

EXPLORATION 4: SURVEY DEVELOPMENT

CODE 123: Research & Systems Thinking



Overview

Surveys are a powerful tool for measuring the social world. In this three-part exploration, you will move beyond reviewing existing surveys to practice creating your own. Your goal for this project is to see the life cycle of a survey, from crafting a question, to designing the survey, to analyzing real results and reflecting on the whole process. We will be administering these surveys to our CODE 123 course, so that will impact the questions we can ask and our audience. You will work in a group of 5-7 students on this project.

Part 1: Developing a Research Question

Class Period: Week 3 Day 2

Goal: Define a “FINER” research question rooted in the SIUE community.

Step 1: Brainstorm (Class Activity): We will list topics relevant to student experiences (e.g., student mental health, dining habits, parking, study habits).

Step 2: Finding a Source (Group Work; unless explicitly working on your own w/ Professor permission): Pick a topic and have each group member find one specific statistic from a credible (peer-reviewed or government site) source to compare our class against. Include that source as a link in your assignment. Decide which specific statistic to focus on as a group.

- *Example benchmark statistic:* “According to the American College Student Survey, the average college student sleeps 6.2 hours per night.”


Step 3: Draft your Question (Group work; unless explicitly working on your own w/ Professor permission): Write a research question about your chosen topic. Use the FINER criteria from exploration 2.

Step 4: Create your survey questions (Group work; unless explicitly working on your own w/ Professor permission): To investigate your research question, you will need **5-7 survey items**. Use the following template to build your survey, or feel free to build your own following this model. Use Likert Scales (Strongly Agree to Strongly Disagree) for opinion questions and use Yes/No responses for questions about habits or schedules.

- **Question 1:** Ask the question that directly measures your benchmark (e.g., How many hours of sleep did you get last night?)
- **Questions 2-4:** Ask questions that explain why or how (e.g., do you scroll on your phone before going to sleep? Do you have a class before 9 AM?)

- **Questions 5-6:** Ask basic categorical questions to split the data (e.g., living on or off campus).
 - Do **not** ask for names or identifying information in these questions

Step 5: Build in Qualtrics: Create your survey. You must paste the provided Informed Consent Template as the first question.

1. Sign in to: sive.qualtrics.com
2. Click **create a new project**, navigate over to 'survey'
3. Navigate to the link that says survey->  Survey and click 'get started' on the bottom right side of the screen. Next, you'll see the following page:

Create a new project

Survey

Name

How do you want to start your survey?

[Cancel](#)

4. Give your project a title and click **Create project**.
5. Add your chosen questions to Qualtrics and write in your response options. When you complete your first question, click **+Add new question**

▼ Default Question Block ⋮

☐ Q1
⋮

Click to write the question text

- Click to write Choice 1
- Click to write Choice 2
- Click to write Choice 3

- Keep your survey simple. Avoid complex “skip logic” unless approved by the professor.
- Ensure the survey is “Anonymous” and accessible via a link.

Step 6: Test: Send the link to a group member to make sure it works on a phone.

Step 4 (Homework): Ensure that your survey is active and error-free. Submit your Survey Link to Blackboard in the week 3 folder by **Date**.

Part 2: Analyzing & Interpreting Survey Results

Goal: Use data to tell a story based on those results.

Class Period: Week 4 Day 1

Step 1: We will open all the links submitted, and every student will take each available survey. This ensures you have a 100% response rate for your analysis.

Step 2: Look at your Qualtrics reports:

1. Did our class match the external statistic you found in part 1? (e.g., do students in our class sleep 6.2 hours a night?)
2. Look at your context questions. How do they relate to your first question? Find a connection.
3. Export one charts that illustrate your most interesting findings.
 - Choose 2 key charts or graphs that help illustrate the story of your survey.

Step 3: Start to describe your results and draft a 3-minute summary. Remember, you are looking at data from only CODE 123 students. When you are describing trends, you should reference this group (e.g., among the students in CODE 123...)

Step 4: At the end of class, your group will give about a 3-minute summary of your survey results and how they speak to (or don't) your research question.

1. We expected X (based on our example survey statistic)...
2. Our results showed.....
3. We think this might be because of.....(context)

(Part 3) Individual Reflection (Homework)

(due by [DATE]) Submit a 250-word reflection (on Bb if you want feedback, or to your ePortfolio) addressing the following three points.

In part 1 of this assignment, you found a statistic about college students. In Part 2, you collected real data from your classmates.

- Did the class data support your statistic or contradict it?
- How did asking the context questions help you understand the results better than just asking a single yes/no question?
- We surveyed just the CODE 123 class. Did knowing who would answer your questions change the way you wrote them? Did you feel limited in what you could ask?

Grading Rubric

Criteria	A Proficient Exploration Will...	A Developing Exploration Will...	An Exploration Still in Need of Work...
Part 1: Research Foundation	Choose and analyze articles (1 per student) relevant to cohort; discuss literature findings; formulate a clear and focused research question; research topic meets FINER criteria; locate 1 concrete, credible external statistic for class comparison.	Choose unrelated and/or fewer articles than the group required; formulate broad, generalized research question; research represents university sample size (rather than class); locate 1 vague or non-credible external statistic for class comparison.	Does not choose and/or analyze articles. Does not formulate research question; does not locate external statistic for class comparison.
Part 2: Survey Design & Ethics	Properly deploy survey in Qualtrics; include informed consent statement; practice core ethical principles; select appropriate scales to ensure accessibility and clean data.	Deploy "incomplete" survey in Qualtrics (causes logic or skip errors); indicate low-level engagement in ethical principles and/or drafting consent statement; formulate complex questions; select scales that limit or influence data results.	Deploys unusable or broken survey; violates ethical principles; formulates overly complex and/or biased leading questions.
Part 3: Analysis & Presentation	Craft narrative to present findings; use 2 to 3 visualizations; clearly distinguish between significant and coincidental data; develop claim with caution.	Present findings objectively rather than with analytical narrative; use only 1 visualization; overstate findings as facts; develop misleading or false claim.	Does not present findings and/or analyze data.
Reflection	Thoughtfully address all three prompts; explain the external statistic; reflect on the limitations of small census and the survey design process; upload to ePortfolio; meet 250-word count requirement.	Summarize the activity without reflecting on limitations or design choices; vaguely explain external statistics; upload to Bb or Teams but not to ePortfolio; fall below 250-word count requirement.	Does not complete reflection.