Using Qualtrics as a Data Collection Tool

Examples from the Center for Social and Behavioral Research

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Who am I & why am I talking to you?

• Mitch Avery
  • Economics and Ethics Major @ UNI, MPP (Public Health emphasis) @ UNI
  • Music, long walks on the beach, cats ...

• Project Coordinator at the Center for Social and Behavioral Research (or CSBR, www.uni.edu/csbr)
  • Applied research center located just off the main campus
  • Work with faculty, academic institutions, nonprofit organizations and public agencies throughout the state

• Where does Qualtrics come in?
  • We use Qualtrics as our primary online data collection platform (with SurveyMonkey on some projects)
  • I use Qualtrics on a daily basis and train our Research Assistants and new staff on its use
What will I be covering today?

• Different ways that CSBR has used Qualtrics to collect data. Each came from a different project across the past few years.

• We will be flipping back and forth between the slides and Qualtrics.

• Projects highlighted today include:
  • Meeting evaluations
  • Program registries
  • Data collection follow-up
  • Statewide surveys
  • Fidelity monitoring
  • Patient follow-up
  • Education assessment
  • SMS data collection

• This is NOT a how-to presentation on Qualtrics, rather some examples of how CSBR has used Qualtrics to collect data in an applied setting.
Qualtrics Basics – Let’s get on the same page

• **Projects** (a.k.a. questionnaires)
  • Your data collection instrument, made up of questions that may be divided into blocks and manipulated with logical statements. The combination of questions, blocks, and skip/display logic can make very complex questionnaire designs easy.

• **Contacts** (a.k.a. panels)
  • Potential respondents and their contact information organized into lists.
  • Respondents in lists can be sent unique links that ties their information to their responses.

• **Distribution**
  • Anonymous links
  • Unique links (tied to panels)
    • Both can be used once or multiple times, depending on how you set it up
  • SMS, QR Codes, Social Media tracker links, etc.
Post-meeting Evaluation – How did it go?

• Purpose:
  • Collect feedback from attendees and non-attendees of a large, state-wide NSF project’s annual meeting
  • Feedback is to be used to enhance future meetings

• Pros to using Qualtrics:
  • Easy to reach the target population as the invitee list was provided by the project staff
  • Easy to display only questions that were aligned with their attendance status
Display This Question:

If Did you attend any part of the 2015 Annual Meeting of the Iowa NSF EPSCoR Project? Yes is Selected

Q3

Did you attend any of the events on Day 1 (Monday, July 27) of the 2015 Annual Meeting?

- [ ] Yes
- [ ] No
- [ ] Decline to answer

Display This Question:

If Did you attend any of the events on Day 1 (Monday, July 27) of the 2015 Annual Meeting? Yes is Selected

Q4

How informative were the following portions of Day 1 of the 2015 Annual Meeting to you as an EPSCoR participant?

- Community College and 4-Year College Collaborations Panel & Q&A
- Kinwood Wind Turbine and Energy Training Center Tour
- Sustainable Village and Energy Traveler Tour
- Seed Grant Recipient Presentation
- Management Team Meeting
- SEE Review Meetings

Display This Question:

If Did you attend any of the events on Day 1 (Monday, July 27) of the 2015 Annual Meeting? Yes is Selected

Q5

Comments on Day 1 activities:
Display This Question:

If Did you attend any of the events on Day 2 (Tuesday, July 28) of the 2015 Annual Meeting? Yes is Selected
Or Did you attend any of the events on Day 1 (Monday, July 27) of the 2015 Annual Meeting? Yes is Selected

Indicate your agreement/disagreement with each of the following statements.
As a result of the 2015 Annual Meeting, I am ...

- More knowledgeable about the research being conducted by the Iowa NSF EPSCoR project.
- Better prepared to collaborate with other Iowa NSF EPSCoR participants.
- Better able to meet the expectations of the Iowa NSF EPSCoR project regarding Broader Impacts.
- Better understand the challenges/issues in collaborating with 2-year Community Colleges and 4-year Colleges.

What comments, if any, do you have about the venue for this year's meeting?

How could the event have been improved to be more beneficial for you?

What was the most informative part of the day?
Program Registry – Logging Programming Activities

• Purpose:
  • To collect the varied activities of participants in an NSF grant that occurred in its first two years of existence. This would help identify participants that need assistance in evaluating their program(s).

• Pros to using Qualtrics:
  • Survey flow allowed us to set up a number of programming options per year, contingent on their responses and our expectations.
  • Minimized burden on participants with fewer programs.

• Cons:
  • This was prior to the file upload option, but would not be a problem now. File upload would have allowed us to look at submitted project or program documents directly.
Q7  Program's Target Audience (check all that apply)
- Undergraduate students
- Graduate students
- Junior faculty (Assistant or Associate professor)
- Senior faculty (Professor)
- Higher Education administrators
- K-12 teachers
- Community college instructors/staff
- Community college students
- High school students
- Junior high school students
- Elementary school students
- Business/Industry representatives
- Legislative staff or elected officials
- Other (please specify)

Q8  Please provide a brief description, including program goal(s) and location.

Q9  Please provide participant information:
- Total number of participants

Q10  Program dates (mm/dd/yyyy)
- Program Start Date
- Program End Date
Data Collection Follow-Up

• Purpose:
  • Collect photographs and ask brief questions about the data collection process
  • Part of a large-scale assessment of tobacco retailers across the state

• Pros to using Qualtrics:
  • The file upload option worked well for photographs
  • Straightforward instrument, tested well with cell phones
  • In case of spotty cell service in areas across the state:
    • respondents had paper backups they could enter in later (direct conversion from paper to online mode)
    • responses were saved until the instrument was completed
Please enter the following information about your most recent store audit:

Q1
- Auditor ID Number
- Store ID Number
- Start Time (HH:MM)
- End Time (HH:MM)

Q2
During your audit
- Were you questioned by the store staff?
- Did you get pushback from the store staff?

Q3
When, if ever, did you provide the store staff with the information / contact card?
- DURING the audit
- AFTER the audit
- Did not provide a card

Q4
Did you think that providing the information / contact card was helpful?
- Yes
- No
- Not Sure

Q5
Please upload the photo of the exterior of the store

Q6
Please upload the photo of the exterior advertisements
Please enter the following information about your most recent store audit:

Auditor ID Number
Store ID Number
Start Time (HH:MM)
End Time (HH:MM)

During your audit

- Were you questioned by the store staff? [Yes] [No] [Not Sure]
- Did you get pushback from the store staff? [Yes] [No] [Not Sure]

When, if ever, did you provide the store staff with the information / contact card?

DURING the audit
Statewide Survey – Multi-Family Housing

• **Purpose:**
  • Use online methods to enhance collection of attitudes and experiences of property managers or landlords of multi-family housing in Iowa related to secondhand smoke.

• **Pros of using Qualtrics:**
  • Easy translation from paper questionnaire to online instrument
  • Straightforward data collection
  • Streamlines data cleaning process and removes data entry step
  • Providing link allows us to contact individuals without sending additional mailings
The University of Northern Iowa Center for Social & Behavioral Research (CSBR) is conducting this survey for the Iowa Department of Public Health to learn more about your opinions on secondhand smoke in multifamily housing in Iowa.

The questionnaire should take 10-15 minutes to complete and you are free to skip any question you do not want to answer.

Participation is voluntary and your responses will be kept confidential. In reporting, no identifying information will be stored with your responses. There are no direct benefits for participating; however, your participation in the study is very important to us as your answers will be combined with others to better understand views about secondhand smoke and smoking policies in multifamily housing in Iowa. Findings from this project may be used or combined with other future findings. Risks are minimal and similar to those typically encountered in day-to-day life.

If you have questions about this study, please contact Dr. Mary Losch, Director of the Center for Social and Behavioral Research, at 319-273-2105 or csbr@uni.edu. Questions about your rights as a research participant may be directed to the UNI IRB Office at 319-273-6148.

Press the "Next" button to agree and continue.

Close your browser to exit.

For all items, please select the answer that best describes your experience and the situation in your building or complex.

What is your position at the property that you operate in Iowa? (Check all that apply)

- Owner
- Property Manager
- Other
- Prefer not to respond

In what county or counties are the units located? (Please list up to 3 counties)

- County
- County
- County
Fidelity Monitoring – Community Adolescent Pregnancy Prevention Programming

• Purpose:
  • CAPP grantees are required to complete fidelity monitoring logs for a portion of their implementations.

• Pros of using Qualtrics:
  • Allows real-time tracking of CAPP activities
  • Grantees do not have to mail paper forms to CSBR
  • Minimizes data entry time and effort
  • Grantees can move around within the fidelity log
  • Allowed us to create curriculum-specific logs
  • Grantees can print off a PDF summary of their responses after submission

• Cons:
  • Grantees cannot do more than one fidelity log at a time.
Fidelity Log Example

- Block 6 (2 Questions)

- Lesson 1: Rights, Respect, Responsibility (12 Questions)

- Lesson 2: Know Your Options (13 Questions)

- Lesson 3: We All Have Rights (13 Questions)

- Lesson 4: Let Me Tell You (13 Questions)

- Lesson 5: Using Technology Respectfully and Responsibly (13 Questions)

- Lesson 6: Our Space Safe Space (13 Questions)

- Lesson 7: Trust It or Trash It (13 Questions)

- General Implementation Questions (17 Questions)
Below is a summary of your responses. Please review your responses for accuracy. If necessary, update anything that is not correct by using the backwards arrow at the bottom of the page. If your responses are accurate, you may download a PDF through the link below or print this page for your records.

When you are ready, click the forward arrow to submit your responses.

Below is a summary of your responses

Definitions:

Curriculum/Program: An evidence-based sexual health education curriculum that is approved by EyesOpenIowa to meet Requirement 1 of the CAPP Grant Program.

Implementation: One full series of lessons/sessions for a curriculum. If the first lesson is taught on April 1 and the final lesson is taught on April 30, all lessons taught in that time period for the curriculum are included in that implementation. If a curriculum is taught to two separate groups of students, each group of students is receiving a separate implementation (2 implementations for the 2 groups).
Gambling Treatment Outcomes Follow-Up

• Purpose:
  • Follow-up with individuals admitted to an Iowa gambling treatment program.
  • Collect information on the treatment services and the individual’s recent life experiences and gambling behavior.

• Pros of using Qualtrics:
  • To adhere to HIPAA laws, we implemented Qualtrics’ authentication feature (a modified version is presented here).
Special Education Assessment

• Purpose:
  • To collect in-class assessment data on literacy instruction among special education teachers in selected Iowa schools

• Pros of using Qualtrics:
  • Allows the respondent to skip around sections during data collection (requires a lot of logic and survey flow manipulation)
  • Respondents can save and/or print a PDF of their responses immediately after assessment submission
You have now completed Domain 2. Would you like to...

- Continue to Domain 1?
- Continue to Domain 3?
- End using the rubric and proceed to view and print the report?

Display Logic (Continue to Domain 1?)

Display this Choice only if the following condition is met:

If Question Q0j What domain w...ke to begin with? Domain 1: Content & Curricular Knowledge Is Not Selected

And Question Q46 You have now ...Id you like to... Continue to Domain 1? Is Not Selected
SMS (Text Message) Data Collection

• Purpose:
  • Collect day-to-day observations from student teachers about their experiences. Part of a larger data collection effort.
  • Trial project for SMS collection.

• Pros:
  • Relatively low cost ($0.01/message)
  • Sensible limitations on questions
  • Easy implementation

• Cons:
  • Lack of metadata
  • No integrated system for sending reminder messages or submitting contact information

• Be warned: There are a lot of legal requirements to consider when collecting data via SMS.
UNI Teacher Education Program Evaluation Contact Information

Please provide your:

- First Name
- Last Name

Please enter your preferred email address:

Please provide your cell phone number:

Are you currently teaching?
- Yes, I am currently teaching
- No, I am not currently teaching

Are you currently in graduate school in education?
- Yes
- No
Q1  Thinking about your teaching day Tuesday, 11/24/2015, how satisfied were you with your performance on: taking advantage of teachable moments?

- Ugh
- Meh
- Okay
- I rocked!

Q2  Thinking about your teaching day Tuesday, 11/24/2015, how satisfied were you with your performance on: "hooking" the students?

- Ugh
- Meh
- Okay
- I rocked!

Q3  Thinking about your day Tuesday, 11/24/2015, how satisfied were you with your performance on: making content relevant?

- Ugh
- Meh
- Okay
- I rocked!
This is a reminder to check your previous texts to reply to Tuesday’s questions from the UNI College of Education. Thank you!