

So you want to do a survey?

A critical path approach in helping clients understand survey logistics

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Issues Arising from Local Survey Collections

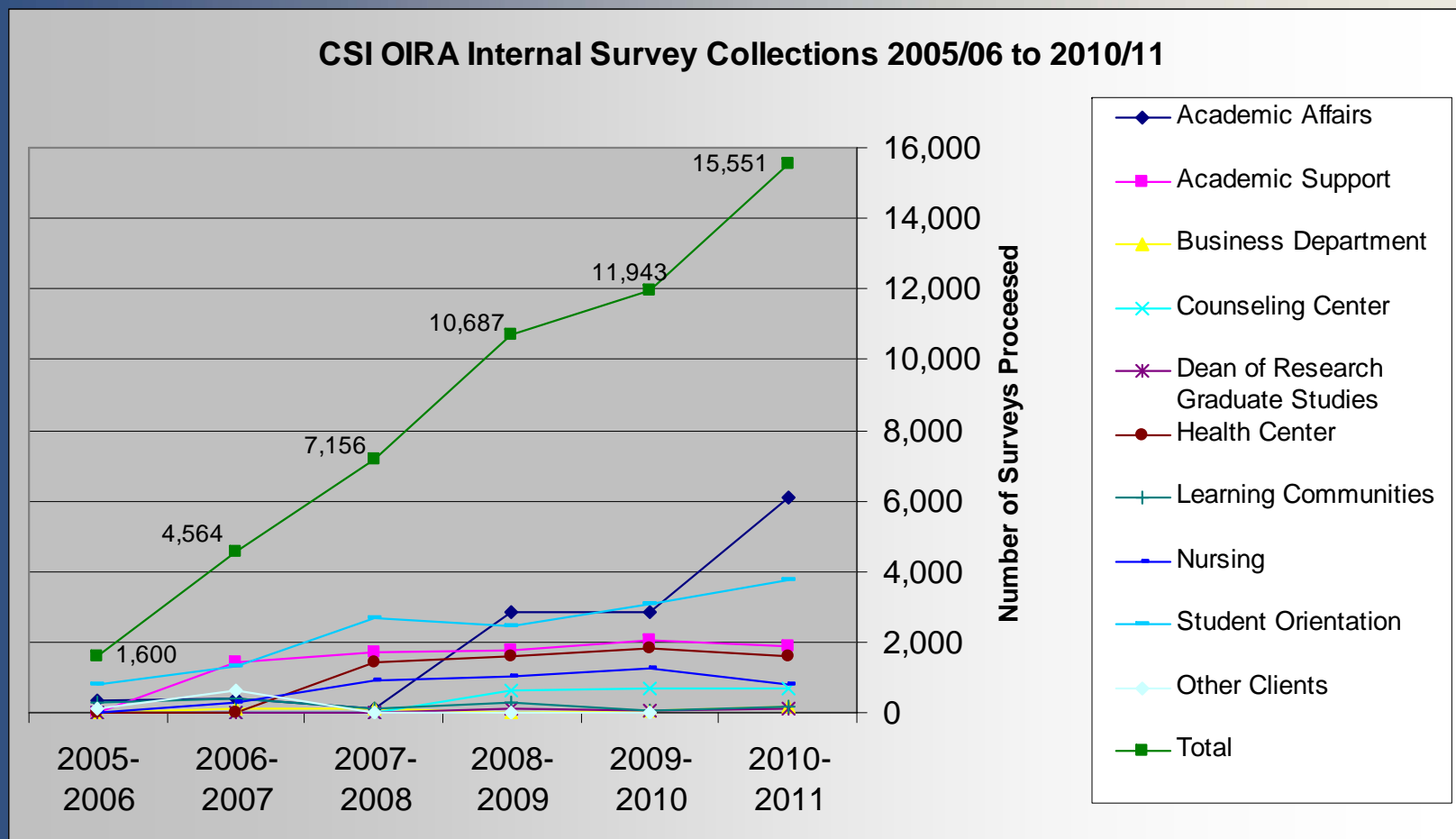
How can we combat survey fatigue?

How can we better use existing data?

How can we better use our resources to conduct surveys?

A better understanding of what sorts of surveys we are conducting is needed

Explosive Growth in the Number of Internal Surveys at CSI



Why So Many Local Surveys?

- Existing assessment mandates
 - Academic programs for accreditation
 - Grant funded programs
- New assessment mandates
 - Non-academic units and offices
 - POS customer satisfaction surveys
- Institutional initiatives
- Access to free commercial survey options
 - People feel like anyone can do a survey!

Institutional Effectiveness Initiative at CSI to Reorganize Survey Efforts

- Proactive & open door outreach starting in 2010
- Improve the value and utility of data collected
 - Q: How do the items operationalize College/program/office mission, goals, and objectives?
 - Q: How will the data collected by each item be used to guide change?
 - Q: How will you know if you have been successful?
- Due diligence on ethical and legal context of data collection
 - IRB considerations; time taken away from instruction
- Bring “rogue” surveys into the fold
- Getting the SurveyMonkey off of our backs!

Institutional Effectiveness Initiative to Reorganize Survey Efforts

- Reducing the length and duplication of surveys thru
 - Omnibus surveys
 - Item improvement & removal of duplicate items
 - Use of existing data (administrative, local db's, Student Clearinghouse)
- Rethinking one time only survey habit

Institutional Implementation: Using the PMP

- “Review the process to survey all graduates to track their career goals at the point of graduation, as part of a multi-year goal. Increase % of students responding to the graduation survey.”
- “Charge a Task Force that includes Enrollment Management, Student Affairs, and the Office of Institutional Research and Assessment with analyzing transfer patterns, leaver surveys, and relevant qualitative and quantitative data to ascertain the circumstances surrounding departures from CSI, the schools and programs that are destinations, and the reasons for leaving the College.”
- “Initiate a collaborative effort led by the Office of Institutional Research and Assessment, including the Career and Scholarship Center and the Alumni Office, to coordinate and enhance alumni career placement and post-graduation satisfaction information; create and launch a new omnibus alumni survey collection to satisfy needs of multiple offices and address the gainful employment rate report requirement put forth by the SRTK Act.”

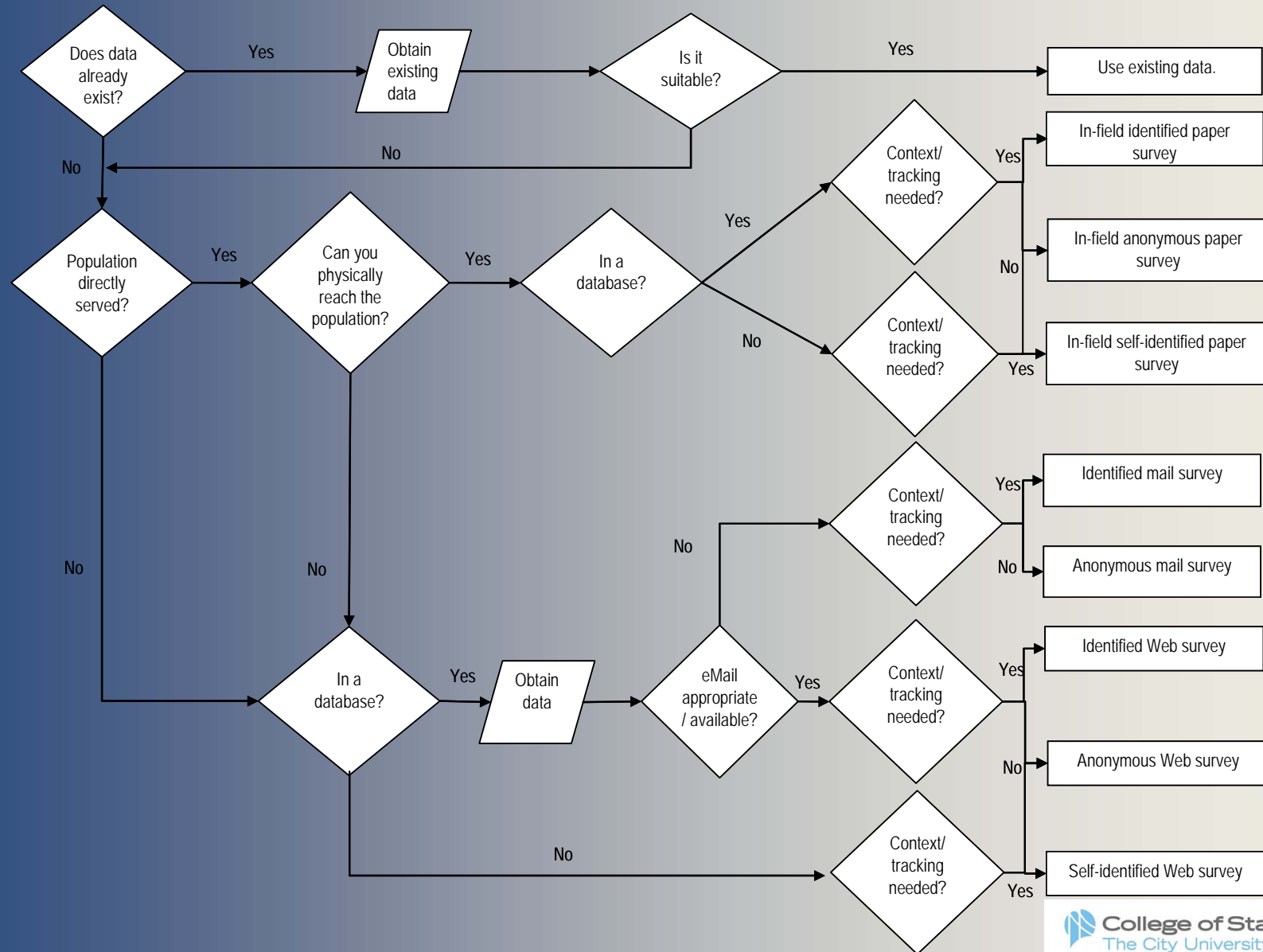
Key Partners

- Associate Provost for Institutional Effectiveness, Dr. Susan Holak
- Office of Design Services
- Print Shop (Reprographics)
- Deans
- VP for Institutional Advancement
- Student Affairs VP
- Assessment Committees
- And of course, OIRA!

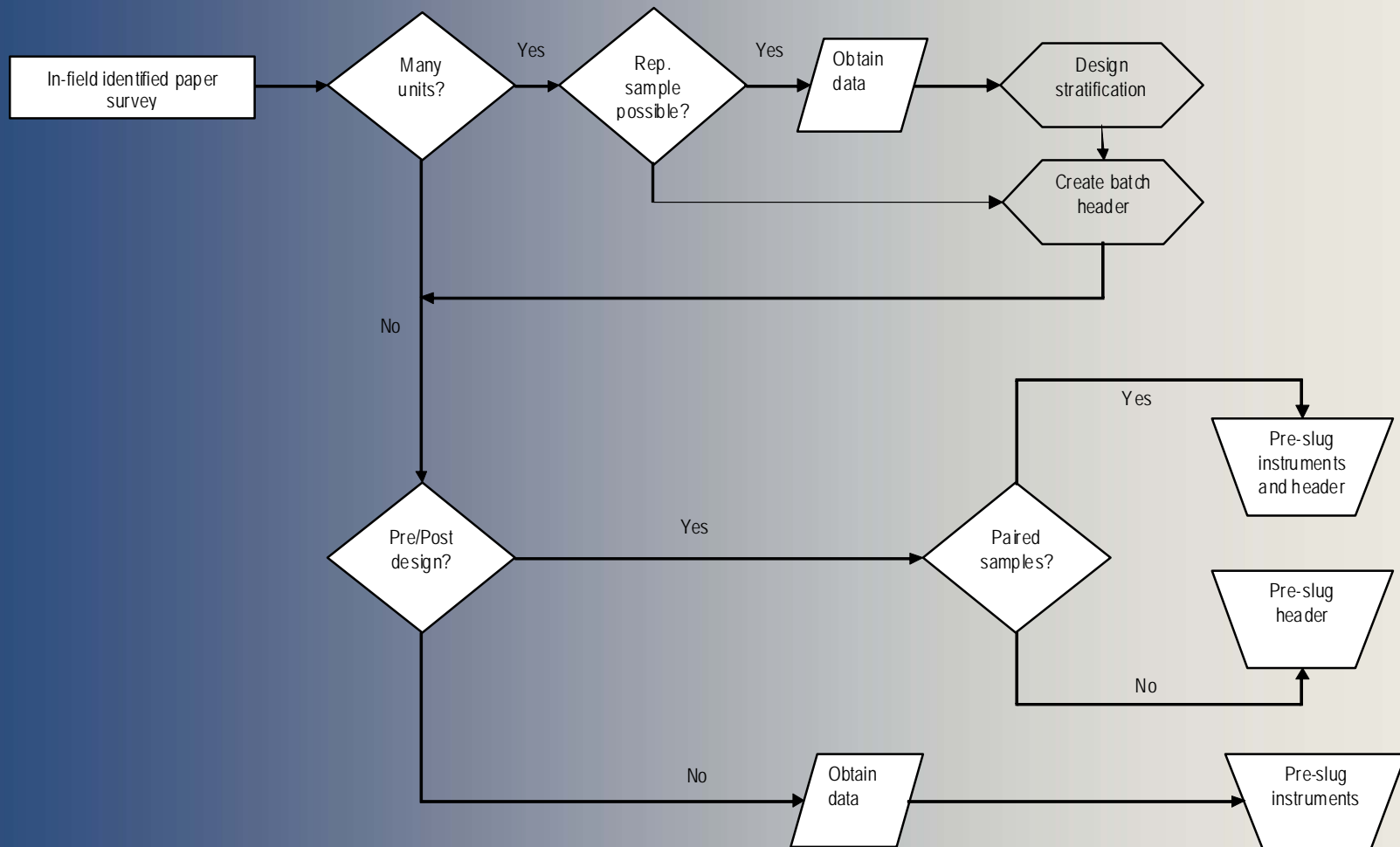
Survey Resources at CSI

- Remark Office OMR
- Remark Websurvey
- Datablocks Concord Forms Designer
- Panasonic high speed color scanner (KV-S3065C)

Survey Critical Paths



Paper Survey Logistics in Detail



Implications of the Critical Path Approach

- More than a few requests can be satisfied with existing data
- Early “No’s” lead to web surveys
- Strong potential for omnibus surveys
- Programs/offices who want to track their clients later should be encouraged to collect personal email addresses
- Batch header forms reduce completion time
- Bar-code stickers instead of pre-slugged surveys reduce completion time

Improving the Institutional Effectiveness of Local Surveys

- Aggregation of each student's survey responses
 - Use in wider institutional initiatives (e.g., retention, completion)
- Initiatives piggy-backing on existing survey collections
- Establishing a college-wide survey policy committee
 - Include Office for the Protection of Human Subjects, Diversity and Compliance, Assessment Committee Members, student representatives (and of course OIRA!)
- Establishing a survey strategic plan
 - Use of randomization, stratification where possible
 - Inclusion and exclusion of students, faculty based on past participation
 - Limit the number of surveys students can receive
 - Demonstrating “closing the loop” and ROI

Questions?

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