Meetings for beginning of the quarter:

<table>
<thead>
<tr>
<th>Date</th>
<th>Notes</th>
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<tbody>
<tr>
<td>Thursday, September 26</td>
<td>- No meeting</td>
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<tr>
<td>Thursday, October 3</td>
<td>- First class meeting, regular room (PAB #4357)</td>
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<tr>
<td>Tuesday, October 8</td>
<td>- Make up class, 9:30-11:45, PAB #2343</td>
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Regular schedule starting Thursday October 10

office hours: Mondays 10:30-12:00 and by appointment, PAB #6317
gilens@ucla.edu

This course will introduce students to the design and implementation of surveys, and (to a lesser extent) the analysis of survey data. In addition to weekly readings on these topics, students will work in 2-3 person groups to design, program, and pilot-test an online survey on a topic of their own choosing.

Substantive topics in the course include the psychology of the survey response, alternative survey modes (online, mail or other paper/pencil, in-person and telephone interview), sampling techniques, social desirability, question wording, randomized survey experiments, scaling and index construction, missing data, power analysis, weighting, and estimating and reporting interaction effects.

Student-designed surveys for the course can be in conjunction with a real or hypothetical client, or can be designed to answer broader questions related to public policy or to social science more generally. Some examples:

- Assess the extent to which an emergency food pantry program is meeting its goals by surveying program clients, potential program clients, or program administrators.

- Assess healthcare clinics’ practices in dealing with undocumented clients by surveying professionals working at clinics around the country.

- Assess public support for clean electric energy by surveying homeowners and/or landlords.

- Assess public attitudes toward immigration, or climate change, or sexual harassment by surveying American adults.

- Assess experiences with workplace discrimination by surveying employees and/or managers.

Part of our time each week will be spent discussing the readings and another part workshopping students’ survey projects. It is crucial to the success of the course that you come to class each week prepared to discuss the readings and your survey project.

**Written assignments**

Written assignments are the responsibility of all members of each project group. All group members should have some responsibility for, familiarity with, and contribution to, each assignment. One written assignment from each group should be posted to the appropriate Forum in the Assignments section on CCLE by the relevant deadline.

Brief descriptions of each assignment and their due date are below. Examples of some of the assignments will be available in the Assignments section on CCLE as the quarter goes on.
Readings

One book (Robinson, Sheila and Kimberly Leonard. 2019. Designing Quality Survey Questions) has been ordered through the UCLA bookstore and is available on reserve at YRL. All of the other readings are available on CCLE.

Course schedule

1st meeting, Thursday Oct 3 – Introduction
Please come to the first class with some ideas about the survey project you would like to conduct for the class (and perhaps the other class student or students who would work together with you). Remember that you will need access to the population of interest in order to conduct cognitive interviews and collect 10-25 completed surveys.

2nd meeting, Tuesday Oct 8- Defining the survey objective: Program evaluations, needs assessments, research questions
Robinson, Sheila and Kimberly Leonard. 2019. Designing Quality Survey Questions, ch. 2 (pp.29-49)

optional reading:
Alkin, Marvin C. 2011. Evaluation essentials from A to Z. pp.71-87 (“How Do You ‘Understand’ the Program?” and “What are the Questions/Issues to Be Addressed?”)

3rd meeting, Thursday Oct 10 - The nature of the survey response
Sudman, Seymour, Norman Bradburn and Norbert Schwarz. 1996. Thinking about Answers, ch. 3.

First assignment due Tuesday night, Oct 15: A 1-2 page description of the research question(s) your survey is intended to address, the population of interest, and a 1-2 page summary of previous survey-based research on your topic (if there is any).

4th meeting, Thursday Oct 17 – Writing survey questions

optional reading:
Dillman, Don et al. 2014. Internet, Phone, Mail and Mixed-Mode Surveys, pp.192-227 (visual design of survey questions)

Second assignment due Tuesday night, Oct 22: A list of your key survey questions and an explanation of how the results from your survey would allow you to answer the research/policy questions that motivate your project.

In other words, how would different patterns of responses to your key survey questions lead to different conclusions.

You might find it helpful to formulate that relationship in the form of hypotheses and identify the survey results that would be consistent or inconsistent with each of those hypotheses.

5th meeting, Thursday Oct 24 – Organizing surveys

**Third assignment due Tuesday night, Oct 29:** A full list of your survey questions and response options. Where it’s not obvious, please identify the constructs they are intended to measure (see Robinson and Leonard p.32 for a discussion of constructs and indicators).

**6th meeting, Thursday Oct 31 – Survey-based randomized experiments**

**Fourth assignment due Tuesday night, Nov 5:** A full draft of your survey, including introduction, programmed in Google Forms ([https://www.google.com/forms](https://www.google.com/forms)) and a brief description account of who will provide your expert review and how you will find your respondents for your cognitive interviews.

**7th meeting, Thursday Nov 7 – Pretesting the survey**

**Fifth assignment due Tuesday night, Nov 12:** A 1-2 page report on (1) your expert review: who your expert was and what important feedback you got, if any; and (2) your cognitive interviews: who you interviewed and what you learned about survey or what changes you have made as a result.

**8th meeting, Thursday Nov 14 – Random and systematic measurement error; Reliability; Validity**
- Social Research Methods – Reliability and Validity
- Social Research Methods – Validity
- Social Research Methods – Theory of Reliability
- Social Research Methods – Types of Reliability

**Sixth assignment due Tuesday night, Nov 19:** Your revised questionnaire; and a 1-2 page description of your hypothetical sampling and data collection strategy (that is, how you would recruit respondents if you were carrying out a full data collection using your survey).

**9th meeting, Thursday Nov 21 - Scaling and index construction; dummy variables; interactions; missing data**
optional reading:

**November 28, Thanksgiving break**

**Seventh assignment due Tuesday night, Nov 19:** One table and one figure from your pilot data that addresses one of your hypotheses. You can use Stata, Excel, Google Docs, or any other analysis program you like.

**10th meeting, Thursday Dec 5 - Sampling; weighting; power analysis; relative “importance”**
Blair and Blair. 2015. *Applied Survey Sampling*, pp.181-200 (sections 8.2-8.5)

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**Final assignment due Monday night, Dec 16:** A 5-10 page double-spaced paper (not counting tables and figures) consisting of:

1. An analysis of your pilot data (including the distribution of responses to all your questions and whatever crosstabs, correlations, regression analyses, etc. are appropriate to testing your hypotheses). Of course, with only a small number of completed surveys, this “analysis” will be more of a guide to how you would analyze the “real” data than something you could draw meaningful conclusions from. In general, the key findings should be presented in tables or figures that accompany (and are discussed in) the text; the full distribution of responses should be included in an appendix. Be sure to give the reader the full question and response text.

2. A summary of what you learned about the strengths and weaknesses of your survey, its ability to test your hypotheses and otherwise shed light on your research/policy question, and how the survey or population of interest might be revised to better answer your research/policy questions.
Additional resources

Program evaluation

Learning for Action: Developing a Theory of Change
http://learningforaction.com/what-is-a-theory-of-change/

Annie E. Casey Foundation: Theory of Change
https://www.aecf.org/resources/theory-of-change/

Better Evaluation (international collaborative)
https://www.betterevaluation.org/en
https://www.betterevaluation.org/evaluation-options/questionnaire

Finding existing survey data

General population survey data (mostly samples of American adults) but some more specialized populations can be found at:

- The Roper Center  https://ropercenter.cornell.edu/CFIDE/cf/action/ipoll/index.cfm
  Full keyword searching of the text of 700,000 survey questions from 1930s to present. For some surveys, you can download the datasets and/or conduct online crosstabs.

- ICSPR  https://www.icpsr.umich.edu/icpsrweb/
  You can search through the descriptions of 250,000 survey datasets studies and (for most) the descriptions or text of individual survey questions. Can also browse by topic area. Datasets can be downloaded or, in some cases, analyzed online.

- General Social Survey  http://gss.norc.org/
  A high-quality biannual survey by sociologists with wide range of questions about Americans’ attitudes and behaviors. Many identical questions going back to early 1970s allow for longitudinal analyses.

- American National Election Study  https://electionstudies.org/
  Similar to the General Social Survey but run by political scientists and focusing on political attitudes, voter turnout, and other political behaviors. Started in 1952.

Finding survey questions used on previous surveys
(in addition to the above resources that include both the survey questions and the collected data)

- UCLA library guide to finding psychology and health related questions and tests
  https://guides.library.ucla.edu/psychology/tests-and-surveys

Testing survey questions for reading difficulty level

https://www.webfx.com/tools/read-able/check.php

Missing values


Gary King's program Amelia implements the multiple imputation procedure for missing data described in the above article. Various versions of Amelia and documentation are available at: http://gking.harvard.edu/stats.shtml

**Survey design and administration**


Salant, Priscilla, and Don A. Dillman. 1994. *How to conduct your own survey*. New York: Wiley. (Fairly basic but very practical nuts and bolts type text.)


http://experimentalturk.wordpress.com/ (A useful resource for discussion and links concerning experimental research on the web and subject recruiting through Mechanical Turk.)

**Measuring race and ethnicity**


**Varieties of survey experiments**


**Analyzing list experiments**


**MTurk and non-probability samples**

Huff, Connor, and Dustin Tingley. 2015. "Who are these people?" Evaluating the demographic characteristics and political preferences of MTurk survey respondents. "*Research &amp; Politics* 2 (3).


**Reliability and validity**
