

LOYOLA UNIVERSITY
School of Education
Spring Semester, 2011
Survey Research
RMTD 403, 001

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Class time: Wednesday 4:15-6:45,

Office hours: By appointment on Wednesdays BEFORE 4:15 p.m.

The purpose of this course is to provide graduate students with both theoretical knowledge and practical strategies for conducting survey research and authoring evaluation instruments. Problems of conceptualization, research design, probability samples, instrumentation, pre-testing, piloting, index construction, reliability, and data reduction will be considered in detail. Statistical analysis of survey data will be covered as an integral part of the research process but specific statistical techniques will not be taught in depth. Although familiarity with Loyola's computer labs is not required, it is recommended. Students should acquire Loyola computer accounts to "try out" techniques discussed in class on their own survey data set. SPSS PC software may also be used. Examples of analytic techniques will utilize SPSS.

Conceptual Framework

The conceptual framework of Loyola's School of Education is *Professionalism in the Service of Social Justice*. This course is consistent with that framework in that it seeks to orient students to the ethical and legal issues surrounding survey research activities. Students are encouraged to think about survey research issues from the perspectives of differing parties in the research process. This is integral to understanding the IRB requirement for the protection of human subjects (see Assignment 2) The question posed in this course then is, What does social justice look like when addressing issues associated with conducting survey research?

OBJECTIVES

1. Students will understand the strengths and limitations of survey research designs.
2. Students will compare the strengths and limitations of experimental research, evaluation techniques, and survey research.
3. Students will understand basic concepts of simple random, stratified, and cluster sampling techniques.
4. Students will logically plan a survey operationalizing the variables under study, develop an instrument, develop a coding schema, and set up preliminary data analysis.
5. Students will pretest and pilot their research plan.
6. Students will logically and empirically improve their research design and instrumentation by basic analysis of pilot results.
7. Students will demonstrate knowledge of descriptive and inferential statistics appropriate to survey research designs.

TEXTBOOKS

The required textbook selected for the course is as follows:

Babbie, Earl, (1990). *Survey Research Methods*, 2nd Ed. Belmont, CA:Wadsworth, ISBN: 0-534-12672-3.

This year the bookstore decided to handle the book even though it is **only available on-line**. You may purchase it new or used at www.Amazon.com, www.Half.com, or any other on-line source of your choice or buy it from the bookstore, if you prefer.

Reference books recommended for the course:

(Do not purchase all of these--pick one or possibly two that meet your needs if you do not already own an SPSS reference. You will need something to assist you unless you are an SPSS/PASW expert.)

Pallant, Julie, (2007). *SPSS Survival Manual: A Step by Step Guide to Data Analysis Using SPSS for Windows*, 3rd ed. (Version 15) (Spiral-bound) ISBN: 9780-3352-2366-4 (easy)

Field, Andy, (2009). *Discovering Statistics Using SPSS for Windows : Advanced Techniques for Beginners* 3rd ed. ISBN: 978-1-84787-907-3 (Introducing Statistical Methods series) (more statistical information but not too mathematical)

Kinnear, Paul & Gray, Colin (2010). *PASW Statistics 17 Made Simple*. ISBN: 1848720262

Kirkpatrick, Lee & Feeney, Brooke (2010). *A Simple Guide to SPSS for Version 17.0*. ISBN: 0-840-03188-2

Norusis, Marija, (2010). *PASW Statistics 18 Statistical Procedures Companion*. ISBN: 0321673360 (authoritative)

Or others of your choice that will provide support for using SPSS/PASW. All the above are available on-line new and some used– and are easy to get

Andrew, Klein, Davidson, et al. *A guide for selecting statistical techniques for analyzing social science data*. University of Michigan, Institute for Social Research. ISBN:0-8794-41615 (Out of print–hard to get even on-line and expensive; a wonderful book, but you might want to see it before you decide to buy it.)

ASSIGNMENTS

THERE WILL BE TWO GENERAL ASSIGNMENTS:

1. Students will develop and pilot an original survey research project which includes research design, instrumentation, pre-testing, piloting, code book construction, and analytic design. Following the pilot phase, students will use resulting data to modify the design and instrument as needed. Students will analyze their pilot data using appropriate statistical techniques. The results must be interpreted and written up in an acceptable style (APA journal) and the final printouts of procedures turned in as well. **DO NOT TURN IN EVERYTHING YOU RUN ON SPSS/PASW!**

Students will keep a notebook for their Project from conceptualization to completion documenting the PROCESS which they used to develop the final PRODUCT (research design, instrument, analysis plan and data analysis.) The process of “doing survey research” will be considered continuously during the course and students are expected to contribute on-going accounts of problems (and solutions) encountered as their projects develop. This course, in general, and this assignment in particular, are incompatible with procrastination. You cannot satisfactorily complete this project during the final two weeks of the course so please **STAY CURRENT** with topics and readings. If class participation suggests that the survey projects are not progressing and students need specific feedback, notebooks will be called in for review by the instructor.

If you intend to use an on-line survey, you need to be aware that it is possible to devise excellent response formats that will not be supported within on-line canned programs (survey drivers). If you wish to demonstrate a format not supported by the survey driver you are using, please submit a sample of it on paper as an Appendix to your project.

2. Proof of completion of the IRB training module on Protection of Human Subjects. <https://www.citiprogram.org/default.asp>. You must complete this prior to beginning any data collection. If you have already completed this training, your certificate is valid for three years. **HAND THIS ASSIGNMENT IN WITH YOUR FINAL PROJECT.**
3. **Ten (10) Bonus points** are available for students who develop a Homepage within BlackBoard that includes a short description of your personal/professional interests AND a picture by February 1, 2011.

GRADING

The evaluation of individual projects is always more subjective than examinations. Survey projects will be evaluated using criteria for survey research set forth in readings and in class. It is recognized that there are limitations inherent in a 14 week semester which make the process the student uses to develop the project as important as the product itself. The projects and accompanying notebooks will be weighted 3 to 1 against the data analysis.

Points:

Survey Construction Process/Notebook=	600
Data Analysis =	200
IRB Module =	<u>100</u>
Total	900

Scale:

94% and above = A	76%-80% = C
90%-93% = A/B	72%-75% = C/D
85%-89% = B	67%-71%= D
81%-84% = B/C	66% and below =F

SCHEDULE

N.B.: All assignments are to be read **PRIOR TO** the class for which they are listed.

<u>DATE</u>	<u>TOPIC</u>	<u>ASSIGNMENT</u>
1/19/2011	Introduction to the Course	Syllabus
1/26/2011	Inquiry: What is it as a research endeavor Ethics of Surveys Survey Research Overview	Babbie, Ch 1, 2, 3 & 19 <u>IRB Human Subjects Module (Do not hand in, but do it ASAP.)</u>
2/2/2011	Conceptualization and the Logic of Operationalization	Babbie, Ch 4 & 13
2/9/2011	Sampling	Babbie, Ch 5 & 6
2/16/2011	Measurement Developing Questions	Course Documents Files Babbie, Ch 7 pp.118-134
2/23/2011	NO CLASS—NASP Convention	
3/2/2011	Constructing a Questionnaire Pretesting Babbie,	Course Documents Files Ch 7 pp.135-146
3/9/2011	NO CLASS -mid semester break	
3/16/2011	Self-administered Questionnaires Interviewing and Alternatives	Babbie, Ch 9 & 10

3/23/2011	Code Book Construction	Babbie, Ch 11
3/30/2011	Piloting Revision of Instrument Wild Code Checking	Babbie, Ch 12
4/6/2011	Complex Constructs Scaling, Indexing, and Reliability	Babbie, Ch 8 SPSS resources
4/13/2011	Descriptive Statistics Constructing Univariate and Bivariate Tables Basic Statistics	Babbie, Ch 14 & 16 SPSS resources
4/20/2011	Data Analyses Multivariate Techniques	Babbie, Ch 15 & 17 SPSS resources
4/27/2011	Interpretation of Data and Reporting of Results Student presentations	Babbie, Ch 18 SPSS resources
5/4/2011	Student Presentations	DUE: IRB certificate, Surveys/Notebook and Data Analysis
5/9/2011	Assignments handed in later than today will result in an incomplete.	

Incompletes MUST BE CLEARED by AUGUST 31, 2011!!!

SYLLABUS NOTES

ACADEMIC HONESTY

Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education's Policy on Academic Integrity can be found at: http://www.luc.edu/education/academics_policies_integrity.shtml. For additional academic policies and procedures refer to: http://www.luc.edu/education/academics_policies_main.shtml

STUDENTS WITH DISABILITIES

Accessibility

Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: <http://www.luc.edu/sswd> .

HARASSMENT (Bias Reporting)

It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. The university qualifies these incidents as incidents of bias.

In order to uphold our mission of being Chicago's Jesuit Catholic University-- a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith, any incident(s) of bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link: <http://webapps.luc.edu/biasreporting/>

TECHNOLOGY

While there is no specific technology instructional component in this course, a high level of technological competence is utilized: students must complete their IRB training modules on-line; many students will use on-line survey techniques to collect data, and all students will use statistical applications programs to analyze their data. In addition, bonus points are available for constructing a Homepage with picture within BlackBoard.

DIVERSITY

It is important to recognize that everything we do as professionals interacts with the diversity of the children and adults served. This is true for all forms of diversity including race, ethnicity, gender, disability, socioeconomic status, and sexual orientation. This course addresses diversity first by attempting to provide sensitivity to the need to expand research sample beyond majority, middle class heterosexuals. Students should reflect on the ways in which a lack of respect for diverse populations creep into research design and sampling methods. In order to pursue social justice, researchers need to be aware of the lack of representation of diverse samples in many publish research studies.

Please print the following page and bring it to the first class

STUDENT DATA SHEET

Name: _____ Loyola ID _____

Address _____

Best telephone number: _____

Program: _____

Major: _____

Areas of concentration: _____

Previous experiences with individuals with research in general or survey research

BRIEF PROFESSIONAL GOAL STATEMENT:

Are there any circumstances that might affect your performance in class of which I should be aware?

No Yes

If yes, please explain on the reverse side