

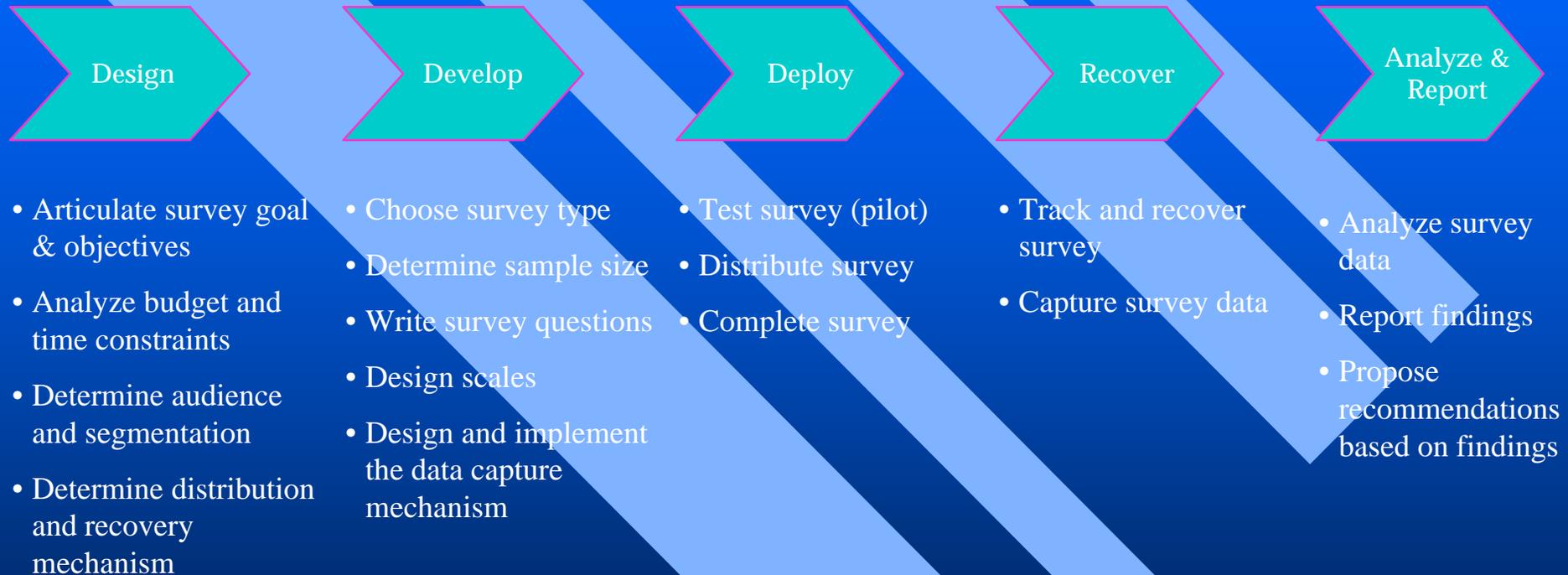
Surveys

Why Survey?

- To influence or persuade some audience
- To create or modify a product or service
- To understand or predict human behavior or condition
- Can be an easy, quick, accurate and less expensive method of gathering information

Survey Process

A six step process can be used to manage the survey's life cycle from design through analyze and report



Constructing Surveys

■ Survey Types

- Program Evaluation (Career Zone)
- Learning Evaluation (Front to Back)
- Satisfaction Survey (Transition Counseling within Career Zone)
- Information Survey (Career Zone course offerings)
- Hypothesis Gathering (> years of work experience = > personal investments)

■ Writing Questions

- < 25 words
- Consistent formats
- End survey with demographics (more questions = more analysis points)
- End survey with comments
- Minimal time to complete survey (< 15 minutes & 30 questions)

■ Designing Scales

- Consistent scales
- 5 point scales recommended
- Be cautious and recognize “no opinions”

Be Aware

■ Response Rate

- The quality of your data depends, in part, on getting more of those selected in the sample to complete your survey
- Participants should feel that they are engaged in a relationship of reciprocity
- Do everything you can to get respondents into, through, and out of the survey as quickly and painlessly as possible

■ Item Difficulty

- Can you tolerate watching 10 minutes of the television show “Big Truck Mania”?
- Do you like the television show “Big Truck Mania”?
- Is the television show "Big Truck Mania" among your favorite television shows?

■ Rater Severity

- Children probably like most ice-cream flavors while adults may be more selective of the flavors they like. Therefore, the products of an ice-cream manufacturer could receive higher rating about their overall satisfaction if the manufacturer surveyed only children.

■ Four Types of Error

- Sampling Error
- Non-response bias
- Measurement Error
- Coverage Error

Examples

Career Zone - Customer Feedback Cards

- ***Performance Objective: Customers of the Career Zone are very satisfied with the level of service received.***

Target: 80% of customers rate the Career Zone a 4 or above

4.) My impression of the level of service at the Career Zone is . . .

- 5 Very Satisfied
- 4 Somewhat Satisfied
- 3 A Little Satisfied
- 2 Neither Satisfied Nor Dissatisfied
- 1 Not at all Satisfied
- 98 No Opinion

- ***Performance Objective: The services offered by the Career Zone meet the individual learning and career development needs of staff.***

Target: XX% of SFA staff who are aware of the Career Zone believe that the Zone's learning and development offerings meet their needs.

7.) To what extent do you believe the Career Zone's service offerings meet your needs?

- 4 Excellent
- 3 Good
- 2 Fair
- 1 Poor
- 98 No Opinion

Examples

Career Zone - Follow-up Phone Calls

- *Performance Objective: Customers believe that their experience with the Career Zone has helped them to achieve their professional development goals.*

Target: XX% of staff who have used the Career Zone believe that their CZ experience helped them to find a “right fit” within SFA, improved skills they have used on their job, or enabled them to secure a new job that better fits their strengths.

3. Please rate your response to the following statement: “The Career Zone offerings that I attended have facilitated an improvement in my job performance.”

- 5 Strongly Agree
- 4 Somewhat Agree
- 3 Neither Agree nor Disagree
- 2 Somewhat Disagree
- 1 Strongly Disagree
- 98 No Opinion

4. To what extent has your experience with the Career Zone helped you to find a “right fit” in a position that enables you to utilize your strengths?

- 4 Excellent
- 3 Good
- 2 Fair
- 1 Poor
- 98 No Opinion

Tools to Help You

■ Available Tools

- SFA University Measurement & Evaluation white paper

■ Books

- The Survey Research Handbook (Pamela Alreck & Robert Settle)
- Employee Surveys That Make a Difference (Joe Folkman)
- How to Conduct Your Own Survey (Priscilla Salant & Don Dillman)