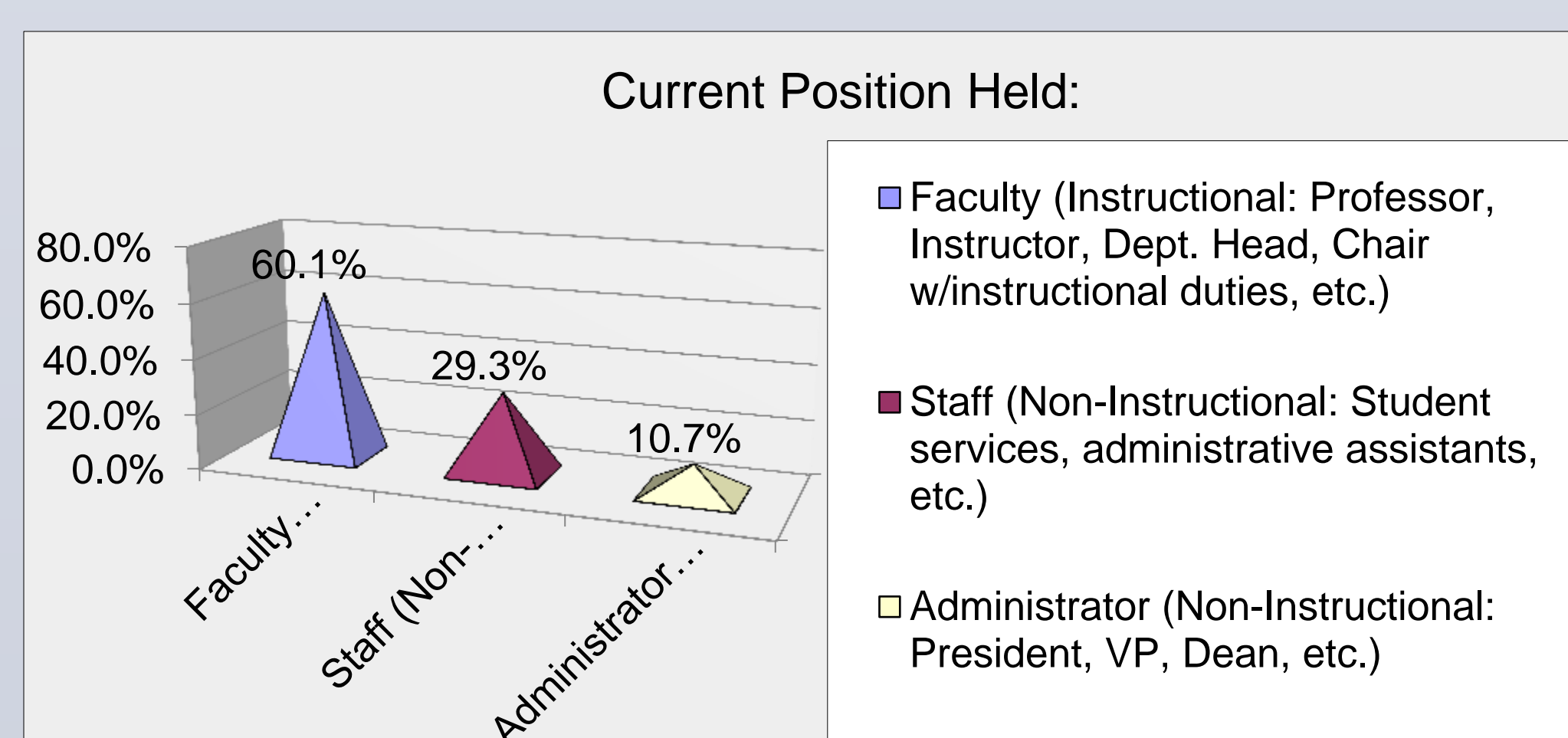
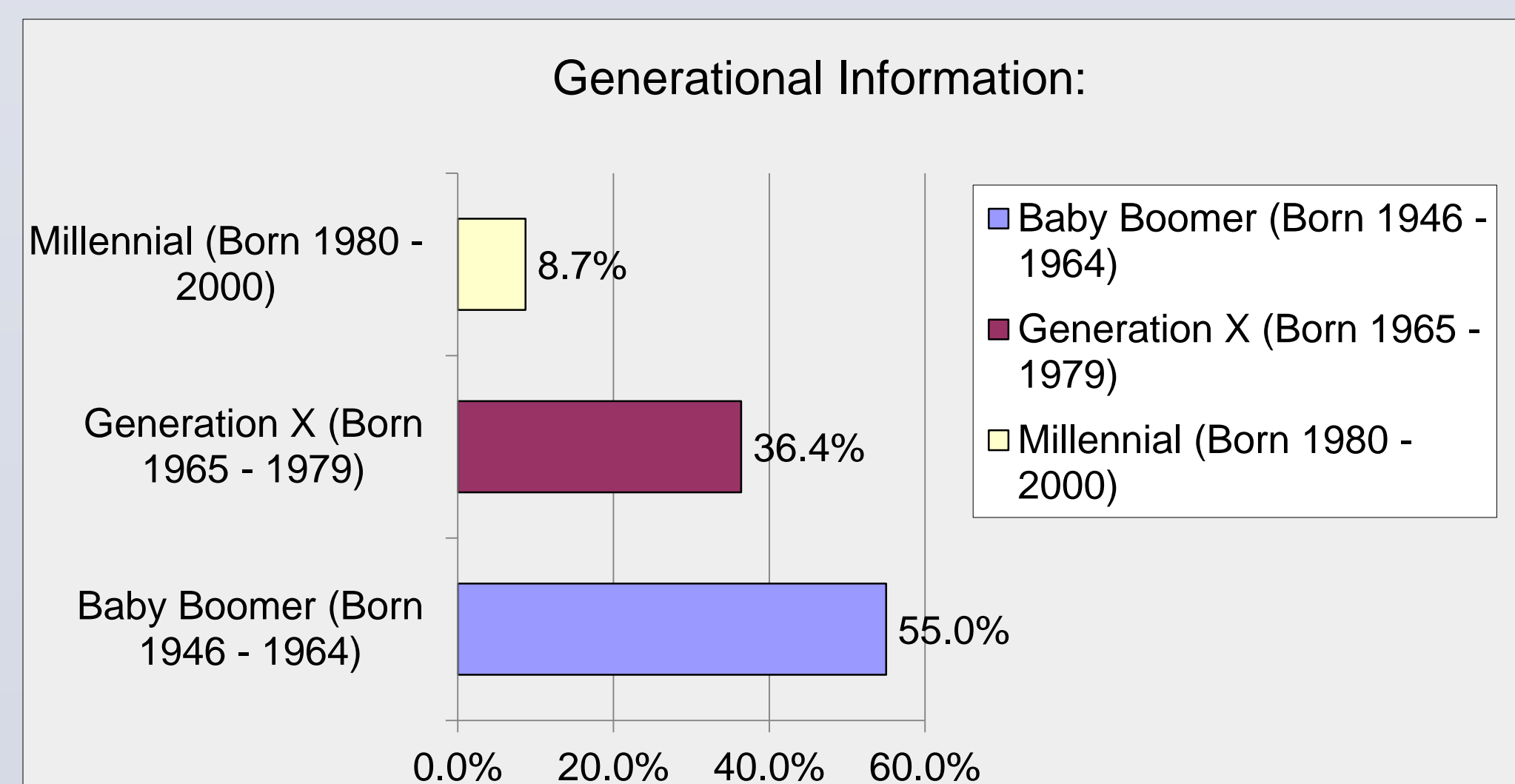
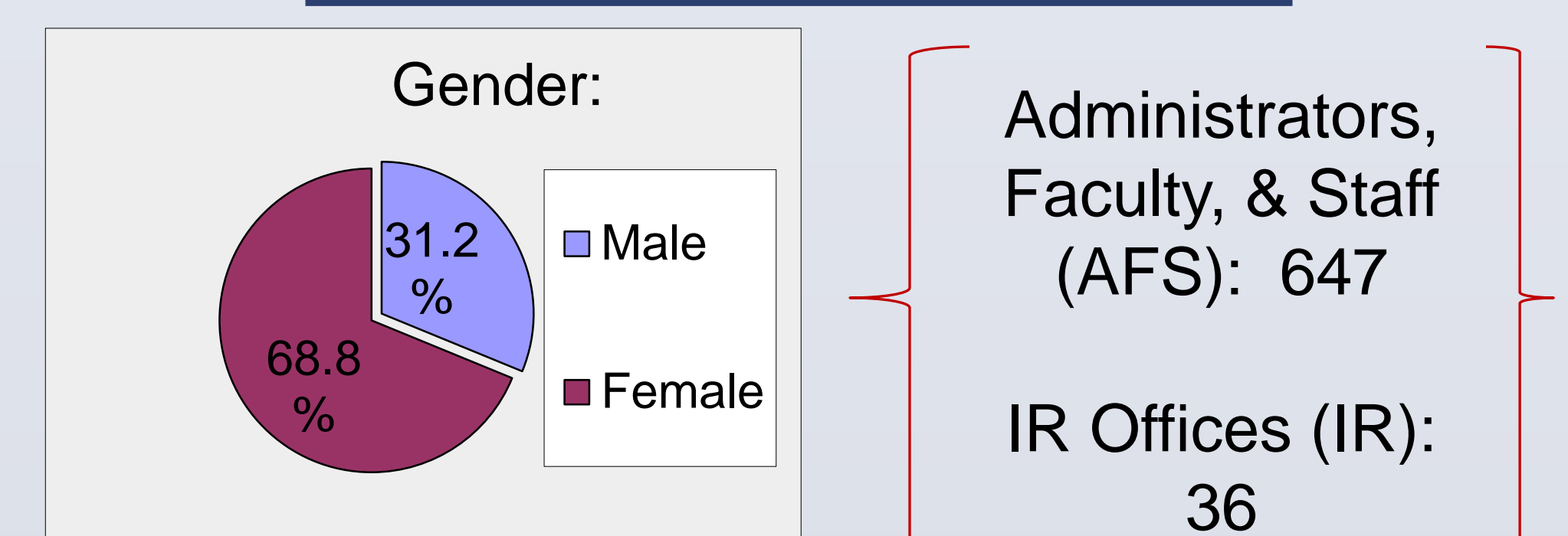


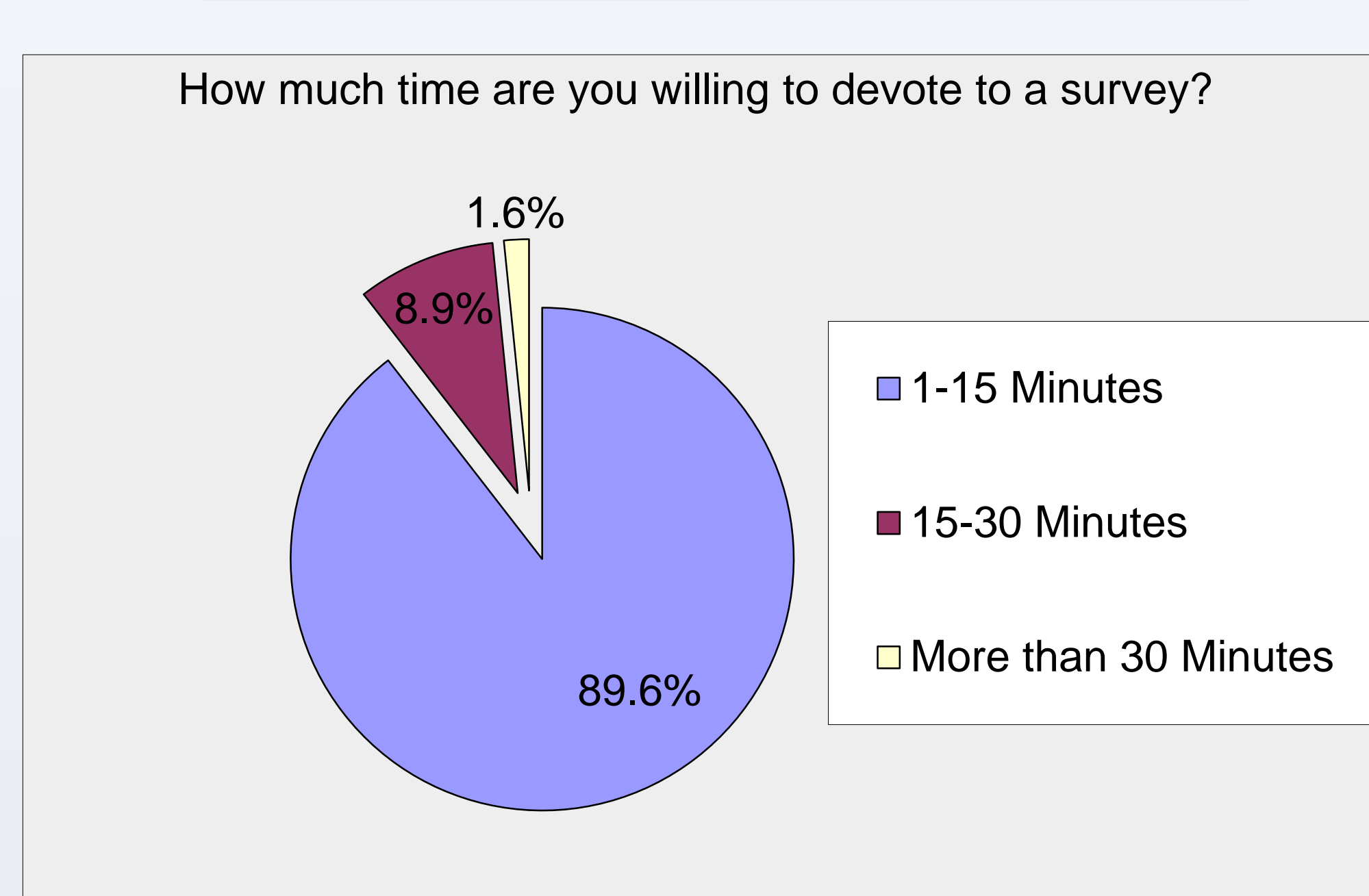
**WHAT THE STUDY ATTEMPTED TO MEASURE:**

Construct	Descriptors
Current practices in responding to surveys	Specific actions taken by individuals to participate or consciously refrain from participation; measurable outcomes such as “as soon as I see a survey, I delete the email” or I am very selective in which surveys I participate...
Perceive the importance of responding to surveys	How does the respondent logically and systematically determine if the survey is important to him/her; can this perception of importance be modified by external means; how does importance (or value) correlate to quality and quantity in survey return rates...
Survey response rates perceived and influenced by institutional research	How do IR Departments perceive response rates, the quality of the responses, and what are they doing to motivate and inspire employees (and students) to participate in surveys and do so with quality as a primary tenet of their responses; what innovative methods are being considered and implemented to increase quantity/quality in survey responses...
Quantity and quality of datasets perceived as impacting institutional decision-making	Do return rates and/or the quality of those returns impact and inform the reviewers and users of the dataset to be fully aware of the influence these datasets have on informed decision-making; how do respondents and IR Departments view this construct, from a positive, negative, and neutral reporting outcome; do lower response rates and lower quality responses, in fact, influence informed decision-making...

**RESPONDENT DEMOGRAPHICS:**

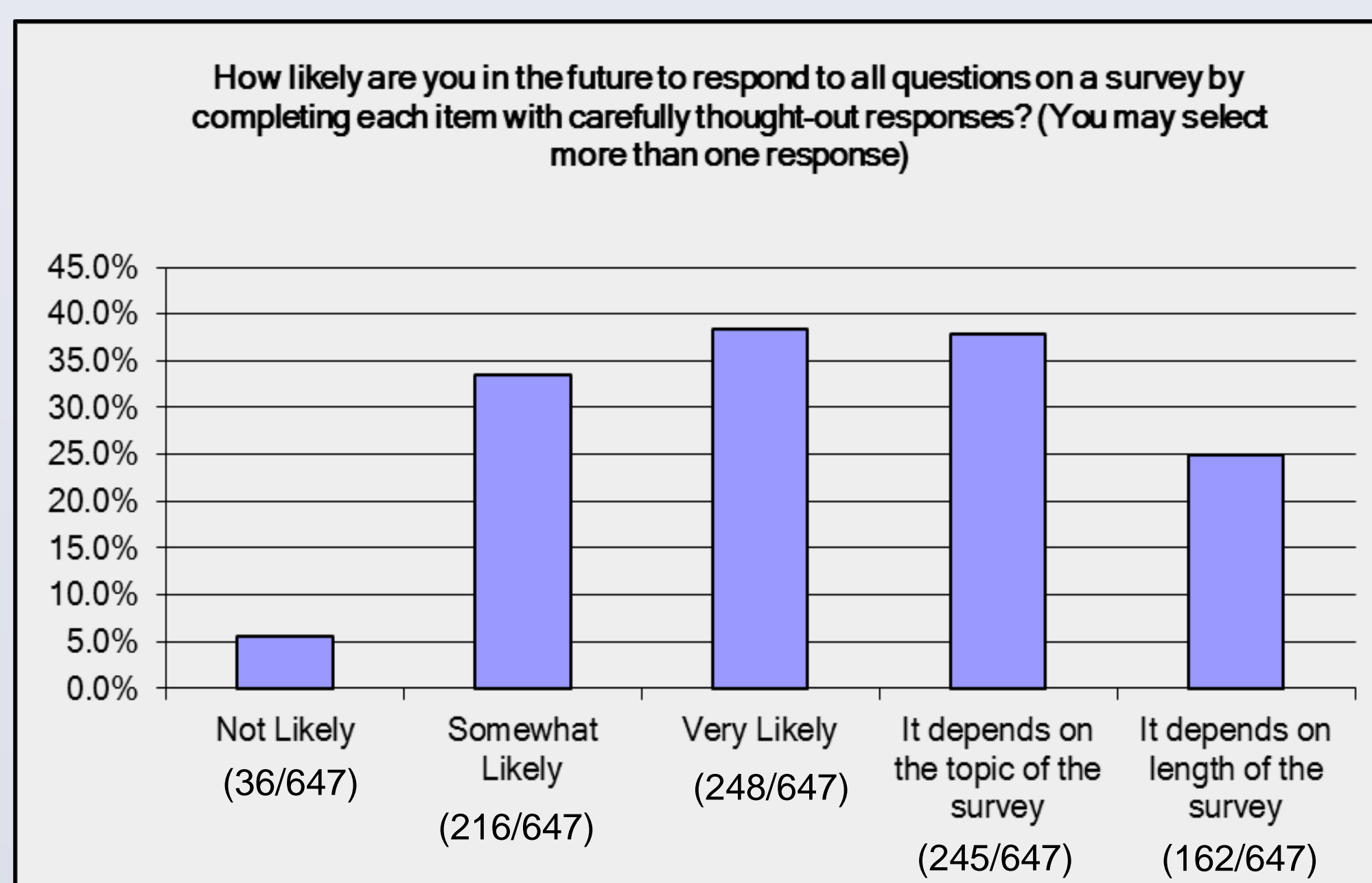


**Administrators, Faculty, & Staff (AFS):**



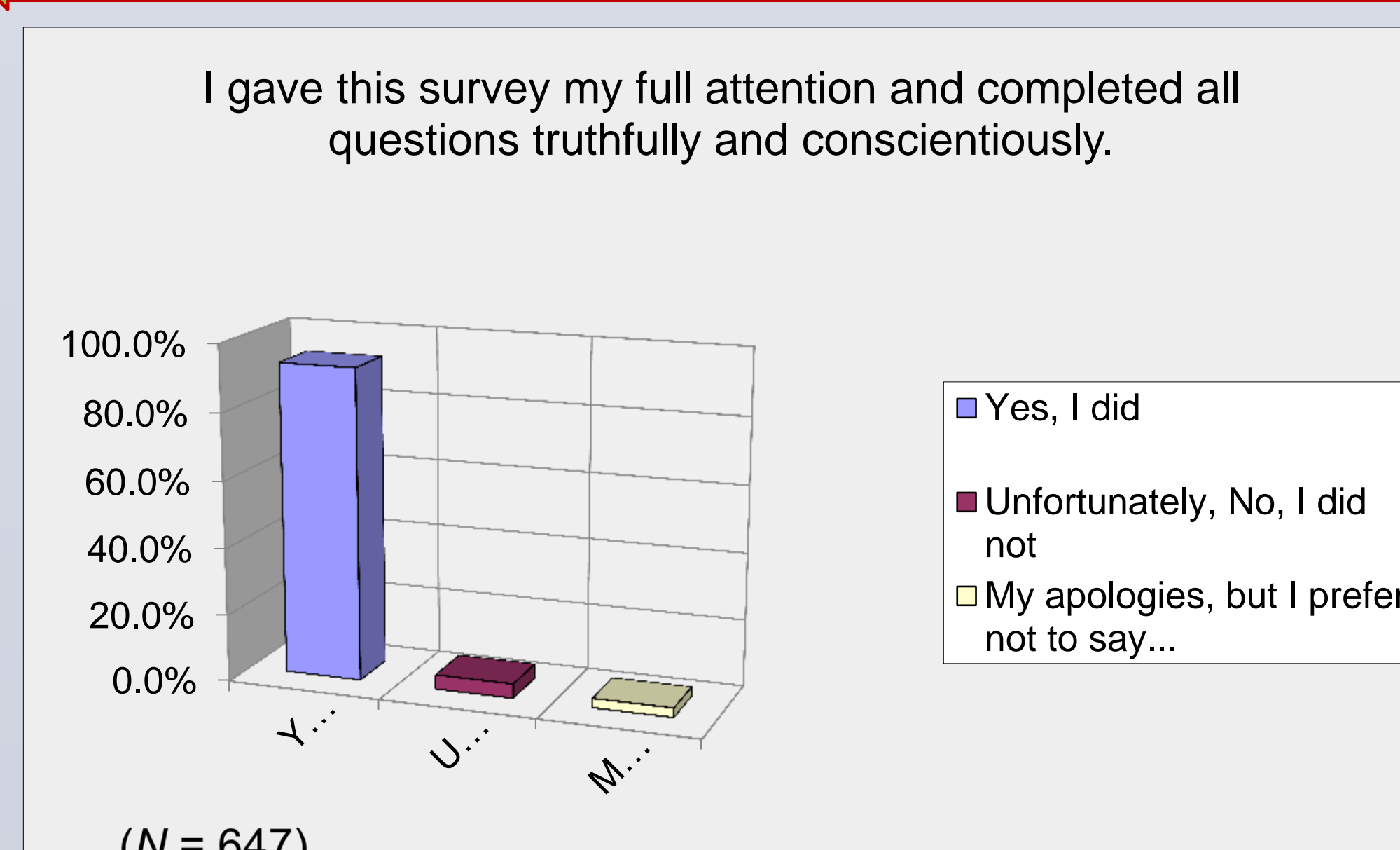
NOTES: (N = 647)

- 90% of the respondents indicated that they would devote no more 15 minutes to respond to and complete a survey;
- Factors/references influencing participation-completion: (a) Time – 390; (b) Length – 89; (c) Change – 53; (d) Relevance – 33; (e) Decisions – 14; (f) Anonymity – 11.



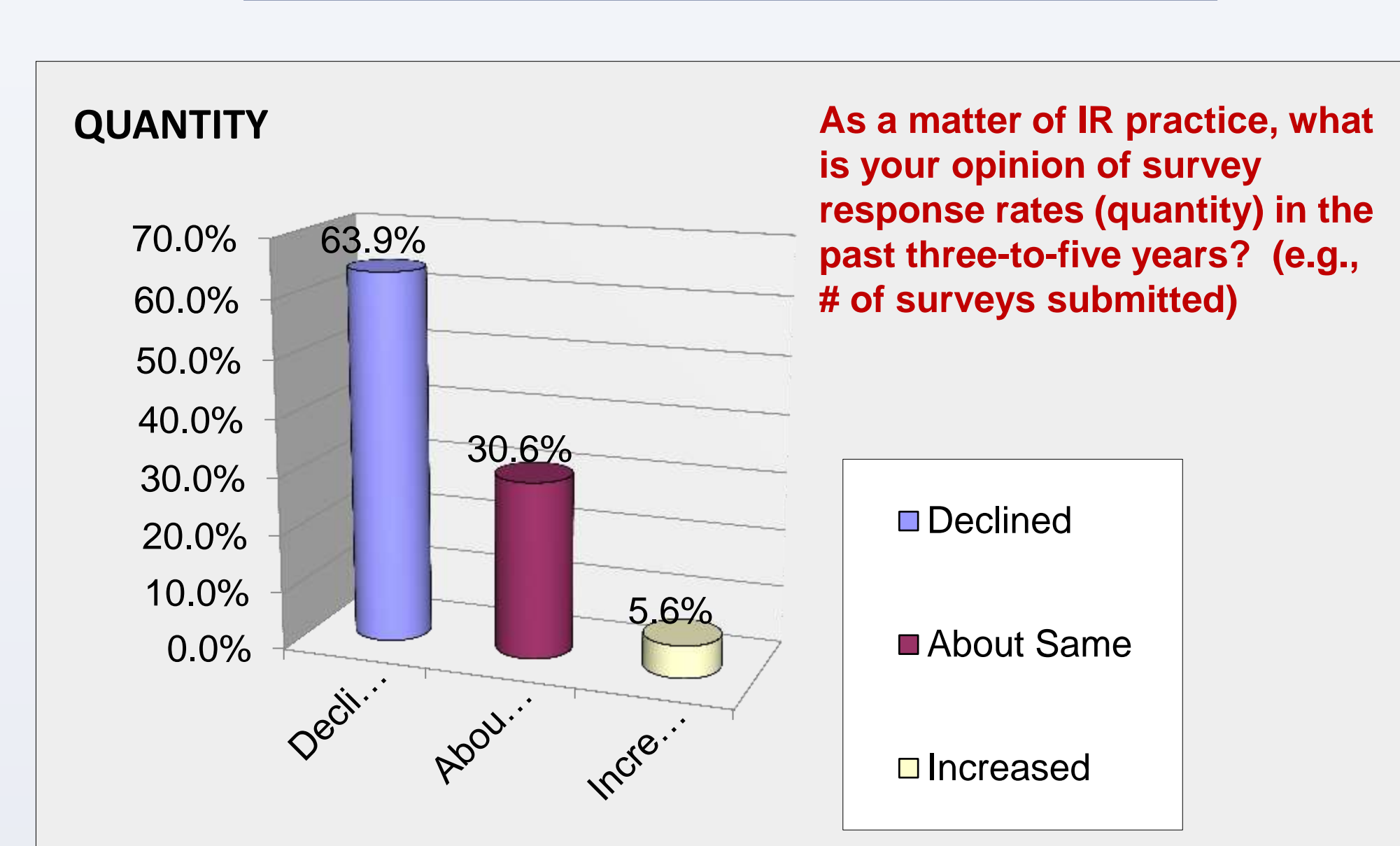
NOTES: (N = 647)

- As reported in this response set, 72% indicated that they would be somewhat to very likely to respond to “all questions” on a survey with “carefully thought-out responses”;
- 63% reported that their completion-participation depended on the topic of the survey, as well as the length of the survey;
- “The thing that would motivate me would be my belief that the responses would actually have an impact and effect change where needed. Another thing would be my belief that the responses were truly anonymous.” (AFS121)**



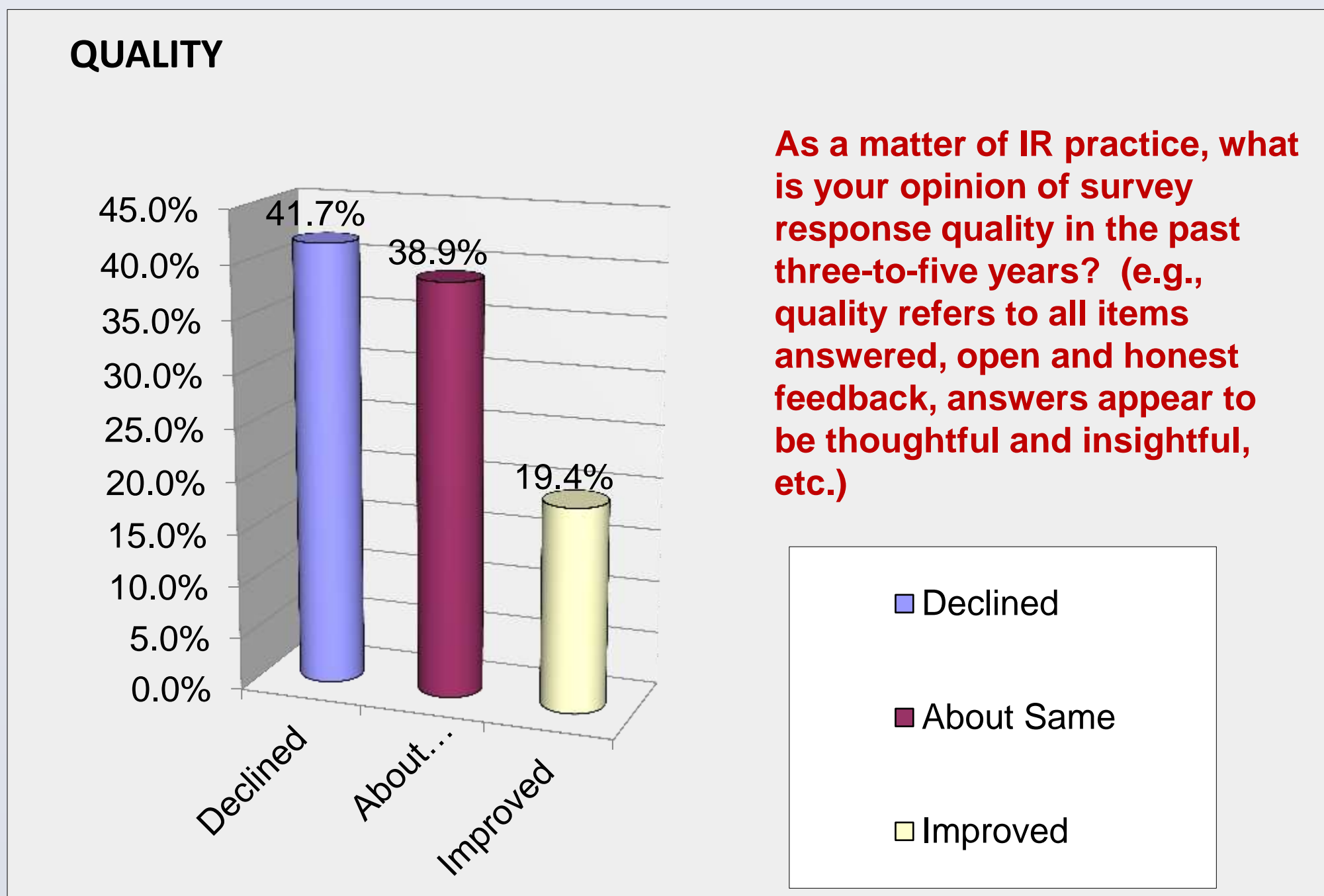
NOTE: 93% participants reported significant effort on the survey

**Institutional Research Offices (IR):**



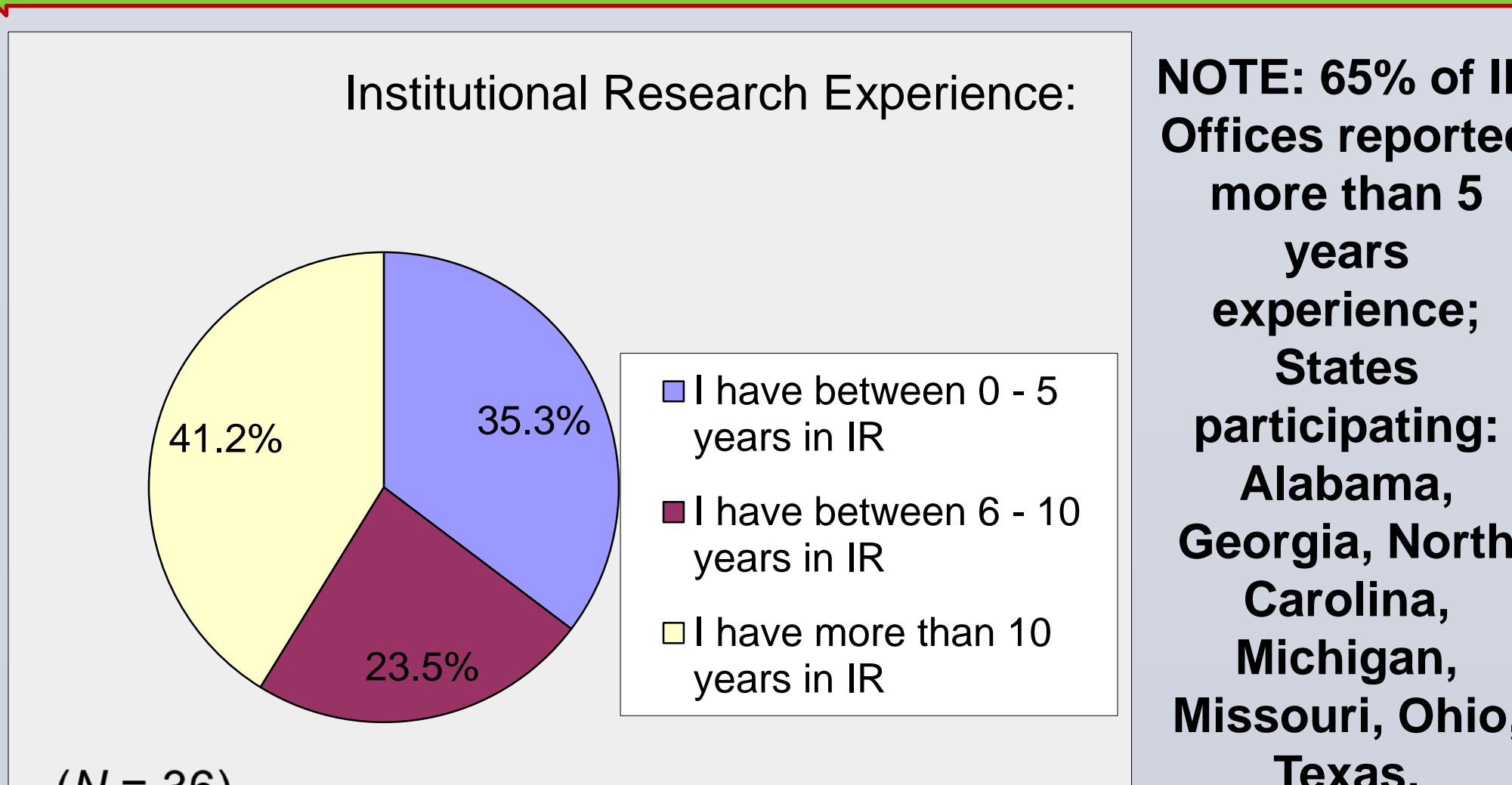
NOTES: (N = 36)

- 64% of the respondents indicated that survey response rates have declined, with 31% indicating rates have remained level; only 6% perceived that return rates have increased;
- “Showing evidence that survey results were in fact used in planning and helping to make decisions would encourage people to complete surveys and be honest in their answers.” (IR21)**

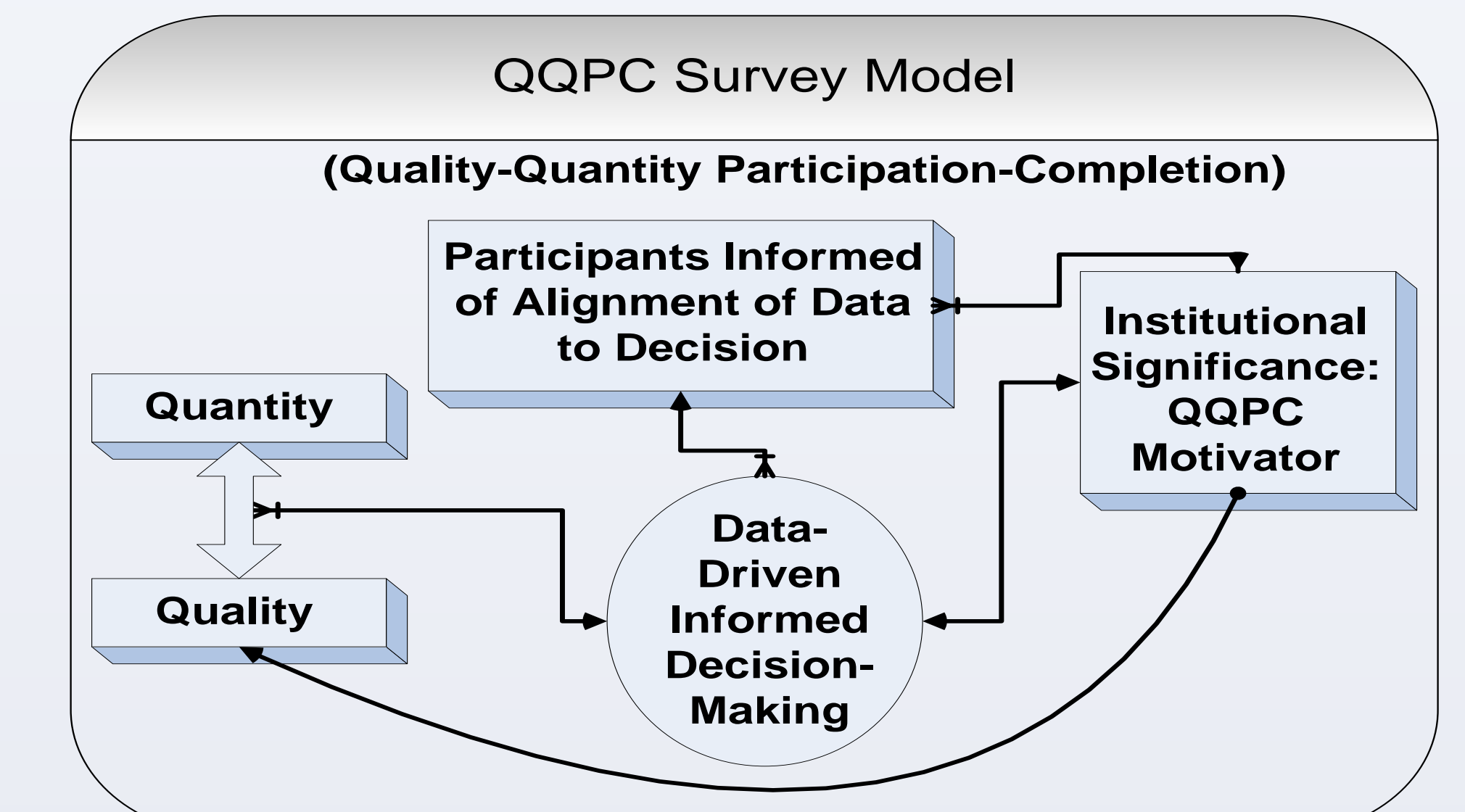


NOTES: (N = 36)

- 42% of the respondents indicated that the quality of survey responses has declined, with 39% indicating little change; about 20% perceived that survey quality has actually improved;
- “Survey incentives are quite often helpful, but not always necessary. Communication between administration, faculty, and students is the key to a successful surveying process. All parties must understand the importance of the survey and comprehend how survey results relate to the ongoing process of improvement in order to collect meaningful data. Otherwise, it is a fruitless effort.” (IR17)**



**RESEARCH MODEL & OUTCOMES:**  
(Refer to Executive Summary Handout for DETAILS)



**SAMPLE PARTICIPANT COMMENTS & SUGGESTIONS:**  
(AFS: 1800 Comments; IR 62 Comments)

**IR8:** “Use online surveys, assure anonymity, make questions very precise and use examples, if needed . . . also, use surveys for only important issues rather than relatively unimportant things. To the extent possible, demonstrate that survey results are used in making future changes.”

**IR17:** “My experience is that faculty and administration fail to use data because they don’t understand the ins and outs of it. They also don’t have a bunch of time to interact with the data so they tend to make decisions from their own experience and look for data to back up their experience. My staff are much more interested in looking at data and then making decisions. Faculty/staff are comfortable with taking surveys generated by the IR office because they trust us to keep them anonymous. They are not so trusting of surveys generated by other offices.”

**IR29:** “Lack of trust can be a real issue. Also, lack of using the results to make improvements creates an attitude that their opinion doesn’t matter. Need to look at the hard numbers and ask questions?? Then use it!!”

**AFS292:** “If the survey takes longer than indicated in the initial solicitations, I will likely not complete it.”

**AFS478:** “I have some measure of hope that my perspective is helping to improve things in some small way by giving my superiors my honest appraisal of things.”

**AFS507:** “If the survey was about a meaningful, serious, important subject and not about a bunch of useless garbage I would consider answering the survey questions with best quality response I was able to manage.”

**AFS642:** “A topic that is not only of interest to me but also may yield data that is important in my job. A survey that is short enough and simple enough so that I can complete in less than 15 minutes. Finally, if I was directed by my supervisor to carefully complete the survey.”

**How important are these factors in negatively impacting the quality and quantity of survey participation?**

	Not Important	Somewhat Important	Important	Very Important
Lack of motivation to complete ‘another survey’	0%	12%	41%	47%
Busy schedules limiting time for survey completion	3%	21%	56%	21%
Survey participant identification	27%	18%	39%	18%
Responses being used ‘against’ participants	36%	15%	33%	15%
Skepticism surveys actually result in change	0%	15%	29%	59%
A lack of trust between employees and administration	12%	27%	38%	24%
The lack of incentives to promote participation	27%	30%	24%	18%

(N = 36)

STATISTICAL SIGNIFICANCE & VALIDITY/RELIABILITY: Refer to the EXECUTIVE SUMMARY HANDOUT.