Learning outcomes:

By the end of the semester, you should be able to:

- Design a survey project
- Develop and test a survey questionnaire
- Design a sample
- Develop data collection protocols and materials that attempt to minimize nonresponse
- Prepare a dataset, including data cleaning and weighting
- Analyze survey data
- Prepare a final report documenting methods and findings

I will view this course as a success if we are able to equip you with the skills and resources to design and conduct a high quality, cost effective survey and the ability to be an informed consumer of survey research. I have no doubt that we can accomplish this!

This course will provide technical skills in designing, conducting, and analyzing research for governmental policymaking, nonprofit decision-making, and academic research. These skills will facilitate your professional growth in producing and using high-quality research data in your professional careers, undergraduate/graduate coursework, and Capstone projects.

O’Neill School expectations of civility and professional conduct¹

The O’Neill School takes matters of honesty and integrity seriously because O’Neill is the training ground for future leaders in government, civic organizations, health organizations, and other institutions charged with providing resources for the public, and for members of society who are vulnerable and who are lacking in power and status. Precisely because O’Neill graduates tend to rise to positions of power and responsibility, it is critical that the lessons of honesty and integrity are learned early.

O’Neill requires that all members of its community – students, faculty, and staff – treat others with an attitude of mutual respect both in the classroom and during all academic and nonacademic activities outside the classroom. A student is expected to show respect through behavior that promotes conditions in which all students can learn without interruption or distraction. These behaviors foster an appropriate atmosphere inside and outside the classroom:

- Students are expected to attend class regularly and to be prepared for class.
- Students must be punctual in their arrival to class and be present and attentive for the duration of the class. Eating, sleeping, reading the newspaper, doing work for another class, wandering in and out of the classroom, and packing up or leaving class early are not civil or professional behaviors.
- Students must abide by the course policy regarding use of electronic devices in the classroom.

¹ These expectations are excerpted from the O’Neill School Honor Code which can be found at:
<https://myspea.indiana.edu/doc/ugrad-doc/ugrd-student-honor-code.pdf>

- Students must responsibly participate in class activities and during team meetings.
- Students must address faculty members, other students, and others appropriately and with respect, whether in person, in writing, or in electronic communications.
- Students must show tolerance and respect for diverse nationalities, religions, races, sexual orientations, and physical abilities.
- Students must not destroy or deface classroom property nor leave litter in the classroom.

Zoom etiquette. The following rules will be in place for our Zoom meetings. If you have any questions or concerns, please reach out at any time.

- 1) All participants must be courteous to all other participants. I have a zero-tolerance rule for discrimination or harassment of any form.
- 2) Professional language is always to be used.
- 3) Please turn off your cell phones and other devices that could be disruptive before entering the Zoom room or wear headphones to minimize disruptions (please don't worry about your cat who walks across your laptop or a child or family member/roommate who needs to interrupt you for help – that's completely fine).
 - a. My cell phone will be on in case of a campus emergency that I will alert students about.
- 4) Please be respectful and make sure that your Zoom is muted unless you are speaking. Background noise, typing, and paper shuffling can be distracting to those also attending virtually.
 - a. When you speak, you will need to unmute your microphone. I ask that when you are done, you re-mute your microphone to eliminate background distractions.
- 5) You may choose whether or not you would like to have your camera on. While on video, please be mindful that everyone else will be able to see you, what you are doing, and your surroundings.
 - a. If you need to step away, please turn off your video. When your video is turned off, everyone will see what you have put in as your Zoom name.
 - b. If we have any issues with bandwidth, I may ask at some point that you turn off your camera until you are speaking.
 - c. Please also make sure that your camera is positioned properly (focused at eye-level). Doing this helps create more of a sense of engagement with others.

My view on class environment: As a manager, I believe in a particular management framework called Positive Organizational Scholarship (POS) and this approach also translates into how I approach learning. Therefore, I would encourage you to learn more about POS (<http://webuser.bus.umich.edu/janedut/POS/Pos%20Organ%20Scholar.pdf>) and help me create a positive, encouraging learning environment for our class.

Course requirements:

Final grades will be calculated as follows. Please submit all assignments on Canvas. Details on the assignment requirements will be posted on Canvas and I will provide sample take-home exercises. **Late assignments will lose 10 points each day they are late**, except in the case of an emergency.

1. Semester-long survey project: We will develop, conduct and analyze a survey for a nonprofit/government/university client as a major activity for this course. **Your effort will be an important part of your participation grade.** More information will be available in the Semester Project folder under Files in Canvas.
 - a. Questionnaire comments (5%)
 - b. Final report (30%), *NOTE: There are drafts of this report due that are not graded but in order to grade your final report, I require that they be submitted.*
2. Check-in questions (20%)
3. Take-home exercise #1 (15%)
4. Take-home exercise #2 (15%)
5. Active participation in class project and quality (not quantity) participation in discussion and/or out-of-class sharing information/asking questions (15%)

NOTE: Assignments 1a, 2, and 5 will each be graded on a 100, 95, 85, 75, 65, 55 scale.

I use the standard Canvas grading scale. Grades may be curved as needed.

Name:	Range:	
A+	100 %	to 97.0%
A	< 97.0 %	to 93.0%
A-	< 93.0 %	to 90.0%
B+	< 90.0 %	to 87.0%
B	< 87.0 %	to 83.0%
B-	< 83.0 %	to 80.0%
C+	< 80.0 %	to 77.0%
C	< 77.0 %	to 73.0%
C-	< 73.0 %	to 70.0%
D+	< 70.0 %	to 67.0%
D	< 67.0 %	to 63.0%
D-	< 63.0 %	to 60.0%
F	< 60.0 %	to 0.0%

Attendance. I expect you to attend class via Zoom, if at all possible. ***If not having access to technology, personal/family responsibilities, or a time zone difference make it impossible for you to participate, please contact me and I will find a way to accommodate you.*** We will use some class time to meet and work on the class project periodically so it's important that you attend to discuss the project with the instructor.

Academic integrity. Please review your responsibilities in the Code of Student Rights, Responsibilities and Conduct: <http://www.iu.edu/~code/>. I do not tolerate any form of cheating, academic misconduct, or unprofessional behavior.

SPEA Honor Code. You are also expected to adhere to SPEA's Honor Code: <https://myspea.indiana.edu/doc/ugrad-doc/ugrd-student-honor-code.pdf>.

Note Selling: Several commercial services have approached students regarding selling class notes/study guides to their classmates. Selling the instructor's notes/study guides in this course is not permitted. Violations of this policy will be reported to the Dean of Students as academic misconduct (violation of course rules). Sanctions for academic misconduct may include a failing grade on the assignment for which the notes/study guides are being sold, a reduction in your final course grade, or a failing grade in the course, among other possibilities. Additionally, you should know that selling a faculty member's notes/study guides individually or on behalf of one of these services using IU email, or via Canvas may also constitute a violation of IU information technology and IU intellectual property policies; additional consequences may result.

Online Course Materials: The faculty member teaching this course holds the exclusive right to distribute, modify, post, and reproduce course materials, including all written materials, study guides, lectures, assignments, exercises, and exams. While you are permitted to take notes on the online materials and lectures posted for this course for your personal use, you are not permitted to re-post in another forum, distribute, or reproduce content from this course without the express written permission of the faculty member. Any violation of this course rule will be reported to the appropriate university offices and officials, including to the Dean of Students as academic misconduct.

Required Text:

There is no required text. All class readings will be freely available online or provided on Canvas under Files.

NOTE: Please note that some of my class readings are repetitive. This is because I find that multiple exposure helps me learn and retain concepts better. If you are a fast learner, you may skip the repeated exposure to the concepts.

Canvas. This course is administered via Canvas. ***All class participants are expected to carefully read all announcements and download relevant material.***

Class notes. I will post all class notes/slides on Canvas.

*****Important Disclaimer. This syllabus is subject to change. Please be sure to read Canvas announcements for updates. They will always be posted there.**

Week	Topic	Readings Due, NOTE: Readings without a link are available under Files in Canvas.	Assignment
1 (1/17)	Intro & overview of surveys	1) Approaches to Social Research, Singleton & Straits (S), Ch. 9 excerpt 2) https://www150.statcan.gc.ca/n1/edu/power-pouvoir/ch14/spd_0001-eng.htm#tphp 3) https://www.youtube.com/watch?v=U1MYM35qUr8 4) What is a Survey series, Judging Quality, pp. 27-32, https://www.unh.edu/institutional-research/sites/default/files/pamphlet.pdf	
2 (1/24)	Designing survey questions	1) Chapter 8 - http://joophox.net/papers/SurveyHandbookCRC.pdf 2) Survey Methodology, Chapter 7, excerpt	
3 (1/31)	Designing survey questions (cont'd)	1) QAS excerpt 2) Fracking article SUPPLEMENT (NOT REQUIRED): If you would like another resource to help you understand questionnaire design, please see the Questionnaire Design webinar here (NOTE: You do not need to be a faculty/staff/student at UIC, just enter information about yourself and you will be able to access): http://www.srl.uic.edu/seminars.htm	Check-in questions due 1/31
4 (2/7)	Visual design & programming	1) Online research methods second edition excerpts 2) Be sure you have access to a Qualtrics account (everyone with an IU account should be able to access Qualtrics for free): https://kb.iu.edu/d/bffx#:~:text=Appropriate%20use-Create%20an%20account,default%20set%20of%20Qualtrics%20permissions 3) Complete the following Qualtrics training (NOTE: To access the trainings, please use these steps: – (1) Click Sign in with SSO and then when asked for your company's organization ID, enter iu , (2) Click Continue. When you're redirected to the IU Login page, sign in with your IU username and passphrase .) <ol style="list-style-type: none"> https://basecamp.qualtrics.com/series/learn-to-use-qualtrics-research-core/rc-configuring-your-project https://basecamp.qualtrics.com/series/learn-to-use-qualtrics-research-core/rc-collecting-feedback 	Questionnaire comments due 2/7

Week	Topic	Readings Due, NOTE: Readings without a link are available under Files in Canvas.	Assignment
5 (2/14) *No class on 2/16	Pretesting	<ol style="list-style-type: none"> 1) Ch. 10 (S), pp. 336-341 2) https://edis.ifas.ufl.edu/pd072 (Don't worry about when they talk about "Extension program" or "Extension agents", etc., just try to understand the techniques and examples) 3) How to Cognitive Interviewing Guide (Willis), through Section 6 (will say page 20 at the bottom of page) https://www.hkr.se/contentassets/9ed7b1b3997e4bf4baa8d4eceed5cd87/gordonwillis.pdf 	
6 (2/21)	Developing survey materials & data collection design	<ol style="list-style-type: none"> 1) Dillman Ch 9 excerpt 2) Subject Lines 3) https://www.youtube.com/watch?v=LXJz7ZfzAuM&feature=youtu.be 4) https://www.youtube.com/watch?v=y-OskxVIBCc 	Check-in questions due 2/21
7 (2/28)	Sampling	<ol style="list-style-type: none"> 1) Dixon, Chapter 6, pp. 138-160 2) https://www.youtube.com/watch?v=KgGtqJ6lhG8 3) https://www.youtube.com/watch?v=uGuWrPFStdg 4) http://www.stat.yale.edu/Courses/1997-98/101/sample.htm (read just multistage random sampling entry – we will talk about this as "area probability sampling") 5) https://www.m-s-g.com/Pages/genesys/random_digit_dial_sample 6) https://www.m-s-g.com/Pages/genesys/address_based_sample 7) https://www.ipsos.com/sites/default/files/ipsosknowledgepanelmethodology.pdf (page 1 and 2 only) <p>SUPPLEMENT (NOT REQUIRED) - A MORE ADVANCED TREATMENT OF SAMPLING: 1) Lohr Sampling Text: Sections 2.1-2.7 (Simple Probability Samples) 2) Lohr Chapter 3 (Stratified Sampling), and Appendix A (if want to better understand the formulas).</p>	Check-in questions due 2/28
8 (3/7)	Sampling (cont'd)	<ol style="list-style-type: none"> 1) Ch. 3 (Dillman) 2) http://www.srl.uic.edu/seminars/videos/intro%20to%20sampling_fall%202016_final.htm (webinar) 	Take home exercise #1 due 3/7 (covers Weeks #1-6)

Week	Topic	Readings Due, NOTE: Readings without a link are available under Files in Canvas.	Assignment
		http://www.srl.uic.edu/SEMINARS/sampling/intro%20to%20sampling_fall%202016_2slides.pdf (slides for webinar) NOTE: You do not need to be affiliated with UIC to access their webinars, just enter your information and you will be given access. <i>Readings for Week #8 will likely seem very repetitive with Week #7. In my experience, sampling is one of the most difficult topics for students so I am trying to provide ways to increase your familiarity with the material.</i>	
9 (3/14)	Data cleaning & response rates	1) Ch. 15 (S), pp. bottom of page 495 (Cleaning) until The Functions of Statistics section on page 500 2) http://www.srl.uic.edu/seminars/videos/DataSetConstruction.htm (don't worry about getting every detail, just want you to get an overview of key steps involved)	Part 1 of final report (DRAFT) due 3/12 Check-in questions due 3/14
10 (3/21)	Analysis & report writing	1) Ch. 15 (S), pp. 500-514 2) https://www.aapor.org/AAPOR_Main/media/transparency-initiative/Transparency_Initiative_Disclosure_Elements_050115.pdf 3) http://www.unece.org/fileadmin/DAM/stats/documents/writing/MDM_Part2_English.pdf , pp. 9-29, 45 4) https://www.qgso.qld.gov.au/issues/671/presenting-survey-results-report-writing.pdf , SKIP THE FOLLOWING SECTIONS: Comparing survey results and subgroups using the confidence interval, Statistical significance vs practical significance, Remember the relative standard error (RSE), Association vs causation, Client input	
11 (3/28)	Assessing survey quality	1) https://www.aapor.org/Education-Resources/For-Media/Questions-to-Ask-When-Writing-About-Polls.aspx 2) Chapter 1 - http://joophox.net/papers/SurveyHandbookCRC.pdf 3) Survey Methodology – Chapter 2 – skim for general understanding, don't get caught up in the math notation/formulas	Check-in questions due 3/28
12 (4/4)	Weighting; variance estimation	1) https://www.youtube.com/watch?v=cnXfmOwUwQI 2) http://www.nyu.edu/classes/jackson/design.of.social.research/Readings/Johnson%20-%20Introduction%20to%20survey%20weights%20%28PRI%20version%29.pdf (STOP BEFORE “ADJUSTING FOR MULTIPLE POPULATION CHARACTERISTICS” SLIDE) 3) Ch. 17 (Biemer & Christ) (try to read for general concepts, don't get caught up in the formulas) SUPPLEMENT (NOT REQUIRED): Chapter 9 – Variance Estimation in Lohr Sampling Text	

Week	Topic	Readings Due, NOTE: Readings without a link are available under Files in Canvas.	Assignment
13 (4/11)	Survey interviewing	1) Standardized survey interviewing 2) https://recruit.isr.umich.edu/Field.aspx#Overview (review job description and watch Day in the Life (Field) video)	Part 2 of final report (DRAFT) due 4/16 Check-in questions due 4/11
14 (4/18) *No class on 4/22	Ethics; methods research	1) AAPOR Code of Ethics, just focus on p. 1-4: https://www.aapor.org/Standards-Ethics/AAPOR-Code-of-Ethics/AAPOR_Code_Accepted_Version_11302015.aspx 2) https://www.metro.us/local/concerned-new-yorkers-leave-fake-parking-tickets-metro-us/tmWljh---d41pRytTStM (read up until “Concerned New Yorkers around the city” section)	Take home exercise #2 due 4/23 (covers Weeks #7-13)
15 (4/25)	Qualitative methods (focus groups, ethnographic interviews); survey experiments	1) Krueger and Casey notes excerpt 2) Spradley pp.48 (from paragraph that says “There are three main ways...”)-53 3) Yadon (focus on pp. 11-16)	
Finals Week			Final report due on Friday, 5/7, at 10:10 AM

Policies, Services, Resources, and Accommodations:

Bias-Based Incident Reporting. As your instructor, one of my responsibilities is to create a positive learning environment for all students. Bias incidents (events or comments that target an individual or group based on age, color, religion, disability, race, ethnicity, national origin, sex, gender, gender identity, sexual orientation, marital status or veteran status) are not appropriate in our classroom or on campus. Bias-based incident reports can be made by students, faculty and staff. Any act of discrimination or harassment based on race, ethnicity, religious affiliation, gender, gender identity, sexual orientation or disability can be reported through any of the options: 1) email biasincident@indiana.edu or incident@indiana.edu; 2) call the Dean of Students Office at (812) 855-8188 or 3) use the IU mobile App (m.iu.edu). Reports can be made anonymously.

Boost. Indiana University has developed an smartphone app to help students stay on top of their schoolwork in Canvas. The app is called “Boost,” it is available for free to all IU students, and it integrates with Canvas to provide reminders about deadlines and other helpful notifications. For more information, see <https://kb.iu.edu/d/atud>.

Computing Resources. Get no-cost access to hundreds of software programs and applications through IUware and IUanyWare. All you need is your IU email address. Use IUware to install software directly onto your hard drive. Use IUanyWare to stream 400+ apps on your desktop or through the mobile app with your IU login. Visit iuware.iu.edu and iuanyware.iu.edu, or contact the UITs Support Center to learn more.

Counseling and Psychological Services. For information about services offered to students by CAPS: <http://healthcenter.indiana.edu/counseling/index.shtml>.

Disability Services for Students. Securing accommodations for a student with disabilities is a responsibility shared by the student, the instructor and the DSS Office. For information about support services or accommodations available to students with disabilities, and for the procedures to be followed by students and instructors: <http://studentaffairs.iub.edu/dss/>.

Commitment to Diversity: Find your home and community at IU

Asian Culture Center

Address: 807 East Tenth Street, Bloomington, IN 47408

Phone: 812-856-5361

Email: acc@indiana.edu

Website: <https://asianresource.indiana.edu/index.html>

First Nations Educational & Cultural Center

Address: 712 E 8th St., Bloomington, IN 47408

Phone: 812-855-4814

Email: fnecc@indiana.edu

Website: <https://firstnations.indiana.edu/contact/index.html>

LGBTQ+ Culture Center

Address: 705 E 7th St., Bloomington, Indiana 47408

Phone: 812-855-4252

Email: glbtserv@indiana.edu

Website: <https://lgbtq.indiana.edu/contact/index.html>

La Casa Latino Culture Center

Address: 715 E 7th St., Bloomington IN, 47408

Phone: 812-855-0174

Email: lacasa@indiana.edu

Website: <https://lacasa.indiana.edu/>

Neal Marshall Black Culture Center

Address: 275 N Jordan Ave Bloomington, Indiana 47405

Phone: 812-855-9271

Email: nmgrad@indiana.edu

Website: <https://blackculture.indiana.edu/index.html>

Emergency Preparedness. See here: https://protect.iu.edu/doc/About/faculty-guide-procedures-grid/print-grid/IUB%20EP%20Grid_8.5x11_5-23-17.pdf

Financial or other assistance. The Student Advocates Office (SAO) can help students work through personal and academic problems as well as financial difficulties and concerns. SAO also assists students working through grade appeals and withdrawals from all classes. SAO also has emergency funds for IU students experiencing emergency financial crisis <https://studentaffairs.indiana.edu/studentadvocates/>.

Incompletes. The grade of Incomplete used on the final grade reports indicates that the work is satisfactory as of the end of the semester but has not been completed. The grade of Incomplete may be given only when the completed portion of a student's work in the course is of passing quality. Instructors may award the grade of Incomplete upon a showing of such hardship to a student as would render it unjust to hold the student to the time limits previously fixed for the completion of his/her work. (<https://policies.iu.edu/policies/aca-67-incompletes/index.html>)

Late Withdrawal. Withdrawal after the automatic withdrawal period requires approval by the instructor and relevant Program Director, and must be based on dire circumstances relating to extended illness or equivalent distress (IU Enrollment and Student Academic Information Bulletin). Requests to drop due to a failing grade will not be approved. You must be passing the course at the time of withdrawal. Contact your advisor or the appropriate Program Director if you want to petition for late withdrawal.

Missed Class/Exam Policy for University-Approved Activities. Scroll down under University Approved Activities: <https://studentaffairs.indiana.edu/student-support/dean-of-students/attendance.html>.

Religious Observation. In accordance with the Office of the Dean of Faculties, any student who wishes to receive an excused absence from class must submit a request form available from the Dean of Faculties for each day to be absent. This form must be presented to the course instructor by the end of the second week of this semester. A separate form must be submitted for each day. The instructor will fill in the bottom section of the form and then return the original to the student. Information about the policy on religious observation can be found at the following website: <http://vpfaa.indiana.edu/policies/bloomington/instructional-responsibilities/religious-observances.shtml>.

Sexual Harassment. As your instructor, one of my responsibilities is to help create a safe learning environment on our campus. Title IX and our own Sexual Misconduct policy prohibit sexual misconduct. If you have experienced sexual misconduct, or know someone who has, the University can help.

If you are seeking help and would like to talk to someone confidentially, you can make an appointment with:

- i. The Sexual Assault Crisis Service (SACS) at 812-855-8900
- ii. Counseling and Psychological Services (CAPS) at 812-855-5711
- iii. Confidential Victim Advocates (CVA) at 812-856-2469
- iv. IU Health Center at 812-855-4011

For more information about available resources:

<http://stopsexualviolence.iu.edu/help/index.html>. It is also important to know that federal regulations and University policy require me to promptly convey any information about potential sexual misconduct known to me to our campus' Deputy Title IX Coordinator or IU's Title IX Coordinator. In that event, they will work with a small number of others on campus to ensure that appropriate measures are taken and resources are made available to the student who may have been harmed. Protecting a student's privacy is of utmost concern, and all involved will only share information with those that need to know to ensure the University can respond and assist. I encourage you to visit <http://stopsexualviolence.iu.edu/help/index.html> to learn more.