

Survey Research Methodology I

Computational Social Science UC3M

Fall 2023-2024

Sebastian Daza

Overview

- Presentations
- Review of syllabus and structure of the course
 - Zotero
 - Github
- **Results from student's survey**
- **Intro to survey methodology**
- **Total survey error framework**

Syllabus

- <https://github.com/sdaza/survey-methods>
- All material will be there (so check it often)
 - Data
 - Code
 - Lectures
 - Assignments and final project
- If you are not familiar with **git**, try using **GitHub Desktop**

Note about code

- Examples and simulations
 - Jupyter notebooks
- I recommend you use **Visual Studio Code**
 - Integrated development environment (**IDE**)
 - <https://colab.research.google.com>
- **Mostly R**
 - `data.table`
 - [More info here](#)

Emojis!

 = Expecting your participation and discussion

 = We will do some live coding

 = Extra knowledge

 = Ninja level

Students' Survey

Response rate

2023: 21 out of 31, 68%

2022: 15 out of 21, 71%

Survey Survey Methodology I

This short form is to learn more about your **interests** and **experience** on surveys.

Thanks for participating!

 sebastian.daza@gmail.com (not shared) [Switch account](#) 

* Required

What is your first name? *

Your answer

What is your last name *

Your answer

What are you most interested in learning about survey methodology?

Your answer

Interests on Survey Methodology

The figure is a word cloud centered around the concepts of data collection and survey research. The most prominent words are 'data' (large black text) and 'survey' (large yellow text). Other significant words include 'designing', 'bias', 'analyze', 'engaging', 'reporting', 'related', 'capture', 'measure', 'recall', 'results', 'asked', 'organisations', 'finding', 'detailed', 'knowing', 'organize', 'behavior', 'person', 'validity', 'analyzing', 'research', 'analysing', 'interest', 'possible', 'creating', 'public', 'design', 'sample', 'publish', 'biased', 'considerate', 'questionnaires', 'people', 'tidiest', 'way', 'non', 'collect', 'biases', 'reliability', 'opinions', 'realty', 'opinion', 'interpreting', 'accurate', 'sample's', 'political', 'patterns', 'doesnt', 'looses', 'get', 'able', 'like', 'able', 'pew', and 'valid'.

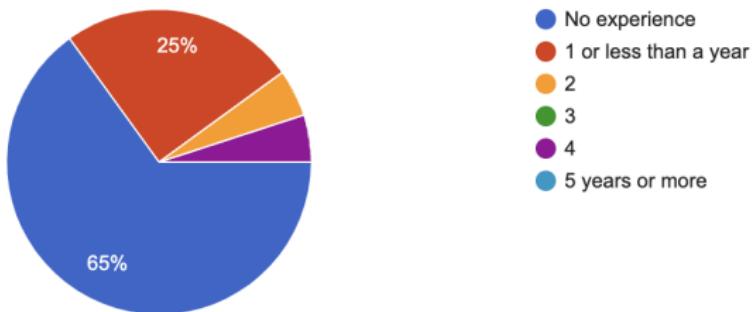
Analyzing and interpreting survey results

Sample design, validity and reliability

Experience: Design

How much experience do you have in conducting or designing social surveys?

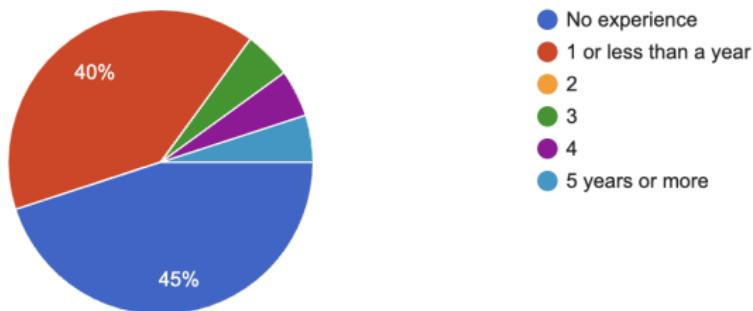
20 responses



Experience: Analysis

How much experience do you have in analyzing social surveys?

20 responses



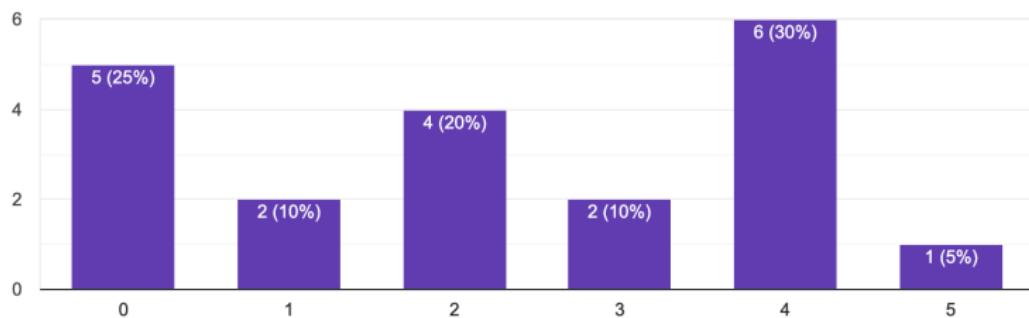
Statistical Power

Mean = 2.487

How familiar are you with the concept of statistical power?

 Copy

20 responses

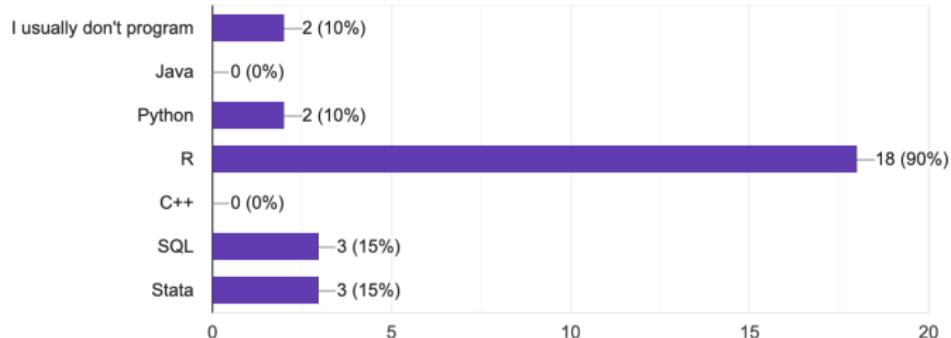


Programming

What languages do you usually use for programming?

 Copy

20 responses

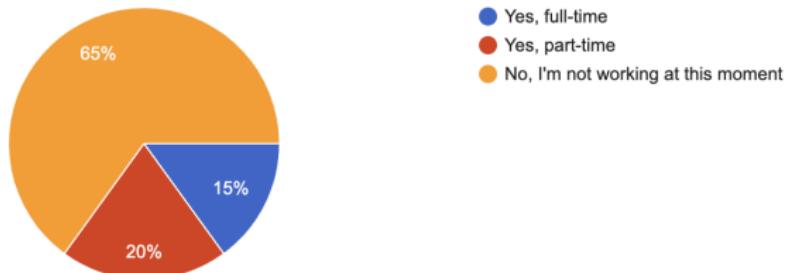


Working

Are you currently working?

 Copy

20 responses



Future Position

A word cloud centered around the word "analyst". Other prominent words include "data", "scientist", "research", "public", "wellbeing", "teaching", "policy", "evaluation", "position", "market", "skills", "improved", "job", "connected", "researcher", "society", "phd", "regardin", "social", "become", "consulting", "pew", "matters", "analysis", "designing", "researchhs", and "study". The words are colored in various shades of orange, green, blue, and grey.

analyst

data

scientist

research

public

wellbeing

teaching

policy

evaluation

position

market

skills

improved

job

connected

researcher

society

phd

regardin

social

become

consulting

pew

matters

analysis

designing

researchhs

study

Intro Survey Methodology

What is all this about?

Seeks to identify principles about the design, collection, processing, and analysis of surveys that are linked to the cost and quality of survey estimates (Groves et al. 2009)

- A scientific field and profession
- Multidisciplinary

Some history

Four basic developments form the core of the modern sample survey method

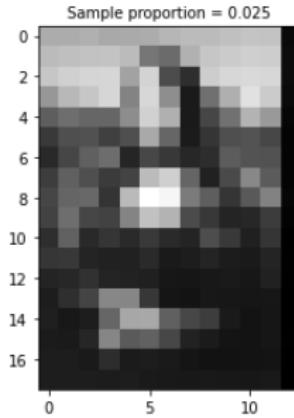
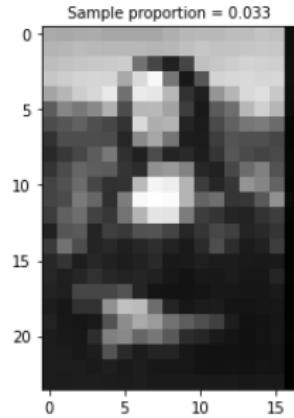
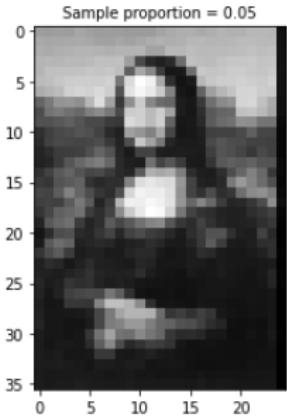
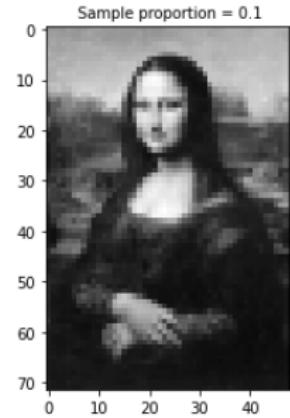
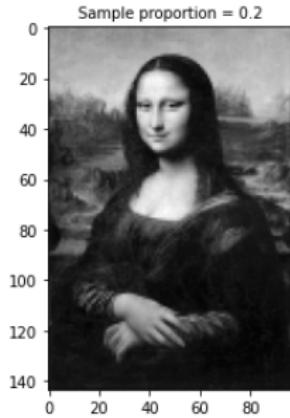
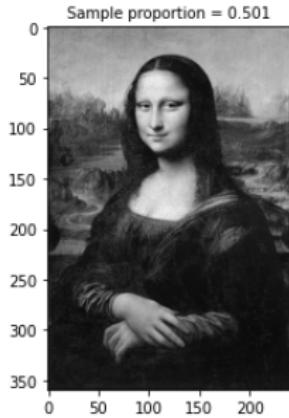
- **Sampling:** from samples → unbiased estimates
- **Inference:** statistics, margins of errors
- **Measurement:** the art of asking questions
- **Analysis:** multivariate, complex survey designs

Some history

Before the development of theories of probability, researchers had no basis for generalizing sample data to estimate population characteristics, so they tended to study the entire population (censuses)

The closer to complete enumeration one could come, the better!

Sampling intuition



Sampling theory adoption

- **Neyman's seminal paper (1934)**: foundation of sampling theory
 - Adoption of Neyman's ideas, however, was slow
- **Market research (1920's)** operated on a completely different model that did not imitate censuses
 - Early product testing asked a convenient set of consumers (samples) to express preferences
- **Political polls** began to appear (1930s) and try to solve the sampling problem with quota methods
- Survey research did not begin to enter universities until the late 1930s.

Turning point

Without question, the turning point came in 1936, when Gallup's preelection polls, based on carefully drawn but relatively small (quota) samples of the US population (~ 5000 respondents), correctly predicted Roosevelt's victory, while the Literary Digest poll, based on millions of straw ballots mailed to known phone subscribers and Literary Digest subscribers, forecasted a victory for Republican Alf Landon. This David versus Goliath contest showed that a carefully implemented age, sex, and region quota sample was superior to a low-return (about 15%) mail survey covering better-off households.

Setback to move forward

Political polls drew renewed attention when they failed to predict the outcome of the 1948 election pitting the incumbent Truman against popular New York governor Dewey. They did show evidence of a late Truman surge, but even the final Gallup and Crossley polls forecast Dewey as the victor, albeit by a steadily decreasing margin. Investigation into what had gone wrong concluded that the quota sampling approach was partly to blame. Multistage area probability samples (with a random selection of respondents within households) developed at the Census Bureau, became the sampling method of choice, and remain so now.

Evolution

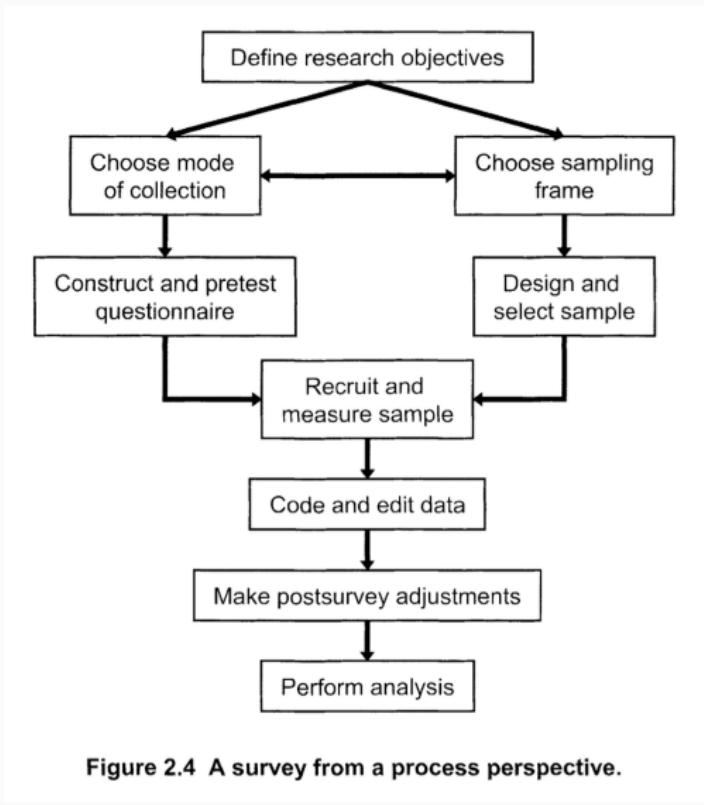
- By the late 1960s, the sample survey had become well-established as the method of choice for much data collection in social sciences
- Many reputable departments have local survey research centers
- **American Association of Public Opinion Research (AAPOR)**
 - *Public Opinion Quarterly*
 - Integrate commercial/polling and academic research
- **Inter-University Consortium for Political and Social Research (ICPSR)**
- **Council of American Survey Research Organizations (CASRO) ~ Market research**

Landscape (in the US)

- **Academia**
 - NORC (Chicago)
 - SRC (Michigan)
- **Private**
 - RTI International (North Carolina)
 - Westat (Maryland)
 - RAND (California)
 - Pew Research Center
- **Government**
 - US Bureau of the Census
 - Bureau of Labor Statistics
 - National Center for Health Statistics
- **Media polls**
 - Major political polls
 - ABC News, IPSOS, CBS News, Fox News, NYTimes

Would you like to conduct a survey?

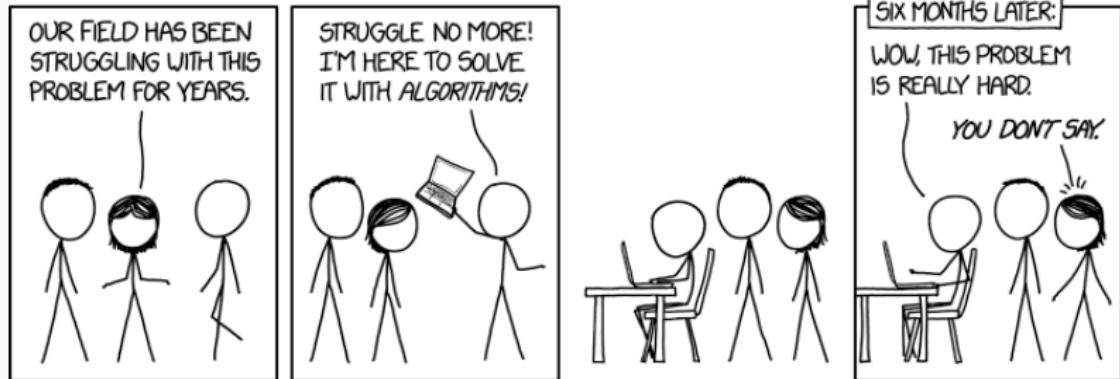
Many decisions



Many Decisions

- Making a **broad range of decisions** regarding various aspects of a survey.
- These decisions can potentially influence the **accuracy of estimates** derived from surveys.
- Surveys, conducted in **unregulated environments of the real world**, can be influenced by these settings.

Complexity of social problems



The problems of social science are hard not just for social scientists but for everyone, even physicists

Key Challenges

- Optimize the use of available resources.
- Balance investments across all survey components to **maximize** the value of the resulting data.
- Instead of focusing on **only a few elements** of a survey, consider **all elements** as a whole - a **total survey error approach**.
- Be aware of numerous trade-offs.

All surveys are not created equal

Total survey error

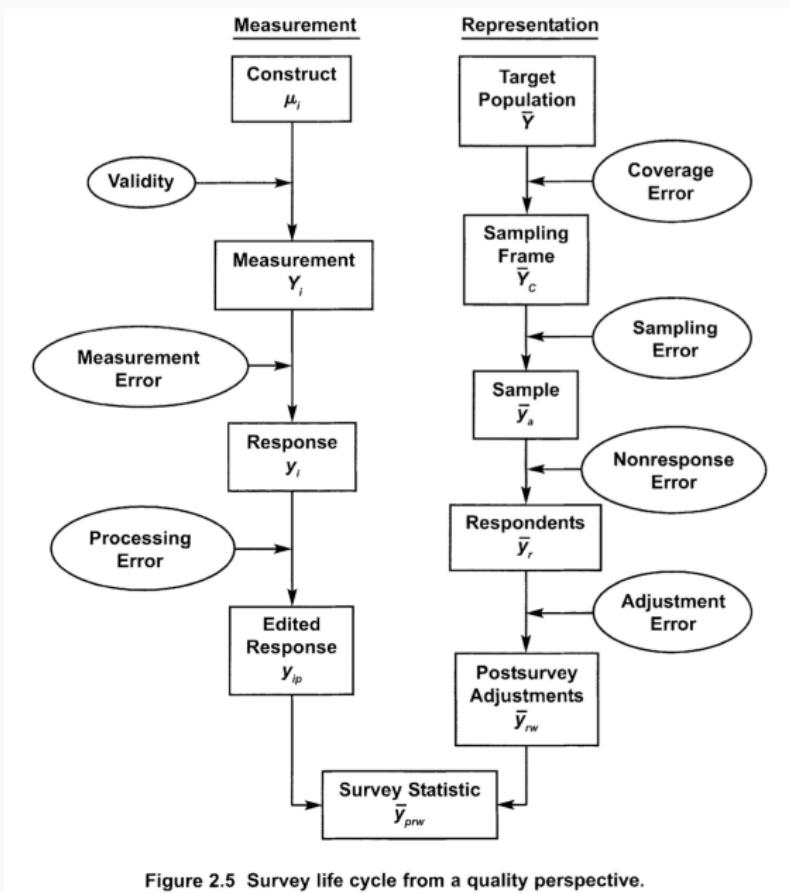
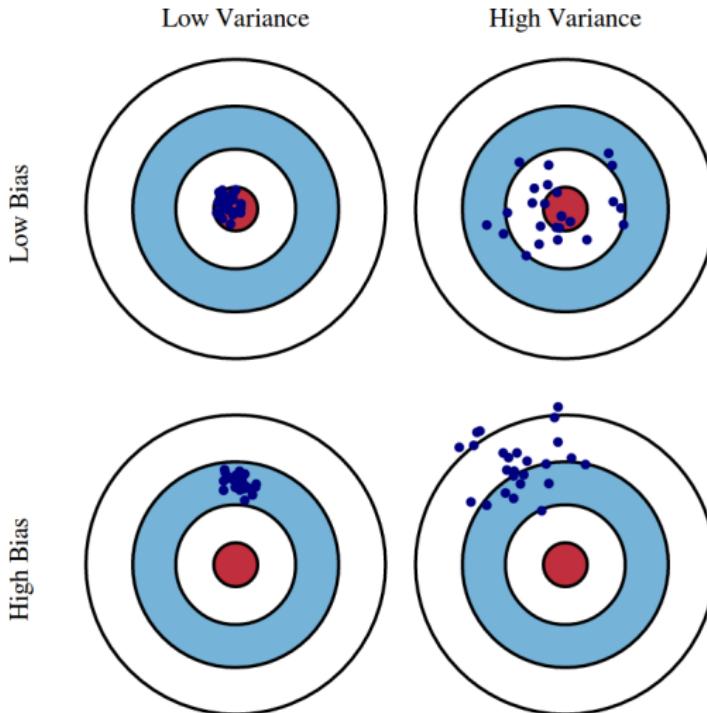
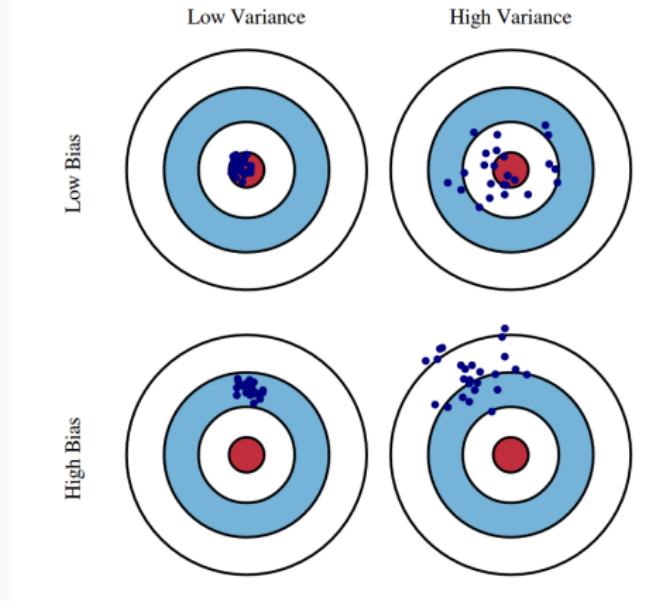


Figure 2.5 Survey life cycle from a quality perspective.

What do we mean by error? 🤔



What do we mean by error?



- **Bias:** the difference between expected value (e.g., measures) and the true value being estimated
- **Variance:** how variable your measures are

What kind of error?

$$y_i = \mu_i + \epsilon_i$$

- y_i : the observation for characteristic y for unit i
- μ_i : true value of the characteristic of interest
- ϵ_i : observation error (which may be positive for some individuals and negative for others)



Let's move to R a bit...

Error and quality perspective

We can focus on total error and accuracy, but there are also other dimensions...

Survey quality is a complex and multidimensional concept

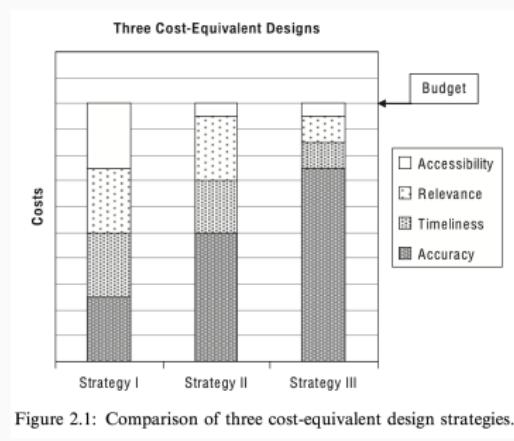


Figure 2.1: Comparison of three cost-equivalent design strategies.

The goal is to minimize total survey error subject to cost constraints while accommodating other user-specified quality dimensions

Real request 😱

The government of your country, by direct order of the president or prime minister, asks you to conduct a weekly opinion survey that evaluates the government's approval, as well as the opinion of citizens on current issues and public policy. The results report should be on the president's desk by 5 pm every Sunday.

What design would you propose?

What criteria would you prioritize?

How would you verify that the survey works well?

How much would it cost?

Total survey error

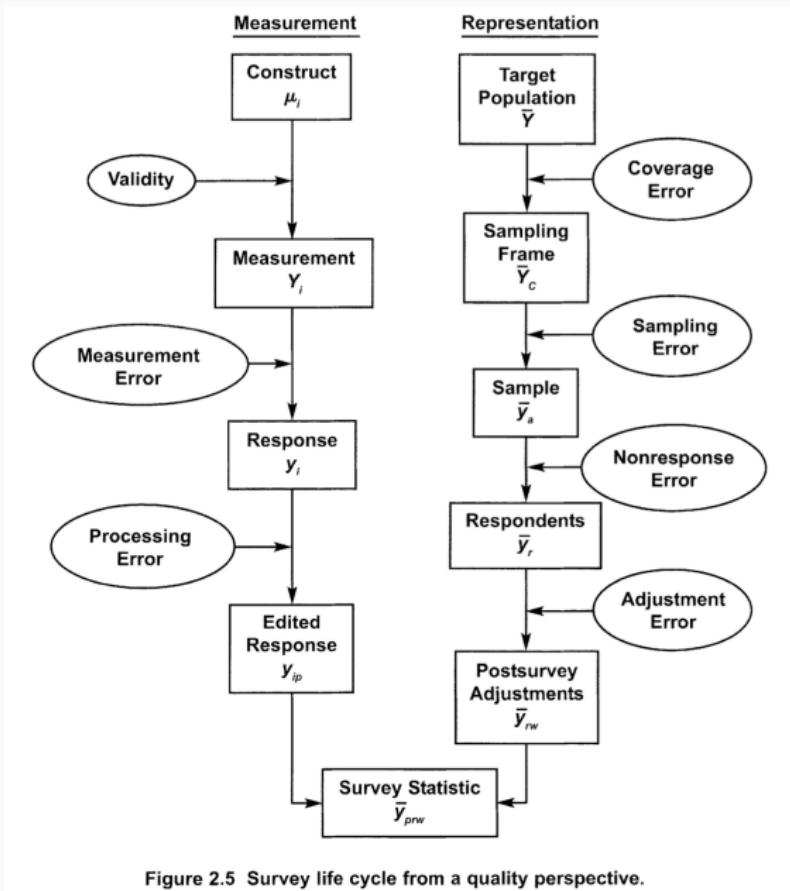


Figure 2.5 Survey life cycle from a quality perspective.

Processing error

Census and Survey Processing System (CSPro)

CSEntry (Application: MyEntry - Data: MyData.dat)

File Mode Edit Navigation View Options Help

File <Adding Case>

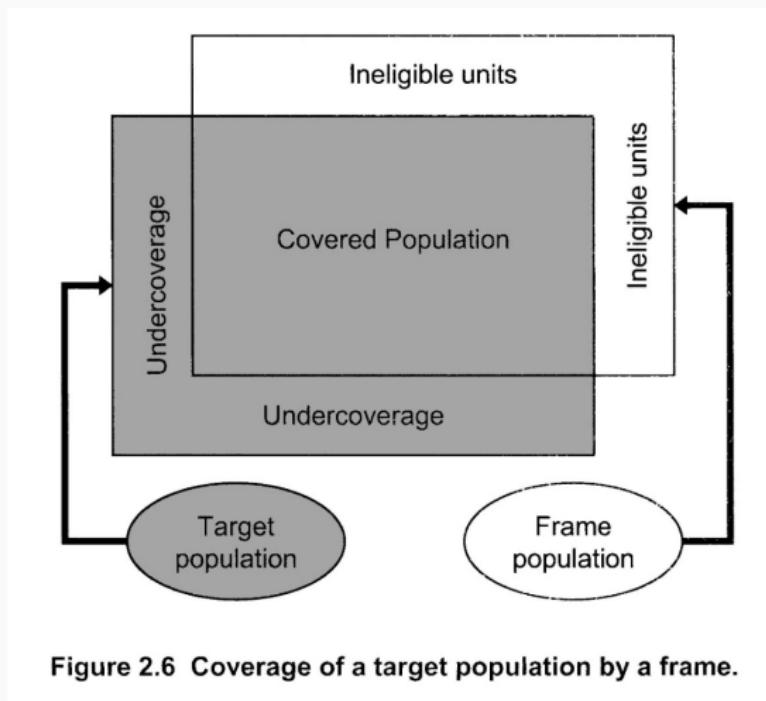
exercise 04 02 entering data marital status

	age	sex	marital status
1	48	1	1
2	42	2	1
3	10	1	2
4	8	1	2
5			
6			
7			
8			
9			
10			

For Help, press F1 No Partials ADD Field = AGE

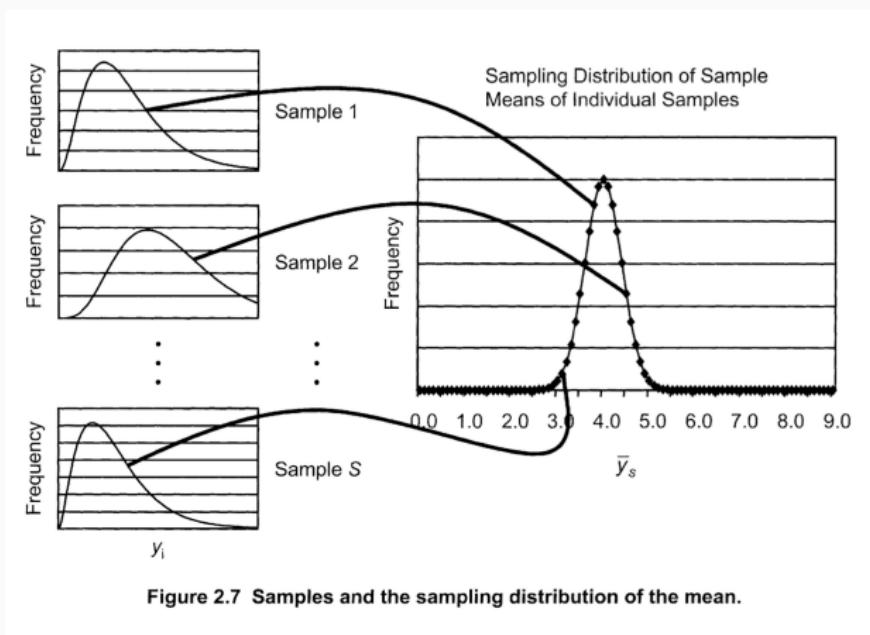
Coverage error 🤔

Systematic vs random distortion?



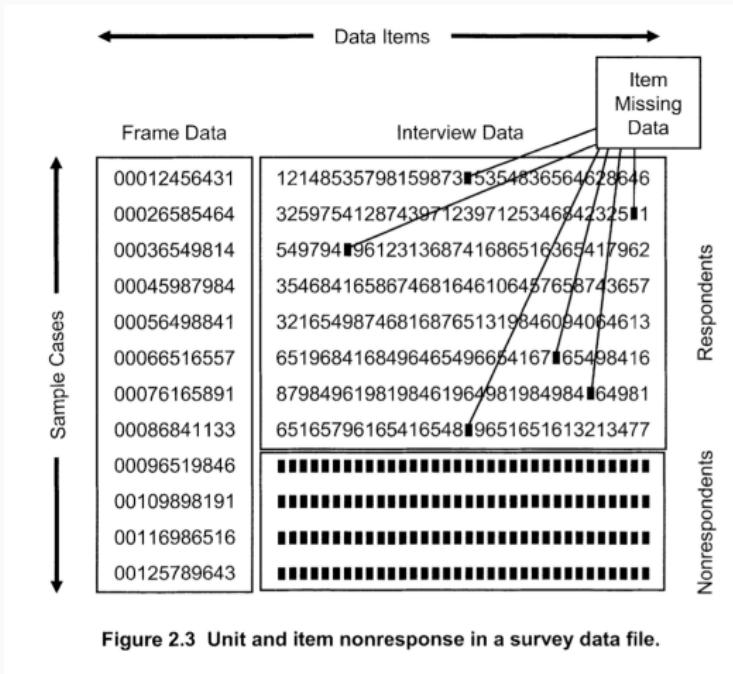
Sampling error 😐

Systematic vs random distortion?



Let's move to R...

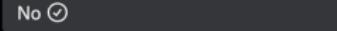
Non-response error



 **Elon Musk** 
@elonmusk

...
Reinstate former President Trump

Yes  51.8%

No  48.2%

15,085,458 votes · Final results
1:47 AM · Nov 19, 2022 · Twitter for iPhone

231.9K Retweets **76.6K** Quote Tweets **796.1K** Likes

 Tweet your reply 

Elon Musk  @elonmusk · Nov 19
Replies to @elonmusk
Vox Populi, Vox Dei

 27.4K  26.9K  305.5K  

Elon Musk  @elonmusk · 21h
134M people have seen this poll

 16.2K  14K  247.8K  



Michael Saylor ⚡ @saylor · 2h

...

Replies to [@elonmusk](#)

With 116.6 million followers, your polls are starting to become statistically significant. What if Twitter had an "All Users" poll that you could push to every single twitter account to find out what the entire network is thinking, with no particular adverse selection? 🤔

706

902

17.8K



Elon Musk ⚡ @elonmusk · 1h

...

When polls are about a significant question, even those who don't follow me tend to hear about it. That said, I agree with the idea of an all-user poll. Should also be an all-user by country poll.

2,580

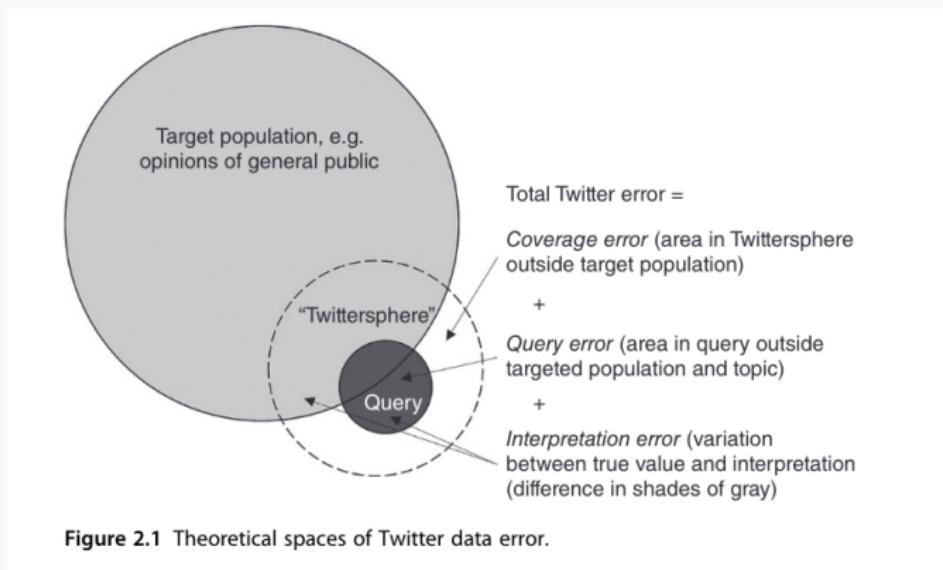
1,870

34.4K



Twitter Error

- Coverage error
- Query error
- Interpretation error



Big data

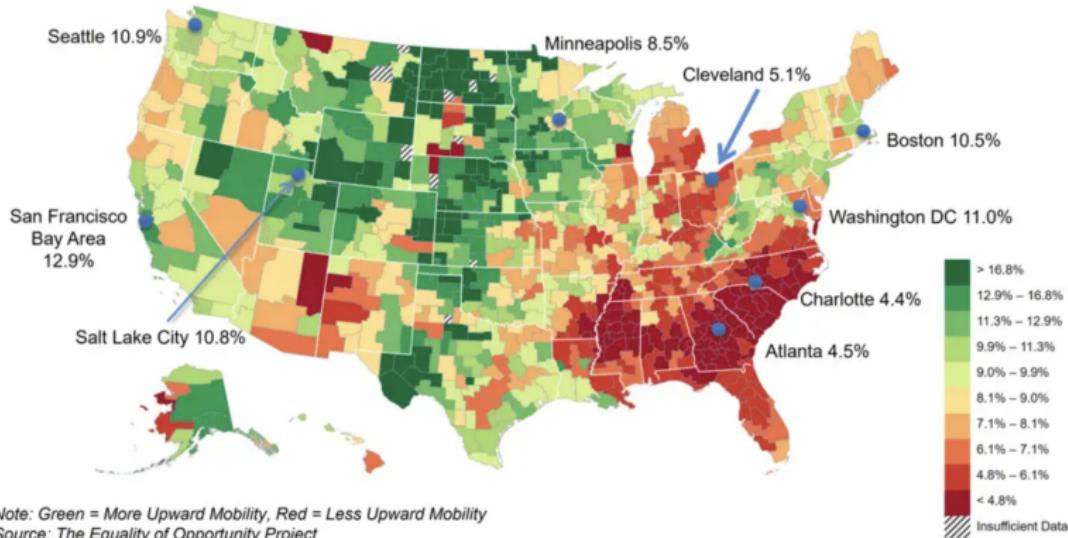
- Volume
- Variety ~ unstructured data (images, text)
- Velocity
- Veracity (tricky)
- Variability (models, meaning)
- Value
- Visualization

Big data alone is not enough!

Linkage (enhancing survey data)

The Geography of Upward Mobility in the United States

Chances of Reaching the Top Fifth Starting from the Bottom Fifth by Metro Area



Raj Chetty

Total Error Wrap-up

Total survey error

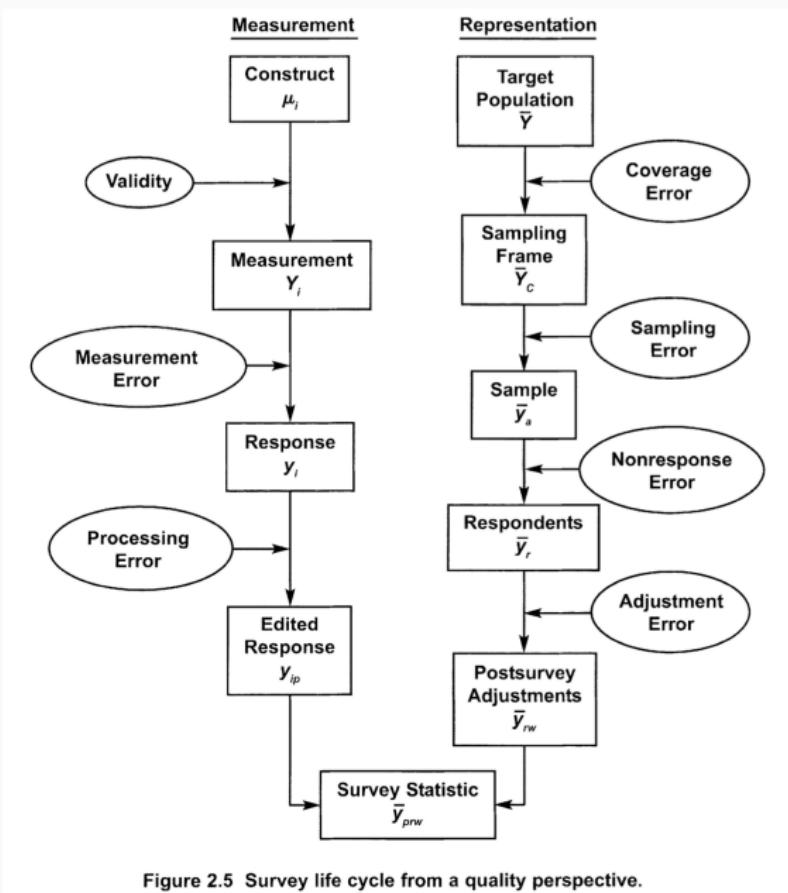


Figure 2.5 Survey life cycle from a quality perspective.

Non-sampling errors

Table 2.1: Five major sources of nonsampling error and their potential causes.

Specification error	Frame error	Nonresponse error	Measurement error	Processing error
<ul style="list-style-type: none">• Data elements do not align with objectives• Invalidity• Questions lack relevance for the research purposes	<ul style="list-style-type: none">• Omissions• Erroneous inclusions• Duplications• Faulty information	<ul style="list-style-type: none">• Whole unit• Within unit• Item• Incomplete information	<ul style="list-style-type: none">• Information system• Setting• Mode of data collection• Respondent• Interview• Instrument	<ul style="list-style-type: none">• Editing• Data entry• Coding• Weighting• Tabulation

Systematic versus random errors

Table 2.2: The risk of random errors and systematic errors by major error source.

MSE component	Risk of random error	Risk of systematic error
Specification error	Low	High
Frame error	Low	High
Nonresponse error	Low	High
Measurement error	High	High
Data Processing error	High	High
Sampling error	High	Low

Which errors could be impacted? 🤔

Identify which error sources might be affected

Include or exclude institutionalized persons (e.g., residents of hospitals, prisons, and military group headquarters) from the sampling frame in a survey of the prevalence of physical disabilities in Spain

Which errors could be impacted? 🤔

Identify which error sources might be affected

*To use self-administration of a mailed questionnaire
for a survey of elderly Social Security beneficiaries re-
garding their housing situation*

Which errors could be impacted? 🤔

Identify which error sources might be affected

Reduce interview costs by using existing office personnel to interview a sample of patients of a health maintenance organization (HMO), and thus increase the sample size of the survey. The topic of the survey is satisfaction with the medical care they receive.

HMO = Medical insurance group that provides health services for a fixed annual fee

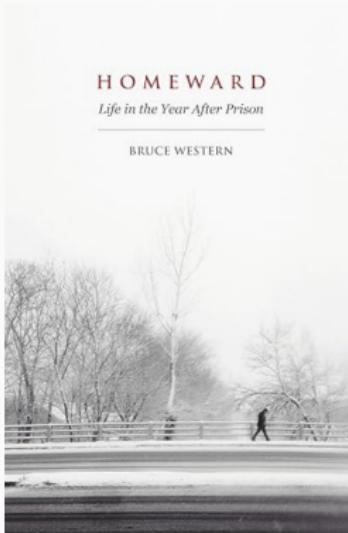
Error sources from design decisions 🤔

Identify which error sources might be affected

Extend interviewing on a survey of the use of childcare facilities by parents of young children from the originally scheduled period of January 1-May 1, to the new schedule of January 1-August 1

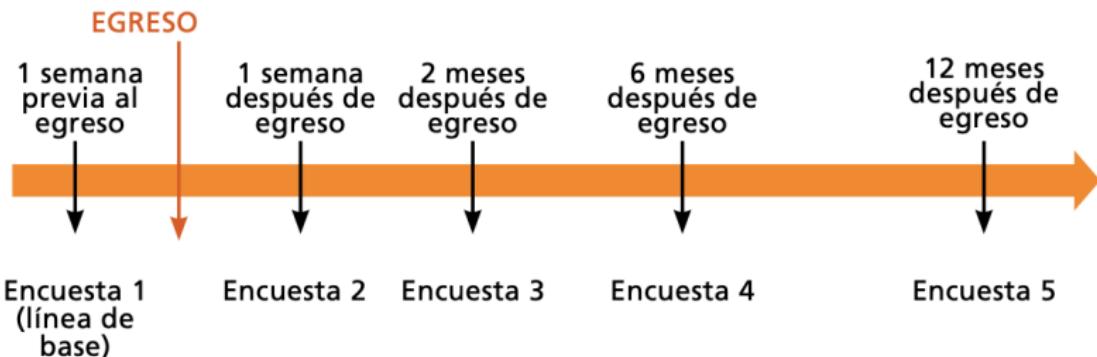
Example: Chilean Women Reentry Study

Process that individuals go through when transitioning from incarceration back into the community



Study Design

- 225 women released 2016-2017 (parole or complete sentence)
- Chilean women who served custodial sentences of at least 30 days
- Baseline + 4 measurements in a year since release
- Life calendars (12 months)
- Mixed methods



Study Design

- Focus on **reducing attrition**
- **Why is this relevant?**
- Other studies:
 - *Returning Home*: retention between 32% and 69%
 - *Boston Reentry Study*: retention of 91%

Tabla 3.1: Tasa de respuesta

	Línea Base	Primera Semana	Dos Meses	Seis Meses	Doce Meses
Número de entrevistas	225	181	177	197	200
Sin contacto	-	26	31	19	21
Contactada sin encuesta	-	18	17	9	4
Casos perdidos*	-	10	8	3	4
Tasa de respuesta (%)	-	80,4	78,7	87,6	88,9

*Casos perdidos definidos como aquellos que no participan en la entrevista actual y siguientes.

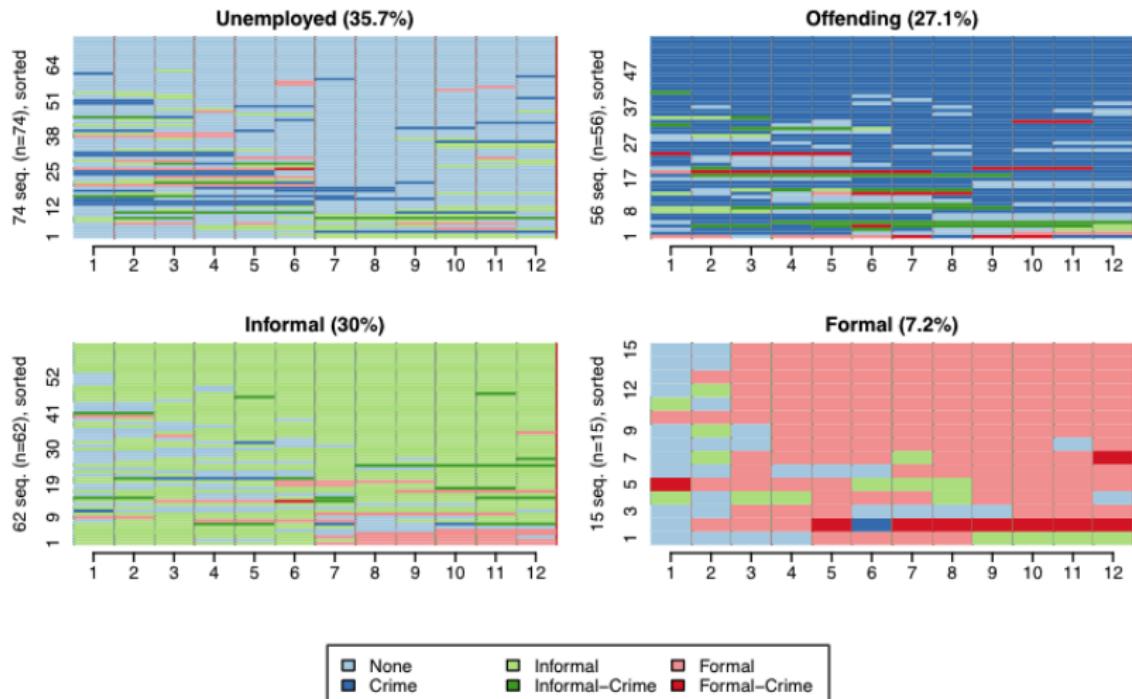
Study Design

- Face-to-face survey
 - Individual characteristics prior to prison, experience in prison, post-release events/experiences
 - Focus on (re)integration topics: housing, work, family and partner relationships, motherhood, criminal activity and drug use, mental health, program participation
 - The application lasted between **1 and 2 hours** and was conducted by trained interviewers
- Qualitative interviews
- Administrative data

Let's look at the questionnaire...

Work trajectories across women 😊

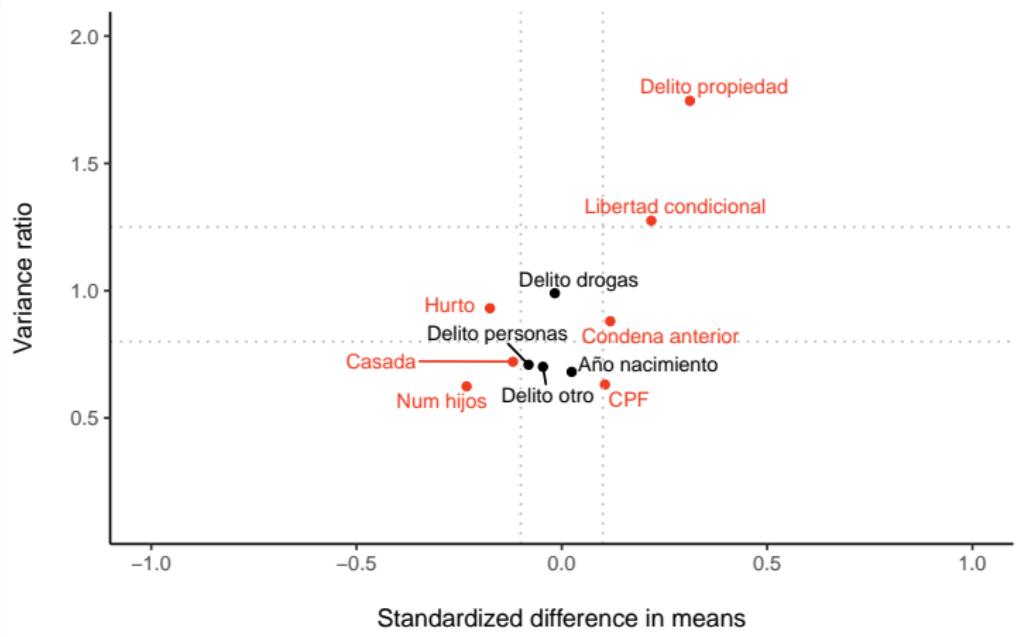
Figure S2: Sequences job-crime categories of women inmates during the first 12 months following their release by four employment-crime clusters ($N = 207$)



Total survey error assessment 🤔

- What areas of error do you think are the most important in this study?
- What would you have done differently?

Nonresponse error (baseline)



Using survey data and “big data” 🤔

Lookiero: Would users keep more than 5 items?

We need to simulate scenarios and cannot do AB testing (too expensive and slow)

- **Issues:** Uncertainty and not much data...
- **But wait!** Marketing conducted a survey in France, about 500 users
 - **Question:** Would you like more than 5 items? Would you keep them?
 - I got the answers from the marketing team

Using survey data and “big data” 😊

A simple model to predict answers of users (survey), and simulate scenarios

- Random Forest

- Predict if users will keep more than 5 items versus not
- Features (covariates) = historical data (15)
- Cross-validation (k-fold) + Balanced class
- Small sample size = 449 users

- Performance metrics

- Accuracy = 61%
- Precision = 68%
- Recall = 74%

A simple model to predict answers of users (survey), and simulate scenarios

- Simulation

- Impute the values for all french users (coarse solution)
- Binomial model with over-dispersion
 - Probability of keeping items
- We simulate the behavior of users based on the estimated probability

What are the limitations of this approach?

Introduction to sampling

Probabilistic sampling

We know the probability of selection of each unit of the sampling frame

- Simple random sampling (SRS)
- Stratified sampling
- Cluster sampling
- Multi-stage design

Non-probabilistic sampling

We DO NOT KNOW the probability of selection of each unit of the sampling frame

- Convenience sampling
- Quota sampling
- Judgmental or purposive sampling
- Snowball sampling

For instance, street corner interviews will be...

Frequentist

[repeat repeat repeat]

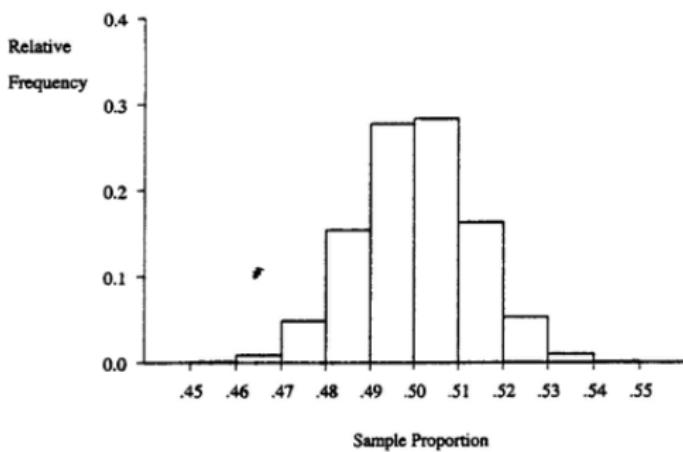


Sampling distribution

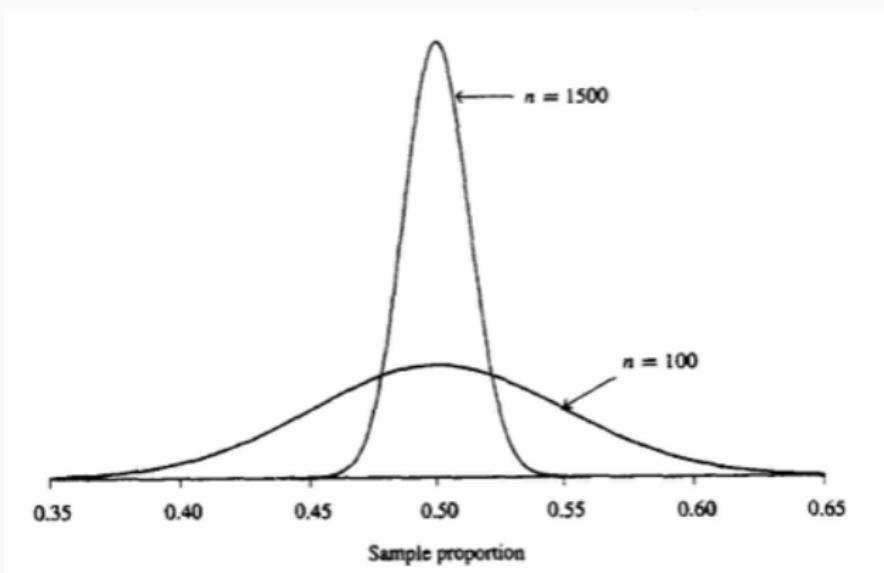
We repeat (random) sampling to get a theoretical set of possible values.

But in practice, we only get one sample.

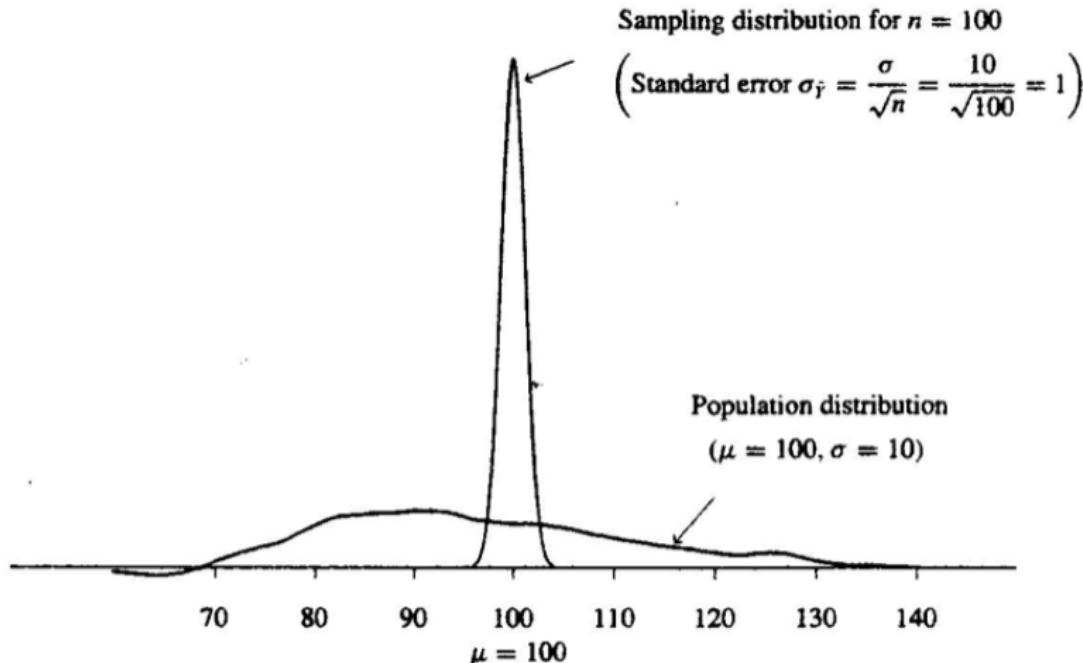
We rest on statistical theory and the properties of repeating sampling infinitely



Sampling distribution



Central limit theorem

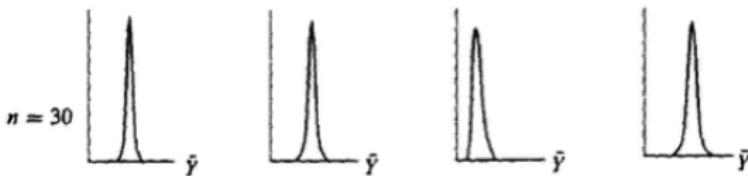
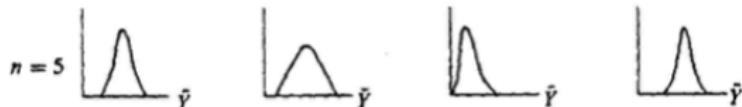
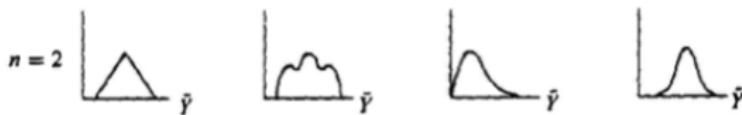


Central limit theorem

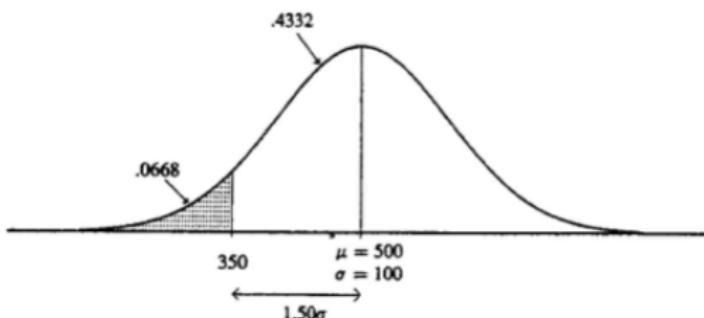
Population distributions



Sampling distributions of \bar{Y}



Central limit theorem

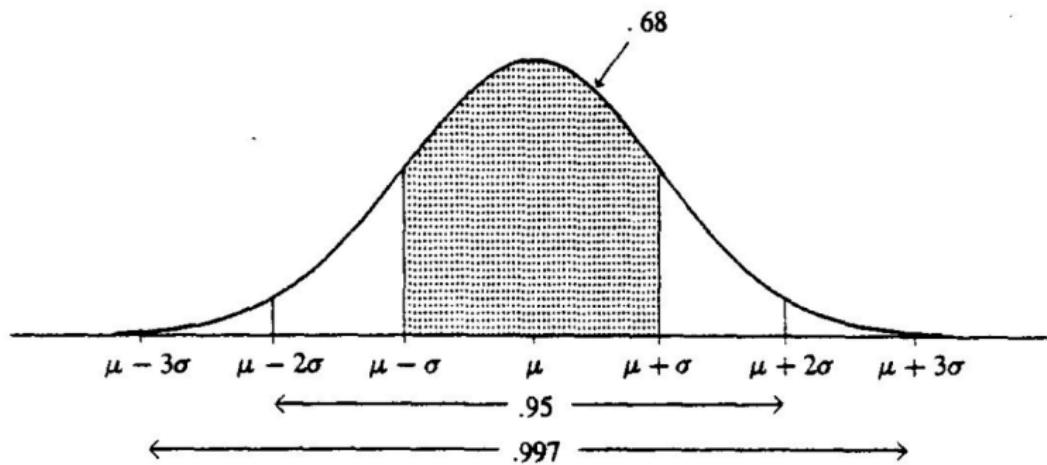


$$z = (350 - 500) / 100$$

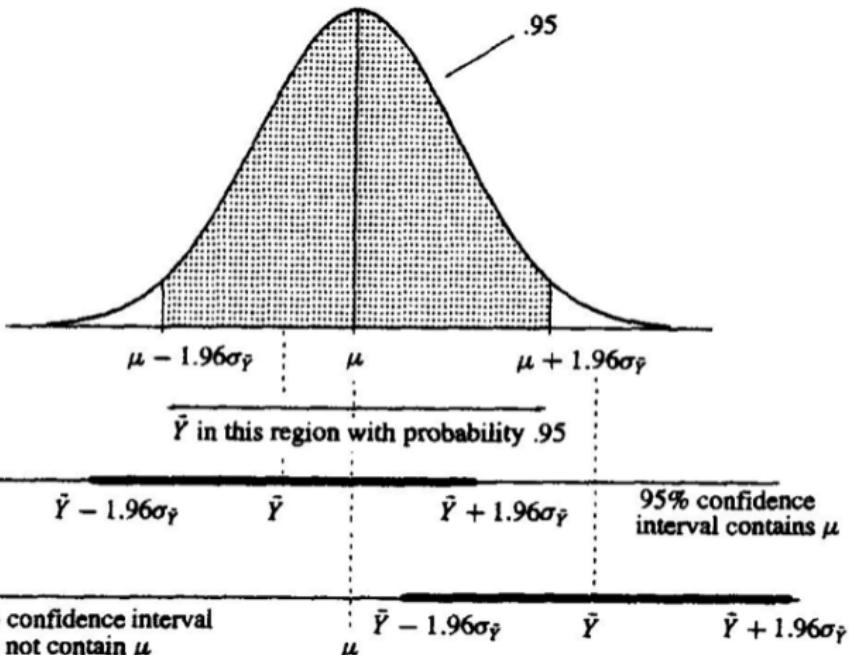
```
print(z)  
[1] -1.5
```

```
pnorm(z, lower.tail=TRUE)  
[1] 0.0668072
```

Normal distribution



Confidence interval



Margin of error (MOE)

$$MOE = z * \sqrt{\frac{\sigma^2}{n}}$$

$$MOE = z * SE$$

What is the z-value for 95% confidence?

```
(1 - 0.95)/2
```

```
[1] 0.025
```

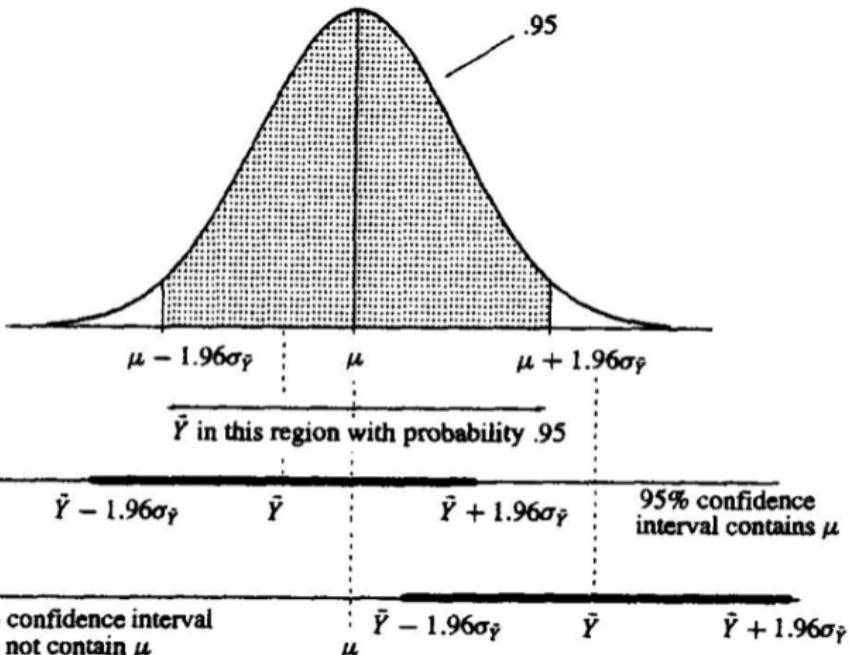
```
qnorm(0.975)
```

```
[1] 1.959964
```



Let's move to R...

Confidence interval



Margin of error (MOE)

$$MOE = z * \sqrt{\frac{\sigma^2}{n}}$$

$$MOE = z * SE$$

What is the z-value for 95% confidence?

```
(1 - 0.95)/2
```

```
[1] 0.025
```

```
qnorm(1 - 0.025)
[1] 1.959964 ~ 1.96
```

 03-freq-inference.ipynb

Confidence Interval Clarification

- A CI is a numerical interval constructed around the estimate of a parameter
- Such an interval does not, however, directly indicate a property of the parameter; instead, it indicates a property of the **procedure**
 - e.g., repeat across a series of hypothetical data sets (i.e., the sample space), so that to get intervals that contain the true parameter value in 95% of the cases

Confidence Interval Clarification

- **CIs do not provide a statement about the parameter as it relates to the particular sample at hand**
- They provide a statement about the performance of the procedure of drawing such intervals in repeated use
- It is incorrect to interpret a CI as the probability that the true value is within the interval

Confidence Interval Clarification

Paper: Robust misinterpretation of confidence intervals

Professor Bumbledorf conducts an experiment, analyzes the data, and reports:

The 95% confidence interval
for the mean ranges from 0.1
to 0.4!



Please mark each of the statements below as “true” or “false”. False means that the statement does not follow logically from Bumbledorf’s result. Also note that all, several, or none of the statements may be correct:

4. There is a 95% probability that the true mean lies between 0.1 and 0.4. True False
5. We can be 95% confident that the true mean lies between 0.1 and 0.4. True False
6. If we were to repeat the experiment over and over, then 95% of the time the true mean falls between 0.1 and 0.4. True False

Please indicate the level of your statistical experience from 1 (no stats courses taken, no practical experience) to 10 (teaching statistics at a university): _____

Confidence Interval Clarification

Paper: Robust misinterpretation of confidence intervals

Statement	First-year (442)	Master (34)	Researchers (118)
There is a 95 % probability that the true mean lies between 0.1 and 0.4	58	50	59
We can be 95 % confident that the true mean lies between 0.1 and 0.4	49	50	55
If we were to repeat the experiment over and over, then 95 % of the time, the true mean falls between 0.1 and 0.4	66	79	58

Confidence Interval Clarification

Paper: Robust misinterpretation of confidence intervals

If we were to repeat the experiment (sample) over and over, then 95% of the time, the confidence intervals contain the true mean

- **Hypothesis**
 - The **null hypothesis** is the statement of no effect or no relationship between variables, while the **alternative hypothesis** represents the presence of an effect or relationship
 - Ordinal claims to state that there is a difference between conditions, not about the size of the effect
- **p-values**
 - Probability of observing the sample data, or **more extreme data**, assuming that the null hypothesis is true
 - Statement about the **probability of the data**, not about the probability of a hypothesis or theory!
 - Simply tell you that an **observation is surprising** given a null model



Matrix of reality

		In reality	
		Significant result	Non-significant result
Study conclusion	Significant result	True positive Correct conclusion 1-beta	False positive (type 1 error) alpha
	Non-significant result	False negative (type 2 error) beta	True negative Correct conclusion 1-alpha

Probabilities

- α = probability of a **Type I error**, known as a *false positive*
- $1 - \alpha$ = probability of a *true negative* i.e., correctly not rejecting the null hypothesis
- β = probability of a **Type II error**, known as a *false negative*
- $1 - \beta$ = probability of a *true positive* -> correctly rejecting the null hypothesis. **Power of the test.**

p-values misconceptions

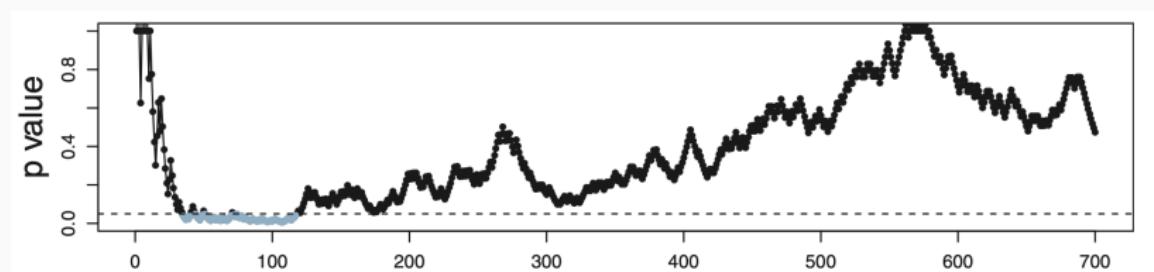
1. A non-significant p-value means that the **null hypothesis is true**
2. A significant p-value means that the **null hypothesis is false**
3. If you have observed a significant finding, the probability that you have made a **Type 1 error** (false positive) is 5%
4. One minus the p-value is the probability that the effect will replicate when repeated
5. A significant p-value means that a **practically important effect** has been discovered

- **Type S error rate:** the probability that the replicated estimate has the incorrect sign if it is statistically significantly different from zero
- **Exaggeration ratio (expected Type M error):** the expectation of the absolute value of the estimate divided by the effect size, if statistically significantly different from zero

Beyond power calculations

Flip a coin, where the null hypothesis is true ($p=0.5$)

Let's look at the evolution of p-values assuming $\alpha = 0.05$



Beyond power calculations

Neighborhood Effects in Temporal Perspective: The Impact of Long-Term Exposure to Concentrated Disadvantage on High School Graduation

Table 5. Effects of Duration-Weighted Exposure to Neighborhood Disadvantage on High School Graduation (log odds ratios)

Model	Blacks (n = 834)			Nonblacks (n = 1,259)		
	Coef	SE		Coef	SE	
Unadjusted	-.703	(.170)	***	-.581	(.109)	***
Regression-adjusted	-.416	(.196)	*	-.212	(.125)	
Stabilized IPT-weighted	-.525	(.190)	**	-.274	(.128)	*

Note: Analyses based on children not lost to follow-up before age 20. Coefficients and standard errors are combined estimates from five multiple imputation datasets.

* $p < .05$; ** $p < .01$; *** $p < .001$ (two-sided tests of no effect).

Multiple comparisons

- When conducting multiple statistical tests or comparisons within a study or analysis, there is a risk of obtaining false positive results
- Family-wise Error Rate (FWER):** likelihood of committing at least one Type I error (false positive) within the entire family (or batch) of comparisons

$$FWER = 1 - (1 - \alpha)^n$$

Where n is the number of comparisons and α the Type 1 Error rate, in general, 0.05.

<https://sdaza.com/blog/2023/statistical-power/>

p-values 🤔

Let's assume that the random number generator in R works, and we use:

```
rnorm(n = 50, mean = 0, sd = 1)
```

We generate 50 observations, and the mean of these observations is 0.5, which in a one-sample t-test against an effect of 0 produces a p-value of 0.03, which is less than the alpha level (which we have set at 0.05).

What is the probability that we have observed a significant difference ($p < \alpha$) just by chance?

3%, 5%, 95% or 100%

Sample size computations

Sample size (proportion)

Which sample size will you need to estimate a proportion (any drug use at UCM3) with a MOE of 0.04 with a 95% confidence?

$$0.04 = 1.96 \sqrt{\frac{0.5(1 - 0.5)}{n}}$$

$$n = \frac{1.96^2 p(1 - p)}{0.04^2}$$

Which proportion should we use?

Sample size (proportion)

Which sample size will you need to estimate a proportion (any drug use at UCM3) with a MOE of 0.04 with a 95% confidence?

```
p = 0.5  
sigma2 = p * (1-0.5)  
print(sigma2)  
0.25  
n = (1.96^2 * sigma2) / 0.04^2
```

```
print(n)  
600.25
```

$$n = p(1 - p) \left(\frac{Z}{MOE} \right)^2$$

Sample size (average)

Which sample size will you need to estimate the average number of years of education at a company with a MOE of 0.5 years and 95% confidence?

$$n = \sigma^2 \left(\frac{z}{MOE} \right)^2$$

How we get σ ? Let's get a crude estimation...

Sample size (average)

- Let's say the range of values is from 0 to 15 years (of education)
- **Chebyshev's theorem:** the proportion of values in any distribution within k standard deviations will be close to $1 - (1/k^2)$ where $k > 1$.
- 3 standard deviations (SDs) will be $1 - (1/3^2) = 0.88$
- Let's say the range 0 to 15 years consists of 6 SDs
- Our estimate could be $15/6 = 2.5$

Sample size (average)

$$n = \sigma^2 \left(\frac{z}{MOE} \right)^2$$
$$n = 2.5^2 \left(\frac{1.96}{0.5} \right)^2$$
$$n = 96.04$$

Finite population correction (fpc)

- All the formulas above assume an infinite population
- When we work with finite populations, we can apply a correction factor (fpc)
 - A sample of 10 units from a population of 20 units has more information than a sample of 10 units from a population of 20,000 units
 - Decrease sampling variance

$$fpc = 1 - \frac{n}{N}$$

- When n (sample) remains relatively small concerning the population size N , fpc will be very close to 1
- If $1 - \frac{n}{N} \geq 0.95$ or if $n \leq \frac{N}{20}$, fpc corrections are not necessary

Sample size formulas with FPC: Proportion

$$n = \frac{Np(1-p)}{(N-1) \left(\frac{MOE}{z}\right)^2 + p(1-p)}$$

N = 2000

z = 1.96

moe = 0.04

p = 0.5

```
print( ( N*p*(1-p) ) / ( (N-1)*(moe/z)^2 + p*(1-p) ) )  
461.86
```

Sample size formulas with FPC: Proportion

$$n = \frac{Np(1-p)}{(N-1) \left(\frac{MOE}{z}\right)^2 + p(1-p)}$$

N = 1000000

z = 1.96

moe = 0.04

p = 0.5

print((N*p*(1-p)) / ((N-1)*(moe/z)^2 + p*(1-p)))
599.89

Sample size formulas with FPC: Average

$$n = \frac{N\sigma^2}{(N - 1) \left(\frac{MOE}{z}\right)^2 + \sigma^2}$$

```
N = 100
z = 1.96
moe = 0.5
sigma = 2.5
print( ( N*sigma^2 ) / ( (N-1)*(moe/z)^2 + sigma^2 ) )
49.24
```

SRS as benchmark

- All the formulas above assume simple random sampling
- However, sampling design might affect sampling variance and standard error
- We can compare variances between the sampling design used, and SRS
- An efficient sampling design concerning SRS will have value 1, less efficient will be higher than 1

$$d^2 = \frac{v(\bar{y})}{v_{srs}(\bar{y})}$$

d^2 = design effect (deff)

 04-sample-size.ipynb

Probability of selection

Probability of selection

- **Sampling ratio**: fraction of population represented by a sample $f = \frac{n}{N}$
- **Probability** a unit is selected from a population (when the probability of selection is constant)

Expansion factor (design weights)

- The inverse or reciprocal of the probability of selection corresponds to the **expansion factor** $W = \frac{N}{n}$
- The **expansion factor** is the number of elements represented by an element in the sample
- The sum of the **expansion factor** will be equal to the total population

What will be the expansion factor or the inverse of the probability of selecting an element in simple random sampling?

SRS Expansion factor (design weights)

Population $N = 13$, sample $n = 3$

Unit	Selected	$f = \frac{n}{N}$	$W = \frac{1}{f}$	$W_p = W * \frac{n}{N}$
1	0	0.231		
2	0	0.231		
3	0	0.231		
4	1	0.231	4.33	1
5	0	0.231		
6	0	0.231		
7	0	0.231		
8	1	0.231	4.33	1
9	0	0.231		
10	0	0.231		
11	1	0.231	4.33	1
12	0	0.231		
13	0	0.231		
Total	3	3	13	3

Using auxiliary data

- The sampling frame usually has information that can be used to design a sample
- The goal, **increase the efficiency of the sample**
- **What is the relation between the variable of study and the auxiliary information?**

Using auxiliary data

- Simple random sampling (SRS):
 - No auxiliary info is used. It serves as a benchmark
- Stratified sample (STR):
 - The population is divided into non-overlapping subpopulations called strata
 - Sampling is done independently in each stratum (in all strata).
 - If a large part of the variation in the study variable is captured by the variation between strata, then STR will be more efficient than SRS

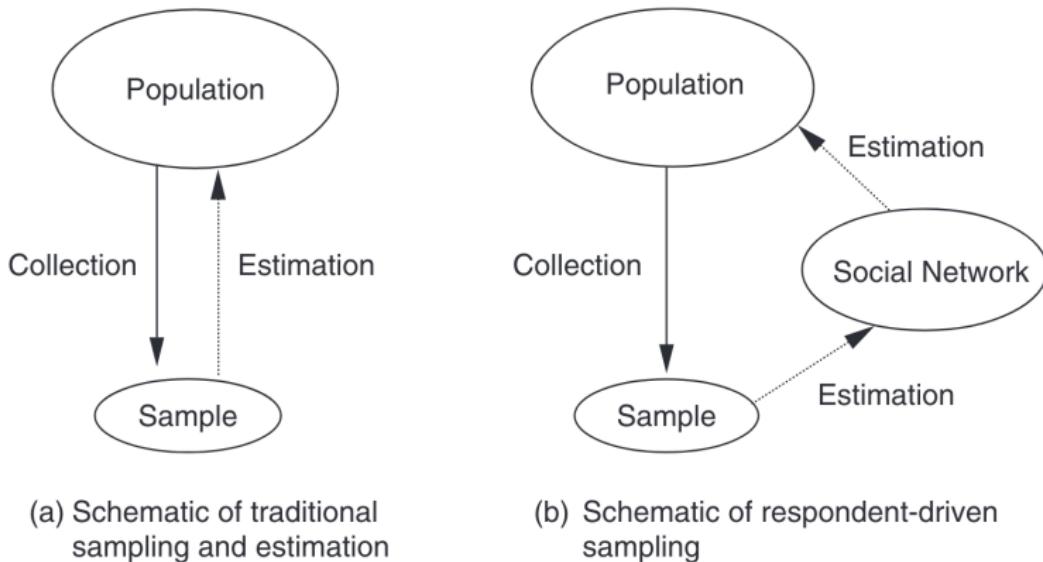
Advantages

- Estimation variance can be minimized through the definition of strata as homogeneous as possible (compared to simple random sampling)
- The cost per unit can be reduced by stratifying the elements into convenient groups (definition of compact geographic areas)
- Parameter estimates can be obtained for subgroups of the population

Respondent-driven sampling (RDS)

A method to survey populations that are difficult to reach because they are small, hidden, or mobile or because members of the target population are not interested in participating in the survey, for example, because they are engaged in socially undesirable behaviors

Respondent-driven sampling (RDS)



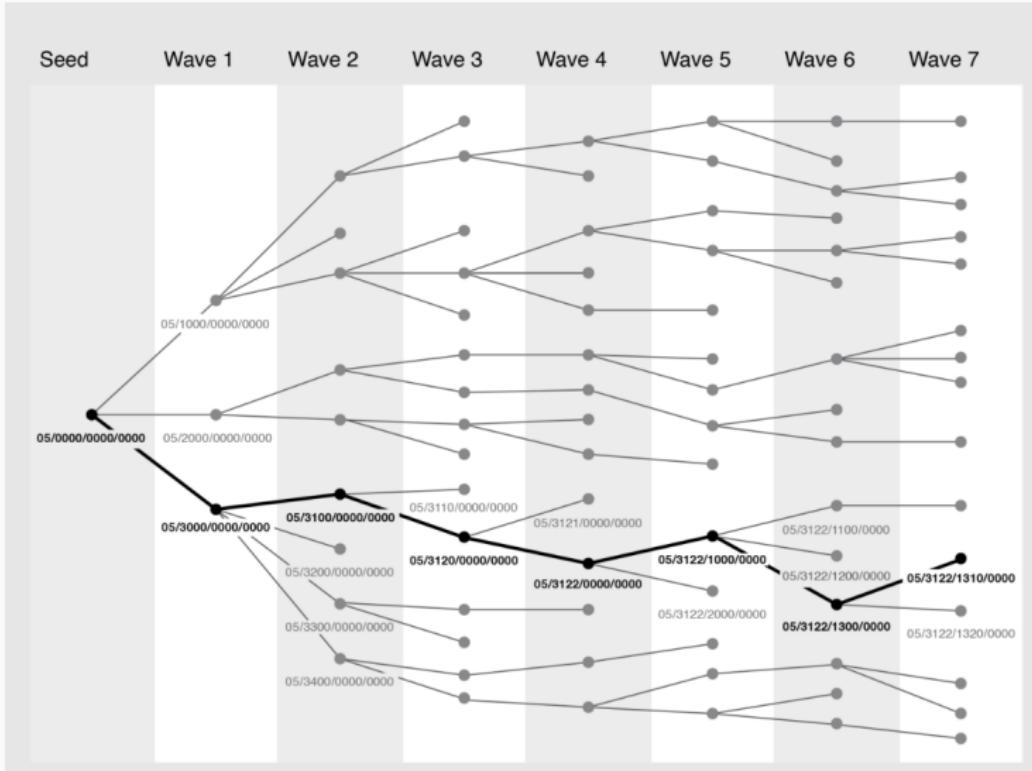
(a) Schematic of traditional sampling and estimation

(b) Schematic of respondent-driven sampling

Respondent-driven sampling (RDS)

- RDS combines **snowball sampling** and **network analysis** to achieve high statistical validity in samples that were collected using non-random procedures
- Researchers begin by selecting an initial convenience sample (seeds). They then encourage respondents to recruit their peers to participate in the survey as well.

RDS process



Respondent-driven sampling

- By keeping track of the respondents' social networks and recruiting patterns, researchers can apply mathematical models of the recruitment process using Markov chains and network theory and weight the sample to compensate for the initial non-randomness of the seeds
- When correctly applied, RDS can provide population estimates of the target population that are only modestly biased

RDS Assumptions

- Network of a hidden population forms one connected component
 - A subgraph in which each pair of nodes is connected via a path
- All respondents receive and use one coupon, and when respondents recruit others, they recruit randomly from all edges that involve them
- The seeds are selected based on their degree, which represents the number of connections a node has to other nodes.

RDS - Comparisons

TABLE 1
Three Different Estimates of the Characteristics of Jazz Musician Populations

JAZZ MUSICIANS IN NEW YORK			
Characteristic	Union Sample (n = 415)	Chain-Referral Sample (n = 251)	RDS Estimate (n = 251)
Union member	100	39.6	25.4
Female	16.1	26.8	23.7
Solo only	19.9	8.8	11.6
Received airplay	79.6	81.6	74.9

JAZZ MUSICIANS IN SAN FRANCISCO			
Characteristic	Union Sample (n = 237)	Chain-Referral Sample (n = 221)	RDS Estimate (n = 221)
Union member	100	11.2	4.0
Female	21.9	14.5	11.1
Solo only	15.0	9.2	21.0
Received airplay	81.6	48.7	31.4

Note: The data reflect different conclusions researchers would make depending on the source of data used. The estimates from the union sample and chain-referral sample are sample means. The respondent-driven sampling (RDS) estimates use the data from the chain-referral sample and the estimation techniques presented in this paper.

- Non-probability samples
 - Not well articulated rationale
 - Strong modeling assumptions (not tested)
 - Documentation

Even in the age of declining response rates, accuracy in probability sample surveys is generally higher than in non-probability samples

Multilevel regression with post-stratification (MRP)

MRP is analogous in many ways to cell weighting without the troubles associated with zero or small-n cells.

$$\Pr(\text{candidate}_i^k) = \text{logit}^{-1} \left(\alpha_0 + \beta_1 (\text{2012 party share})_j + \beta_2 (\text{black share})_j + \right. \\ \left. \beta_3 (\text{Hispanic share})_j + \beta_4 (\text{white evang. share})_j + \alpha_{l[i]}^{\text{gender}} + \right. \\ \left. \alpha_{2[i]}^{\text{age5}} + \alpha_{3[i]}^{\text{race4}} + \alpha_{4[i]}^{\text{edu5}} + \alpha_{5[i]}^{\text{state}} + \alpha_{6[i]}^{\text{region}} + \alpha_{7[i]}^{\text{age5,edu5}} + \right. \\ \left. \alpha_{8[i]}^{\text{gender,edu5}} + \alpha_{9[i]}^{\text{race5,age5}} + \alpha_{10[i]}^{\text{race5,edu5}} + \alpha_{11[i]}^{\text{race5,gender}} + \right. \\ \left. \alpha_{12[i]}^{\text{race,region}} + \alpha_{13[i]}^{\text{wave}} \right)$$
$$\alpha_{l[i]}^S \sim N(0, (\sigma^S)^2)$$

Back to Probabilistic Sampling

Stratified sampling (STR)

Steps

- **First step:** specify and define the strata (as homogeneous as possible)
- **Second step:** define the sample size in each stratum (allocation)
- **Third step:** select a random and independent sample in each stratum (all strata)

Different allocations

We can afford a sample of ($n_t = 2000$) individuals across ($r = 13$) regions

Region	Population 18+ (N_r)	$\frac{N_r}{N_t}$	$\frac{N_r}{N_t} \times n_t$	$\frac{n_t}{r}$
1	291,854	0.028	56	154
2	335,859	0.032	64	154
3	168,264	0.016	32	154
4	407,105	0.039	78	154
5	1,086,122	0.104	208	154
6	531,142	0.051	102	154
7	618,865	0.059	119	154
8	1,274,496	0.122	244	154
9	583,294	0.056	112	154
10	729,897	0.070	140	154
11	60,736	0.006	12	154
12	108,129	0.010	21	154
13	4,248,842	0.407	814	154
Total	10,444,605 (N_t)	1	2000	2000

The efficiency of allocation will depend on:

- Units in each stratum
- Variance within the stratum
- Cost

Proportion formula with fpc:

$$n = \frac{\sum_{i=1}^L \frac{N_i^2 p_i (1-p_i)}{w_i}}{N^2 \left(\frac{MOE}{z} \right)^2 + \sum_{i=1}^L N_i p_i (1-p_i)}$$

STR: w_i

w_i = fraction of units assigned to a stratum

c_i = cost per unit in stratum i

$$w_i = \frac{N_i \sqrt{\frac{p_i(1-p_i)}{c_i}}}{\sum_{i=1}^L N_i \sqrt{\frac{p_i(1-p_i)}{c_i}}}$$

Define a sample from an organization of **4500** workers, where there are three types of workers **A = 400**, **B = 2300**, and **C = 1800**, to estimate the proportion of workers who agree with a union demand. Assume max variance, 95% confidence, and a MOE of **0.03**. The cost per survey is the same in all strata.

STR: Allocation

First, define the assignment per stratum. Let's assume proportional allocation with $c = 1$

$$w_i = \frac{N_i \sqrt{\frac{p_i(1-p_i)}{c_i}}}{\sum_{i=1}^L N_i \sqrt{\frac{p_i(1-p_i)}{c_i}}}$$

- $A = 400 \sqrt{\frac{0.25}{1}} = 200$
- $B = 2300 \sqrt{\frac{0.25}{1}} = 1150$
- $C = 1800 \sqrt{\frac{0.25}{1}} = 900$
- $\sum_{i=1}^L N_i \sqrt{\frac{p_i(1-p_i)}{c_i}} = 200 + 1150 + 900 = 2250$
- $w_A = 0.09; w_B = 0.51; w_C = 0.4$

STR: Sample size

$$n = \frac{\sum_{i=1}^L \frac{N_i^2 p_i(1-p_i)}{w_i}}{N^2 \left(\frac{MOE}{z}\right)^2 + \sum_{i=1}^L N_i p_i(1-p_i)}$$

- $\sum_{i=1}^L \frac{N_i^2 p_i(1-p_i)}{w_i} = \frac{400^2 * 0.25}{0.09} + \frac{2300^2 * 0.25}{0.51} + \frac{1800^2 * 0.25}{0.40} = 5062582$
- $\sum_{i=1}^L N_i p_i(1-p_i) = 400 * 0.25 + 2300 * 0.25 + 1800 * 0.25 = 1125$
- $n = \frac{5062582}{4500^2 \left(\frac{0.03}{1.96}\right)^2 + 1125} = 863$

STR: Sample size with simple allocation

If we assign the same w_i to each stratum:

$$n = \frac{\sum_{i=1}^L \frac{N_i^2 p_i(1-p_i)}{w_i}}{N^2 \left(\frac{MOE}{z}\right)^2 + \sum_{i=1}^L N_i p_i(1-p_i)}$$

- $\sum_{i=1}^L \frac{N_i^2 p_i(1-p_i)}{w_i} = \frac{400^2 * 0.25}{0.33} + \frac{2300^2 * 0.25}{0.33} + \frac{1800^2 * 0.25}{0.33} = 6517500$
- $\sum_{i=1}^L N_i p_i(1-p_i) = 400 * 0.25 + 2300 * 0.25 + 1800 * 0.25 = 1125$
- $n = \frac{6517500}{4500^2 \left(\frac{0.03}{1.96}\right)^2 + 1125} = 1110$

STR: So when to use it?

When:

- The allocation is proportional
- Costs are constant across strata
- Variance is the same across strata

We get the same results using the stratified sample size formula as the SRS formula

Still, it is a good idea to stratify because the conditions above are almost always not met



05-stratification.ipynb

- **Systematic sampling (SYS)**
 - Auxiliary information is used to order the list of elements in a population
 - If the variable of interest changes systematically with the order of the list, **SYS** will be more efficient than **SRS**

Systematic sampling (SYS)

```
population = 340; sample = 39; diff = c()
k = population/sample
print(k)
8.717949

unit = 3 # random start from 1 to 9
for (i in 2:38) {
  v = round(unit[length(unit)] + k)
  diff = c(diff, v - unit[length(unit)])
  unit = c(unit, v)
}
head(unit, 10)
3 12 21 30 39 48 57 66 75 84 ...
mean(diff)
9
```

Systematic sampling (SYS)

- A **population is random** if its elements are randomly ordered. SRS will be completely equivalent to SYS
- A **population is ordered** if the elements within the population are ordered in magnitude according to some scheme related to the variable of interest
 - The variance will be smaller than in SRS if such an order exists
- A **population is periodic** if the elements of the population have a cyclic variation
 - Selection of a sample of sales from a company every Wednesday.
 - In this case, it is convenient to keep changing the starting point of the systematic jump

Random sample in which each sampling unit is a collection or cluster of elements

Why?

- No good sampling frame that lists the elements of the population (unavailable or too expensive)
- A sampling frame that lists clusters is readily available
- The cost of obtaining observations (in general) increases with the distance separating the elements

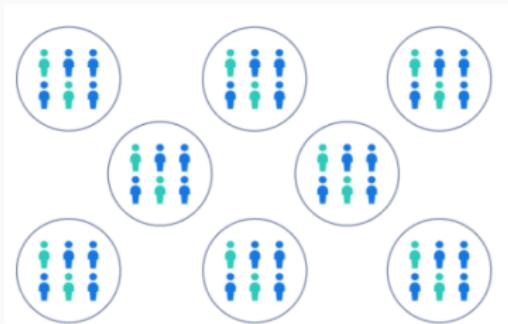
Random sample in which each sampling unit is a collection or cluster of elements

Definition of clusters

- Elements within a cluster are often physically close together and so that, tend to resemble each other
- Thus, the amount of information about a population parameter may not increase substantially when taking new measurements from a cluster
- Clusters should (ideally) be as **heterogeneous** (or different) as possible internally and similar between them

There might be some similarity between cluster and stratified sampling as the population is divided into non-overlapping groups of elements, but...

- If groups are considered strata, then a **random sample is selected within each group (all of them)**
- If groups are considered clusters, then a **random sample of groups is drawn** (we don't use all of them)



Popular designs

- Single-stage
sample of clusters → all units within clusters
- Two-stage (sub-sampling)
sample of clusters → sample of units within clusters
- Multiple-stage
sample clusters L1 → sample clusters L2 → sample of units

The selection of clusters could also be:

- SRS
- PPS (probability-proportional-to-size)

How homogeneous is a cluster?

- ρ or rate homogeneity
- Intra-class correlation (ICC)

It's related to $deff$ (approximation):

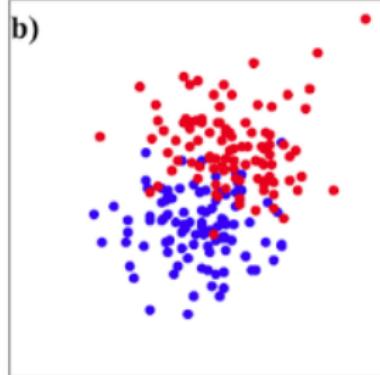
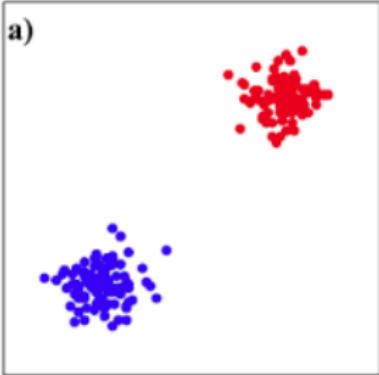
$$Deff = 1 + (n_c - 1)\rho$$

- n_c = cluster sub-sample (e.g., the average sample of clusters)

Important: all these estimates are variable-specific!

Within-cluster homogeneity

$$Deff = 1 + (n_c - 1)\rho$$



Probability-proportional-to-size sampling (PPS)

Helpful when units (clusters) have different sizes (number of units)

- When the size is **correlated** with the variable of interest, sample units can be selected proportionally to their size so that those of **larger size** are more likely to be selected than those of smaller size
- Elements (clusters) will have different probabilities of selection (based on size)
 - Estimates should be weighted
 - Otherwise, values will be biased toward larger clusters
 - **There are some exceptions!**

PPS: Procedure

Table 4.3. Block Housing Unit Counts and Cumulative Counts for a Population of Nine Blocks

Block	Housing units on Block α	Cumulative	Selection Numbers for the Block
1	20	20	001–020
2	100	120	021–120 ← 039
3	50	170	121–170 ← 144
4	15	185	171–185
5	18	203	186–203
6	45	248	204–248
7	20	268	249–268 ← 249
8	35	303	269–303
9	12	315	304–315

```
svalues = sample(1:315, 3)
print(svalues)
39 144 249
```

PPS: Procedure

```
block = 1:9
size = c(20, 100, 50, 15, 18, 45, 20, 35, 12)

blocks = data.table(block, size)

blocks[, end := cumsum(size)]
blocks[, start := shift(end, fill=1)]
selected = sapply(svalues, function(x) {
  blocks[block==which(start< x and end >=x),
  block]})
```

PPS: probability of selection

$$f_{block} = \frac{n_{sample} * N_{cluster_i}}{N_{total}}$$

- n_{sample} = clusters being sampled
- $N_{cluster_i}$ = size cluster i
- N_{total} = sum of all cluster's sizes

In our example, **block 7** probability of selection: $\frac{3 \times 20}{315} = 0.19$

The weight for Block 7 will be $\frac{1}{0.19} = 5.2$

PPS: probability of selection

If we select a fixed number of housing units (7), what would happen with the selection probability of house units?

$$f_{house} = \frac{7}{N_{cluster_i}}$$

$$f_{total} = f_{block} * f_{house}$$

- Block 2: $\frac{3 \times 100}{315} \times \frac{7}{100} = 0.066$
- Block 3: $\frac{3 \times 50}{315} \times \frac{7}{50} = 0.066$
- Block 7: $\frac{3 \times 20}{315} \times \frac{7}{20} = 0.066$

The weight or inverse of the probability of selection will be **15.15** for each housing units (same probability of selection for each unit):

$$3 \times 7 \times 15 = 315$$

PPS: Alternative procedures

```
blocks[, pblock := size / sum(size)]
blocks[sample(.N, 3, prob=pblock)]
blocks[, block_prop := 3 * pblock]
```



06-clustering.ipynb

Weighting and distributions

Joint versus **marginal** distributions

	A1	A2	A3	Total
B1	10	23	4	37
B2	23	56	10	89
B3	32	23	34	89
Total	65	102	48	215

Let's simulate some sample data

These data don't follow the joint distribution of the previous table:

```
va = paste0('A', 1:3)
vb = paste0('B', 1:3)

a = sample(va, 500, replace=TRUE)
b = sample(vb, 500, replace=TRUE)
dat = data.table(a, b)
dat[, total_sim := .N]
nrow(dat)
500
```

Create dataframe with the joint distribution

```
joint = c(10, 23, 4, 23, 56, 10, 32, 23, 34)
la = rep(c('A1', 'A2', 'A3'), 3)
lb = c(rep('B1', 3), rep('B2', 3), rep('B3', 3))
djoint = data.table(a=la,b=lb, joint=joint)
djoint[, total_joint := sum(joint)]
```

```
# distribution
    a      prop
1: A1 0.3023256
2: A2 0.4744186
3: A3 0.2232558
```

```
    b      prop
1: B1 0.1720930
2: B2 0.4139535
3: B3 0.4139535
```

Weights to emulate joint distribution in our fake sample?

If j are the joint numbers from the previous table, and s are the fake sample we created:

$$w = \frac{\frac{n_{j_{ab}}}{N_j}}{\frac{n_{s_{ab}}}{N_s}}$$

$$w = \frac{n_{j_{ab}}}{N_j} \times \frac{N_s}{n_{s_{ab}}}$$

$$w_{a_1 b_1} = \frac{10}{215} \times \frac{500}{42}$$

$$w_{a_1 b_1} = 0.5537$$

Create data with joint distributions

```
dat = merge(dat, djoint, by=c('a', 'b'))
dat[, sim_group := .N, .(a, b)]
dat[, w := joint/total_joint * total_sim/sim_group]

head(dat, 4)
  a   b       w
1: A1 B1 0.5537099
2: A1 B1 0.5537099
3: A1 B1 0.5537099
4: A1 B1 0.5537099
```

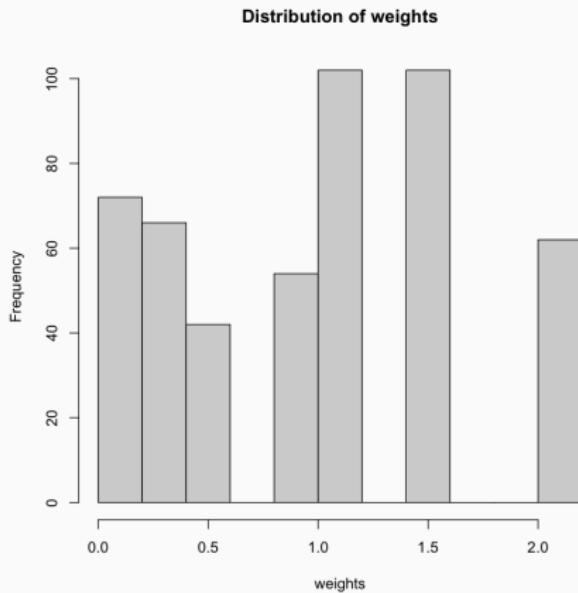
Checking distributions

```
wpct(dat$sa)
A1      A2      A3
0.282  0.336  0.382
wpct(dat$a, dat$w)
      A1          A2          A3
0.3023256  0.4744186  0.2232558

wpct(dat$b)
B1      B2      B3
0.332  0.356  0.312
wpct(dat$b, dat$w)
      B1          B2          B3
0.1720930  0.4139535  0.4139535
```

Distribution of weights

What is inflation in the variance of sample estimates attributed to weighting?



DEFF due to weighting

$$DEFF_w \approx \frac{\sum_{i=1}^n w_i^2}{\left(\sum_{i=1}^n w_i\right)^2} \times n$$

```
(sum(dat$w^2) / (sum(dat$w))^ 2) * nrow(dat)
```

1.384

What if we only have information on marginal distributions?

	A1	A2	A3	Total
B1	10	23	4	37
B2	23	56	10	89
B3	32	23	34	89
Total	65	102	48	215

Raking ratio estimation, or **iterative proportional fitting**, is the statistical process of adjusting data sample weights to match desired marginal totals

Raking using R

```
remotes::install_github("sdaza/autumn-adjustments")
library(autumn)

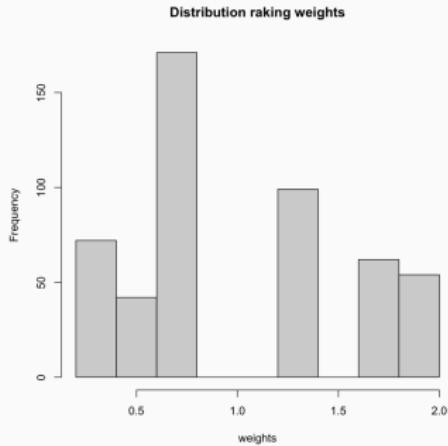
# define targets
target = list(
  a = c(A1=0.302, A2=0.474, A3=0.223),
  b = c(B1=0.172, B2=0.413, B3=0.413)
)
target = normalize(target)
```

Raking using R

```
result = harvest(dat, target)
diagnose_weights(data=result, target=target,
weights=result$weights)
```

variable	level	prop_original	prop_weighted	target
a	A1	0.282	0.30230	0.30230
a	A2	0.336	0.47447	0.47447
a	A3	0.382	0.22322	0.22322
b	B1	0.332	0.17234	0.17234
b	B2	0.356	0.41382	0.41382
b	B3	0.312	0.41382	0.41382

Distribution of weights with raking

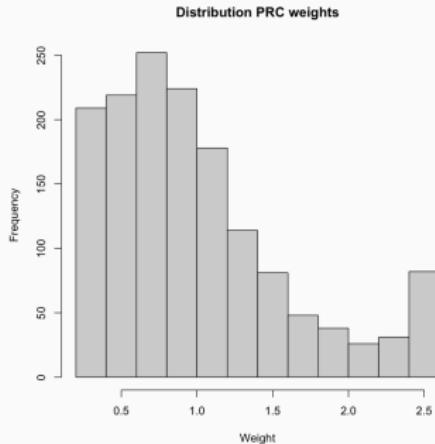


```
design_effect(result$weights)  
1.24
```

```
effective_sample_size(result$weights)  
402.95
```

- **2021 Core Trends Survey**
- Telephone survey (300 landlines, 1202 cellphones)
- Random-digit-dial (RDD)
- 18 years of age or older
- **Weights:** iterative adjustments (raking) by gender, age, education, race, Hispanic origin/nativity and region using ACS estimates

Distribution of PRC weights



```
design_effect(dat$weights)
```

1.34

```
effective_sample_size(dat$weights)
```

1118.19

TikTok users?

```
library(survey)

d = svydesign(ids=~0, strata=~state+sample,
data=dat, weights=~weight)

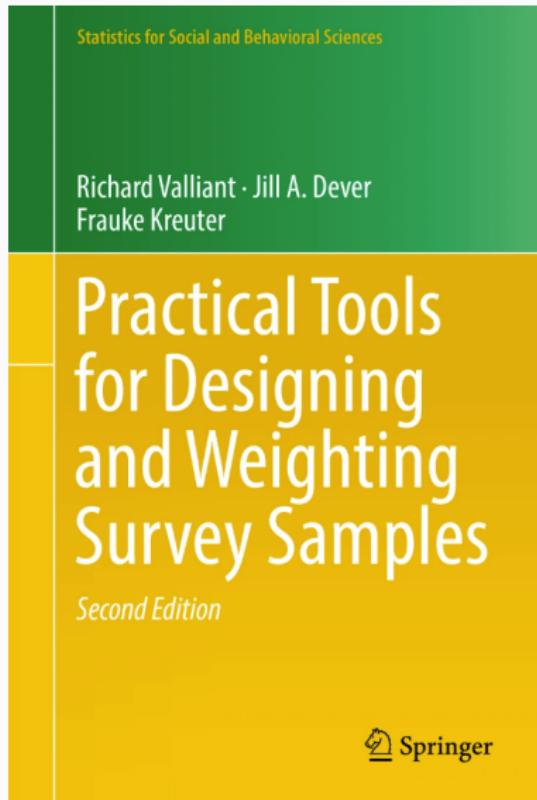
(s = svymean(~tiktok, d))
      mean       SE
tiktok 0.2096  0.0128

confint(s)
      2.5 %     97.5 %
tiktok 0.1844557  0.2347533
```



08-raking-pew-research.ipynb

Check out this book!



The **U.S. Trans Survey** (USTS) is the largest survey of trans people, by trans people, in the United States. The USTS documents the lives and experiences of trans and non-binary people ages 16+ in the U.S. and U.S. territories.

<https://www.ustranssurvey.org/> Info on the design 2015 here



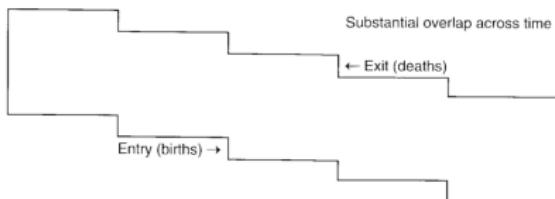
Short presentations

Hypotheses on when panel conditioning has highest impact

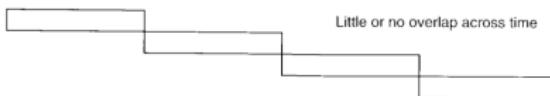
1. Attitudes are less crystallized
2. Increase respondents' knowledge
3. Provide socially non-normative or stigmatized responses
4. Comfort and trust with the survey experience
5. Learning (manipulate instrument or provide more accurate answers)
6. Short time between surveys

Longitudinal designs

Total Population Design (Example: Census data)



Repeated Cross-Sectional Design (Example: NORC General Social Surveys)



Revolving Panel Design (Example: National Crime Victimization Survey)



Multiple Cohort Panel Design (Example: British Cohort Studies)

Age 11				Age 15
Age 12				Age 16
Age 13	Extensive overlap across time			Age 17
Age 14				Age 18
Age 15				Age 19
Age 16				Age 20

Suggestions / thoughts

- More research
 - Rotating panels
 - Experiments on large-scale surveys
 - General theory or framework
- May or may not bias substantive conclusions
 - Topic variability
 - Individual heterogeneity
- Corrections?
 - Similar to mode effects (What can we do?)
 - Ex-ante approaches (?)
 - *We ignore panel conditioning at our own peril*

Conceptualization and Validity

Total survey error

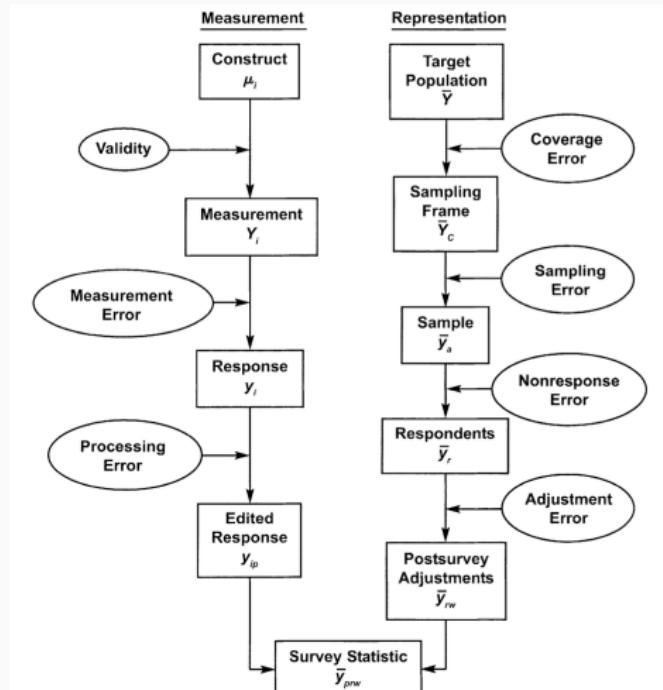


Figure 2.5 Survey life cycle from a quality perspective.

Conceptualization

- What do the main concepts mean in this research?
- How are the main concepts measured?

The process of specifying what we mean by a term

Operationalization

Exhibit 4.1 Concepts, Variables, and Indicators: Operationalizing Concepts.

Concepts	Variables	Indicators
Binge drinking	Frequency of heavy episodic drinking	"How often within the past two weeks did you consume five or more drinks containing alcohol in a row?"
Poverty	Subjective poverty	"Would you say you are poor?"
	Absolute poverty	Family income ÷ Poverty threshold
Socioeconomic status	Income	
	Education	Income + Education + Prestige
	Occupational prestige	

From indicators to indexes or scales

Exhibit 4.2 Examples of Indexes: Short Form of the Center for Epidemiologic Studies Depression Index (CES-D) and “Negative Outlook” Index

CES-D Index			
At any time during the past week . . . (Circle one response on each line)	Never	Some of the Time	Most of the Time
a. Was your appetite so poor that you did not feel like eating?	1	2	3
b. Did you feel so tired and worn out that you could not enjoy anything?	1	2	3
c. Did you feel depressed?	1	2	3
d. Did you feel unhappy about the way your life is going?	1	2	3
e. Did you feel discouraged and worried about your future?	1	2	3
f. Did you feel lonely?	1	2	3
Negative Outlook Index			
How often was each of these things true during the past week? (Circle one response on each line)	A Lot, Most, or All of the Time	Sometimes	Never or Rarely
a. You felt that you were just as good as other people.	0	1	2
b. You felt hopeful about the future.	0	1	2
c. You were happy.	0	1	2
d. You enjoyed life.	0	1	2

Big five inventory (BFI) ~ personality traits 🤔

The Big Five Factors are (chart recreated from John & Srivastava, 1999):

Big Five Dimensions	Facet (and correlated trait adjective)
Extraversion vs. introversion	Gregariousness (sociable) Assertiveness (forceful) Activity (energetic) Excitement-seeking (adventurous) Positive emotions (enthusiastic) Warmth (outgoing)
Agreeableness vs. antagonism	Trust (forgiving) Straightforwardness (not demanding) Altruism (warm) Compliance (not stubborn) Modesty (not show-off) Tender-mindedness (sympathetic)
Conscientiousness vs. lack of direction	Competence (efficient) Order (organized) Dutifulness (not careless) Achievement striving (thorough) Self-discipline (not lazy) Deliberation (not impulsive)
Neuroticism vs. emotional stability	Anxiety (tense) Angry hostility (irritable) Depression (not contented) Self-consciousness (shy) Impulsiveness (moody) Vulnerability (not self-confident)
Openness vs. closedness to experience	Ideas (curious) Fantasy (imaginative) Aesthetics (artistic) Actions (wide interests) Feelings (excitable) Values (unconventional)

Which of these dimensions is the most important for job performance?

Big five inventory (BFI) ~ personality traits

Which of these dimensions is the most important for job performance?

According to *Essentials of Organizational Behavior* (14th Edition), the big five personality dimension that has the biggest influence on job performance is conscientiousness.

Self-assessment

Disagree strongly	Disagree a little	Neither agree nor disagree	Agree a little	Agree Strongly
1	2	3	4	5

I see Myself as Someone Who...

What are we measuring?

Conscientiousness

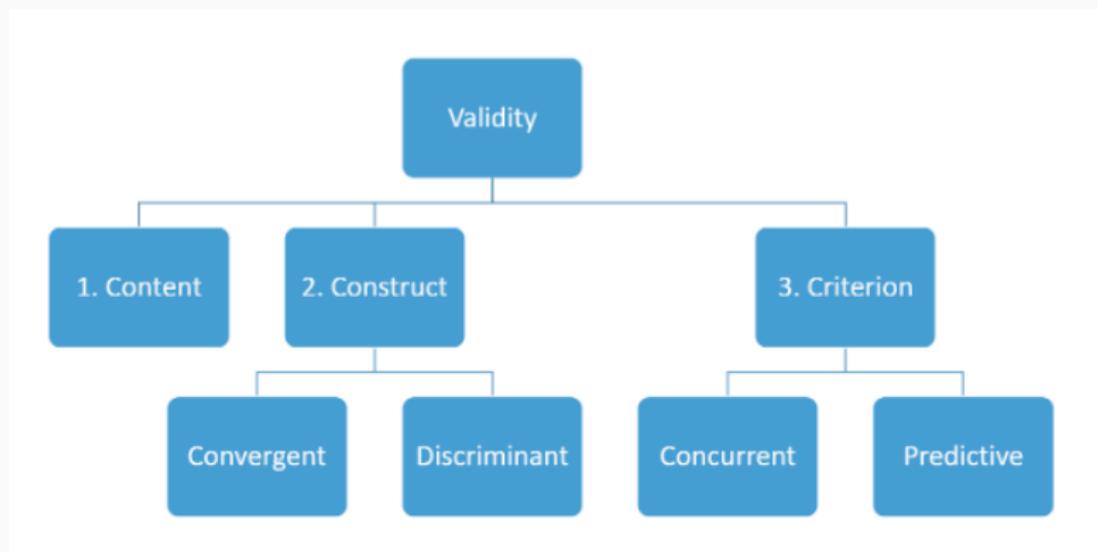
- *Is easily distracted*
- *Makes plans and follows through with them*
- *Does things efficiently*
- *Perseveres until the task is finished*
- *Tends to be lazy*
- *Is a reliable worker*
- *Can be somewhat careless*
- *Does a thorough job*
- *Tends to be disorganized*

Job performance

- **Supervisor?** Performance assessment?
- Any objective measure of performance?

Validity

The extent a survey measure accurately reflects the intended construct



Validity

$$Y_{it} = \mu_i + \epsilon_{it}$$

μ_i = true value of the construct for the i th respondent

Y_{it} = response to the measure by the i th respondent

ϵ_{it} = deviation from the true value of the construct

Validity can be defined as a measure of correlation:

$$\text{cor}(Y_i, \mu_i)$$

In practice, μ_i will be a *gold standard*

In practice: No gold standard

If there is no *gold standard* available...

- **Correlation**
 - Relationship between the responses to different survey questions that should theoretically be closely related
- **Comparison**
 - Contrasting responses from groups that should have different answers if the questions accurately measure a construct
 - Comparing responses from similar samples of respondents, but with variations in question wording or data collection protocols (split-ballot studies) to identify potential bias

What happens if there is a systematic deviation in response away from a true value?

Split-ballot experiment:

- *On days when you drink alcohol, how many drinks do you usually have - would you say one, two or three, or more?*
- *On days when you drink alcohol, how many drinks do you usually have - would you say one or two, three or four, five or six, or seven or more?*

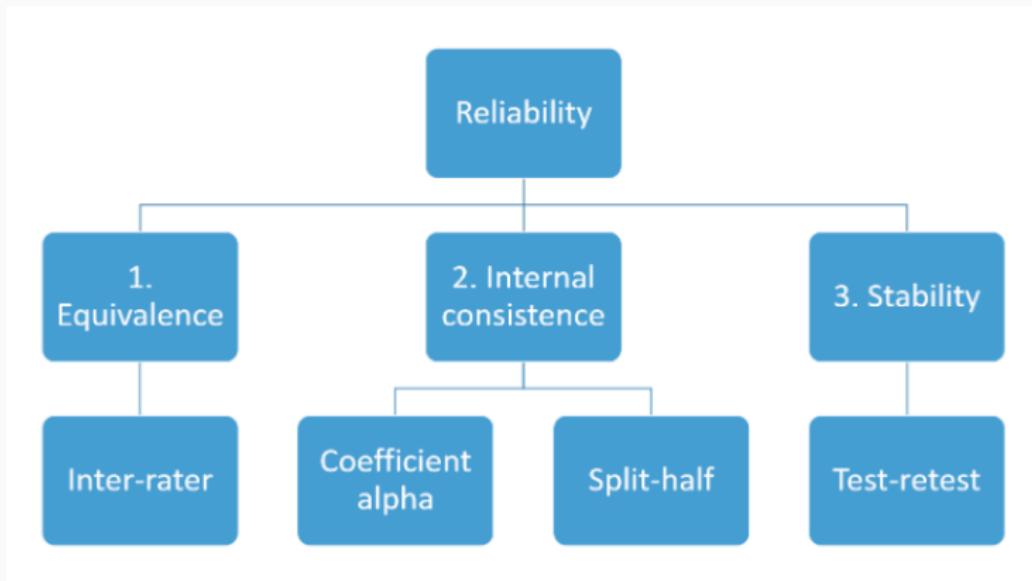


01-exploring-error.ipynb

- The notion of bias depends on the existence of a **true value!**
- Whether true values exist for subjective states, such as knowledge, opinions, or feelings, is controversial
- That's why the concept of bias technically applies to measure of **objectively verifiable** facts or events

Reliability

Consistency of measurement either across occasions or across items designed to measure the same construct



Two general approaches

- **Repeated interviews with the same respondent**
 - No changes in the underlying construct between interviews
 - Measurement protocol remains the same
 - No impact of the first measurement on the second responses (e.g., panel conditioning)
- **Using multiple indicators of the same construct**
 - All questions are indicators of the same construct
 - All questions have the same expected response deviation (their response variance is constant)
 - The measurement of the items is independent

Cronbach's alpha

$$\alpha = \frac{k\bar{r}}{1 + (k - 1)\bar{r}}$$

k = number of items

\bar{r} = average inter-correlation

A higher α implies high reliability or low response variance, but can also indicate that one item affects the responses to another

Low α indicates low reliability or that the items do not really measure the same construct



01-exploring-error.ipynb

Questions and Answers

Model of survey response process

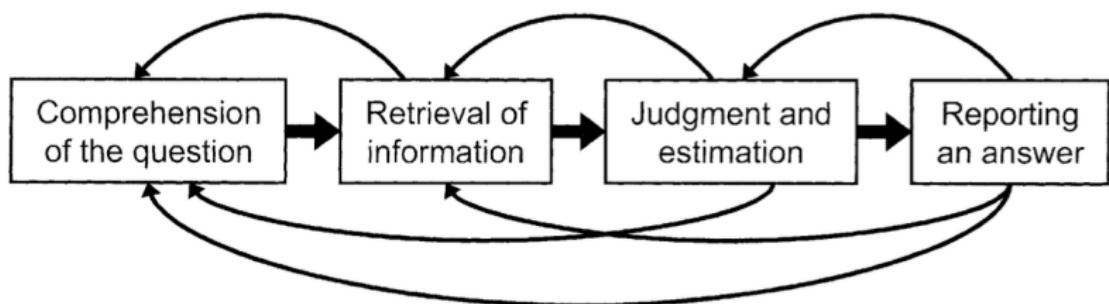


Figure 7.1 A simple model of the survey response process.

Problems in answering survey questions

- Failure to encode the information sought
- Misinterpretation of questions
- Forgetting and memory problems
- Flawed judgment or estimation strategies
- Problems in formatting an answer
- More or less deliberate misreporting
- Failure to follow instructions

Misinterpreting questions

- Grammatical ambiguity
- Excessive complexity
- Faulty presupposition
- Vague concepts
- Vague quantifiers
- Unfamiliar terms
- False inferences
- Cultural differences

Grammatical ambiguity + complexity 🤔

During the past 12 months, since [DATE], how many times have you seen or talked to a doctor or assistant about your health? Do not count any time you might have seen a doctor while you were a patient in a hospital, but count all other times you actually saw or talked to a medical doctor of any kind.

What is being asked?

Faulty presupposition

*How much do you agree or disagree with this sentence:
Family life often suffers because men concentrate too
much on their work*

Quirky question

*How much do you agree or disagree with this sentence:
Family life often suffers because men concentrate too
much on their work*

What do you want to measure?

- Macho/conservative stance
- Agree or disagree with what (suffering or working too much)?

False Inference (Intention)

Are there any situations you can imagine where you would approve of a policeman striking an adult male citizen?

Do you have any thoughts on this question? 🤔

P28NF.- Questioning the leaders /authority

Which of the following statements is closest to your view? Choose statement

- A. We should be more active in questioning the actions of our leaders.
- B. As citizens, we should show more respect for authority.

0 No answer

1 Agree strongly with A

2 Agree with A

3 Agree with B

4 Agree strongly with B

7 None

8 Don't know

Problems in answering survey questions

- Failure to encode the information sought
- Misinterpretation of questions
- Forgetting and memory problems
- Flawed judgment or estimation strategies
- Problems in formatting an answer
- More or less deliberate misreporting
- Failure to follow instructions

Misinterpreting questions

- Grammatical ambiguity
- Excessive complexity
- Faulty presupposition
- Vague concepts
- Vague quantifiers
- Unfamiliar terms
- False inferences
- Cultural differences

Cultural differences

- EcoSocial Study ([Social Cohesion in LA](#))
- Corporación de Estudios para Latinoamérica ([CIEPLAN](#))
- 7 countries, 2007



95% of people in Guatemala declare to believe in God

Do you consider yourself a person?

Very religious

Quite religious

Somewhat religious

Not very religious

Not religious at all

Forgetting and memory problems

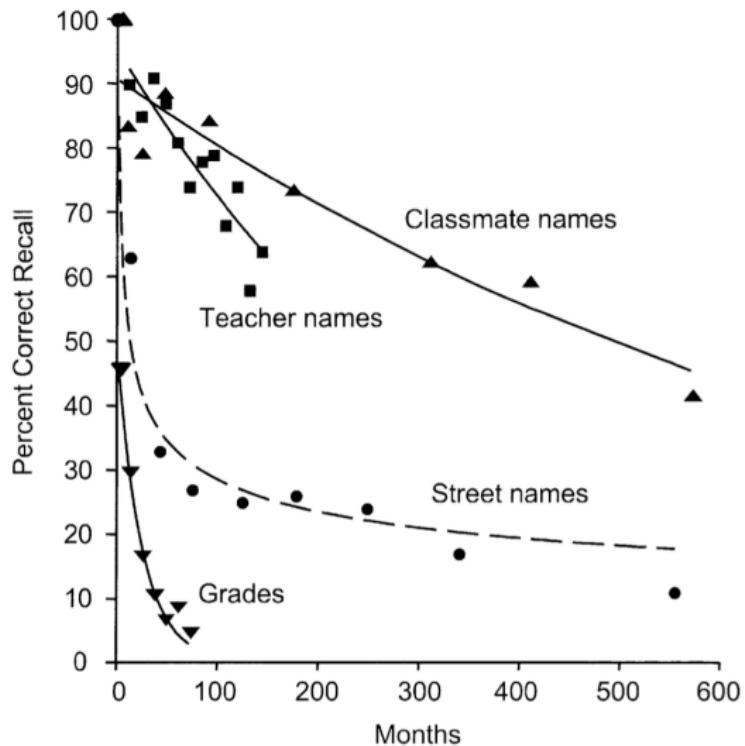


Figure 7.2 Recall accuracy for types of personal information.
(Source: Tourangeau, Rips, and Rasinski, 2000.)

Forgetting and memory problems

Reentry study

8. ¿Ha habido algún evento importante para ti? Anotar la última entrevista realizada como evento en el primer mes del calendario, para marcar el mes de inicio. (NOTA: Registrar con una X los meses en que ocurrió, y anotar descripción del evento).

MES	1	2	3	4	5	6	7	8	9	10
Día/Mes/Año	<input type="checkbox"/>									
Evento	Descripción literal									
Evento 1										
Evento 2										
Evento 3										
Evento 4										
Evento 5										
Evento 6										
Evento 7										
Evento 8										

👉 Luego regresaremos a usar el calendario, sin embargo ahora revisaremos otras cosas sin utilizarlo....

Estimation process for behavioral questions

Now think about the past 12 months, from [DATE] through today. We want to know how many days you've used any prescription tranquilizer that was not prescribed to you or that you took only for the experience or feeling it caused during the past 12 months.

National Survey on Drug Use and Health (NSDUH)

Strategies

- Recall-and-count
 - Under-reporting?
 - Telescoping → over-reporting
- Rate-based-estimation
- Impression-based-estimation

Judgment processes for attitude questions

Do you think the US make a mistake in deciding to defend Korea or not? (Gallup)

Do you think the US was right or wrong in sending American troops to stop the Communist invasion of South Korea? (NORC)

Which question did get more support to the US?

Formatting the answer

The most common will be:

- Open-ended questions that call for numerical answers
- Closed questions with ordered response scales
- Closed questions with categorical response options

Formatting the answer 🤔

Would you say that in general your health is (read options):

- (1) Excellent
- (2) Very good
- (3) Good
- (4) Fair
- (5) Poor

Behavioral Risk Factor Surveillance System (BRFSS)

Any issues here?

Formatting the answer 🤔

Now, thinking about your physical health, which includes physical illness and injury, for how many days during the past 30 days was your physical health not good?

Behavioral Risk Factor Surveillance System (BRFSS)

Any issues here? Better than the previous question? Pros and cons?

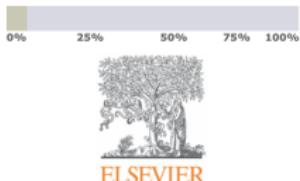
Ordinal scales

- Statements to be **agreed or disagreed** with is one of the most common formats
- They are simple to construct and answer
- But, they encourage a tendency to agree on irrespective of the item content (acquiescence)

See this [link](#) for more examples!

I received this survey some time ago... 🤔

After finishing the review of a scientific paper, I got a survey to assess the reviewing process. **I didn't finish it. Do you guess why?**



When considering whether or not to accept an invitation to review an article, how important are the following?

	Extremely important	Important	Neither important nor unimportant	Not very important	Not at all important	Don't know/ not applicable
Invitation to review (e.g. politeness, appropriateness etc)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of the article	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The article closely matches your area of expertise	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Length of time given to review the article	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reputation of the journal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructions and criteria for review	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of online review system (e.g. it is reliable and easy to use)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tools and support offered by publisher to help during review (e.g. help finding related articles)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Editor communication (e.g. assistance, feedback etc)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recognition/rewards offered by the journal (e.g. reviewer certificates, credits)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I received this survey some time ago... 😕



ELSEVIER

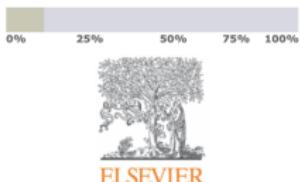
We would like you to think about the article you most recently reviewed for **Advances in Life Course Research**. Please indicate the extent to which you agree/disagree with the following statements about your experience.

Invitation process

	Agree strongly	Agree	Neither agree nor disagree	Disagree	Disagree strongly	Don't know/ not applicable
The invitation was polite and courteous	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The amount of information I received regarding the article was sufficient for me to decide to review	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The article was relevant to my field of expertise	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I had sufficient time to decide whether or not to accept the invitation to review	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I found it easy to communicate my decision to accept/reject the invitation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I found it straightforward to register as a reviewer for the journal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<< >>

I received this survey some time ago... 🤔



In reference to the article you most recently reviewed for **Advances in Life Course Research**, please indicate the extent to which you agree/disagree with the following statements about your experience.

Reviewing process

	Agree strongly	Agree	Neither agree nor disagree	Disagree	Disagree strongly	Don't know/not applicable
It was clear to me by what criteria I should evaluate the article	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The length of time given to complete the review was reasonable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I could read the manuscript and figures clearly with no technical problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The quality of research in the article was sufficiently good to merit peer review	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The standard of English in the article was reasonable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The review format and structure for review submission was helpful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There was a good level of communication with the Editor during the review process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The reminders I received were timely and useful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It was easy to submit my report/recommendations for the article	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I received this survey some time ago... 😕



ELSEVIER

In reference to the article you most recently reviewed for **Advances in Life Course Research**, please indicate the extent to which you agree/disagree with the following statements about your experience.

Performance of online review platform/ services/ support

	Agree strongly	Agree	Neither agree nor disagree	Disagree	Disagree strongly	Don't know/ not applicable
The system is reliable and robust	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is a fast system for review	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The online review platform is available whenever I need to use it	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The online help for reviewers is clear and easy to use	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tools offered by the publisher to help conduct the review were useful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<< >>

How to offset the effect of acquiescence?

- Balancing direction of agree-disagree items 😊
- Do not use agree-disagree items, but **forced-choice questions**

Acquiescence (before)

Do you agree or disagree that most of men are better suited emotionally for politics than are most women?

Would you say that most of men are better suited emotionally for politics than are most women, that men and women are equally suited, or that women are better suited than men?

Acquiescence (before)

Management lets employees know how their work contributes to the company's goals

Some people think management lets employees know how their work contributes to the company's goals. Other people think management does not let employees know how their work contributes to the company's goals. Which comes closer to how you feel?

Meaning of frequency categories

Relative frequencies are not simple translations of absolute frequencies, they incorporate evaluative information

Both Annie and Alvie Singer report having sex three times a week, but she characterizes this as constantly, whereas his description is hardly ever

Woody Allen's *Annie Hall*

Motivated mis-reporting

Think especially about the last 30 days, from [DATE] up to and including today. During the past 30 days, on how many days did you use cocaine? ([NSDUH](#))

In talking to people about elections, we often find that a lot of people were not able to vote because they were not registered, they were sick, or they just didn't have the time. How about you – did you vote in the elections this November? ([American National Election Study](#))

Navigational errors

A1. Were you working for pay or profit during the week of April 12-18, 1992? This includes being self-employed or temporarily absent from a job (e.g., illness, vacation, or parental leave), even if unpaid.

1 Yes – Skip to A8

2 No

A2. Did you look for work anytime during the five weeks between March 8 and April 12, 1992?

1 Yes

2 No

Double-negative

*Please tell me whether you agree or disagree with the following statement about teachers in public schools:
Teachers should not be required to supervise students in the halls, the lunchroom, and the school parking lot*

Ranking questions

People look for different things in a job. Below is a list of six factors in job satisfaction. Please mark the items in the order of their importance to you, starting with 1 as the most important factor in job satisfaction, through 6 for the least important factor.

- Work that pays well
- Work that gives a sense of accomplishment
- Work where you can advance
- Pleasant working environment
- Steady place of work with minimal chances of being laid off
- Work that provides good social benefits

Non-sensitive questions

- All reasonable possibilities in closed questions
- Specific questions!
- Words easy to understand
- Memory clues to improve recall or use aided recall
- For long recall periods use a life event calendar
- Diary, household records, bounded recall
- Use proxies when the cost is a factor

Sensitive questions

- Open rather closed questions (eliciting frequency of sensitive behaviors)
- Longer than shorted questions (loading)
- Familiar words
- Ask about long periods (distant events)
- Sensitivity flow
- Self-administrated methods
- Validation data

Attitude questions

- Specify the attitude object clearly
- Avoid double-barreled questions
- Measure the strength of attitude
- Use bipolar items
- Alternatives mentioned in the question have a big impact on answers
- Panel studies, measure the same questions each time

Attitude questions

- Multiple items, start with the least popular
- Use five to seven response scales and label every scale point
- Use lever or analog devices to collect more detailed scale information
- Use ranking only if the respondents can see all alternatives, otherwise use pair comparisons
- Get ratings for every item of interest, not check all-that-apply

How would you evaluate these questions? 🤔

Do you think the government is spending too little, about the right amount, or too much on anti-terrorism measures?

Do you favor legalized abortion because it gives women the right to choose?

The US Supreme Court has ruled that women should be able to end a pregnancy at any time during the first three months. Do you favor or oppose this ruling?

Some guidelines

Self-administered questions

- Use visual elements in a consistent way (path of questionnaire)
- Place directions where they are to be used and where they can be seen
- Ask one question at a time
- Simple and short questions

A1. Were you working for pay or profit last week?
(Please circle the number of your answer.)

1. Yes
2. Not – Skip to A8

A2. How many hours did you work last week?

hours *(Please enter the number of hours.)*

Assessing Survey Questions

Assessing Survey Questions

- Expert reviews
- Focus group (focused discussion)
- Cognitive interviews
- Field pretests
- Randomized or split-ballot experiments

Cognitive interviewing

- Concurrent think-alouds
- Retrospective think-alouds
- Confidence ratings
- Paraphrasing (own respondent's words)
- Definitions
- Probes (follow-up questions)

Field pretest

- Small scale rehearsals
 - Check CAPI/CATI/Web survey are working correctly
- Sample ~ 100
- Debriefings with interviewers
- Data are tabulated
 - Rate of missing data
 - Distribution of answers
 - Reliability / consistency
- Record interviews
 - Behavior coding

Behavioral coding

Table 8.1. Examples of Behavior Codes for Interviewer and Respondent Behaviors

Code Category	Description
Interview Questioning Behaviors (choose one)	
1. Reads question exactly as worded	
2. Reads questions with minor changes	
3. Reads questions so that meaning is altered	
Respondent Behaviors (check as many as apply)	
1. Interrupts question reading	
2. Asks for clarification of question	
3. Gives adequate answer	
4. Gives answer qualified about accuracy	
5. Gives answer inadequate for question	
6. Answers "don't know"	
7. Refuses to answer	

Creating a questionnaire from scratch

Seven steps for questionnaire design

1. Define conceptual and construct variables according to the research objectives
2. Formulate preliminary survey items according to the above constructs
3. Examine preliminary questionnaire item
4. Write an introduction and instructions
5. Run an empirical examination in a small representative study (pilot study)
6. Correct and rephrase items according to findings from the previous stage
7. Make any final adjustments and modifications

First: Review relevant literature and previously tested tools

- Who is your target population?
- Do you fully understand the issues and concepts to be examined?
- What are the main variables of interest?
- What do you want to learn about the above variables from your target population?
- How will the questionnaire be administered (mode)?

Second: Write the items to be included in your questionnaire

- Have you clearly identified the concept and construct of the variables of interest?
- Have you examined other relevant and related questionnaires?
- Have you consulted others to make sure your items are clear?

Second: Write the items to be included in your questionnaire

- Are the questions simply presented?
- Do the questions cover the scope of issues intended?
- Are items too complex and convoluted and potentially confusing to potential participants?
- Do any items use double negatives?
- Are any questions leading or loaded?

Third: Design the layout and overall questionnaire

- Does the questionnaire have a title, clear introduction, and section directions?
- Do the title and introduction promote interest in the research?
- Do the title and introduction promote participation and completion?
- Are items logically arranged?
- Are directions in each section clear and easy to follow?

Fourth: Empirical examination and pilot test

- How long does it take participants to complete the questionnaire?
- What items are difficult for them to answer?
- Are there items that were not clear to the participants?
- What items are left unanswered?

Methods of Collection

Key questions on the mode of collection

Mode: Method or approach used for data collection

- What is the **most appropriate** method for a particular research question?
- What is the **impact** of a particular data collection method on survey **errors and costs**?

From paper to laptops, tablets, smartphones...

- **CAPI:** Computer-assisted personal interviewing
- **ACASI:** Audio computer-assisted self-interviewing
- **CATI:** Computer-assisted telephone interviewing
- **IVR:** Interactive voice response
- **SMS**
- **Web / Social media**

Survey technology

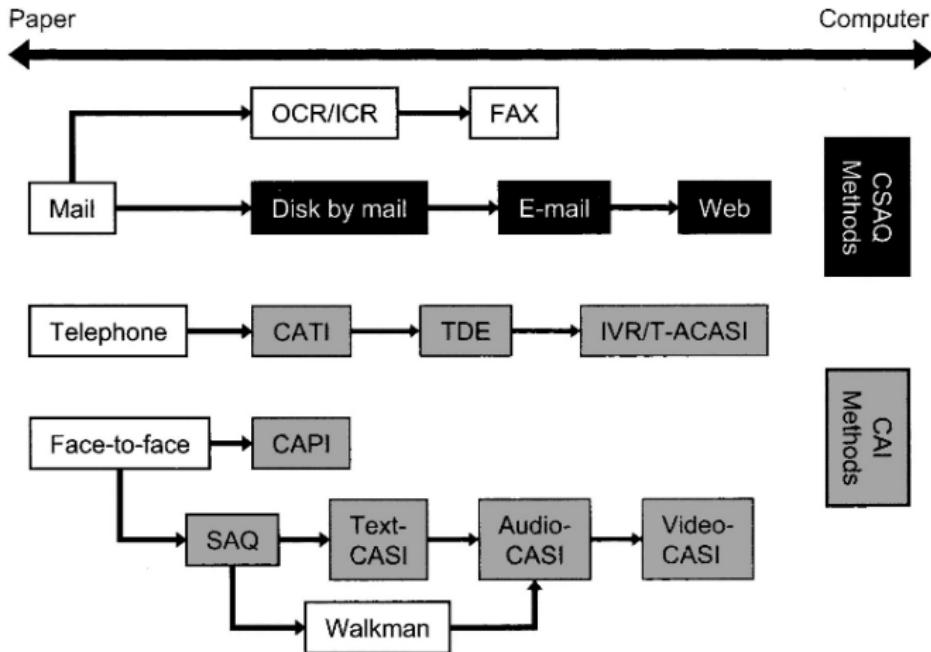


Figure 5.2 The evolution of survey technology.

Enter the name of the next person in the household. Include everyone living or staying in this household.

Do not enter anything and press Next if all persons have been recorded.

First Name

John

Last Name

Doe

John Doe

John Doe: What languages do you speak?

If John Doe lists only one language, probe and ask if John Doe speaks more than one language.

Languages Spoken

Arabic (العربية)	<input checked="" type="checkbox"/>
Bengali (বাংলা)	<input type="checkbox"/>
Cantonese (粵語)	<input type="checkbox"/>
English	<input checked="" type="checkbox"/>
French (Français)	<input checked="" type="checkbox"/>
German (Deutsch)	<input type="checkbox"/>

28% 2:42 PM

Simple CAPI...

John Doe

Main Language

John Doe: What is the language that you speak most frequently?

Arabic (العربية)

English

French (Français)

28% 2:39 PM

Survey...

Which of the following crops were produced by your household during the last growing season?

Maize

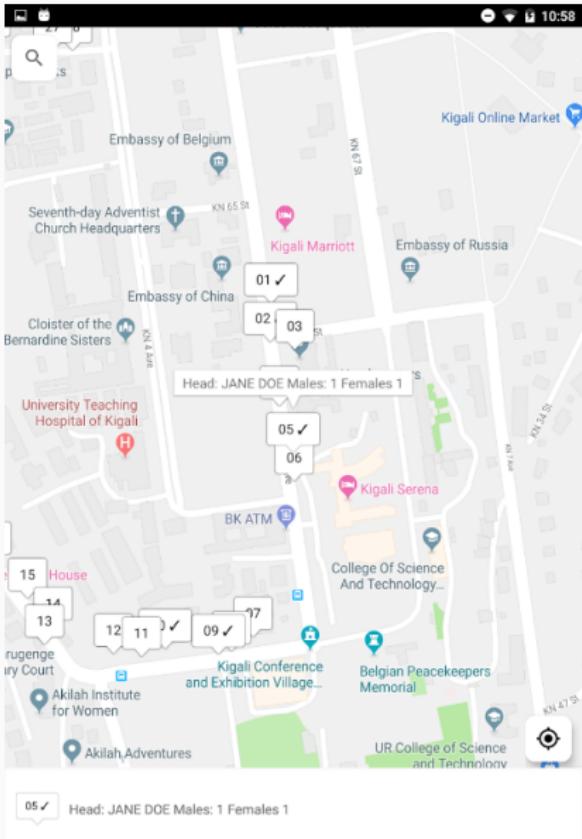
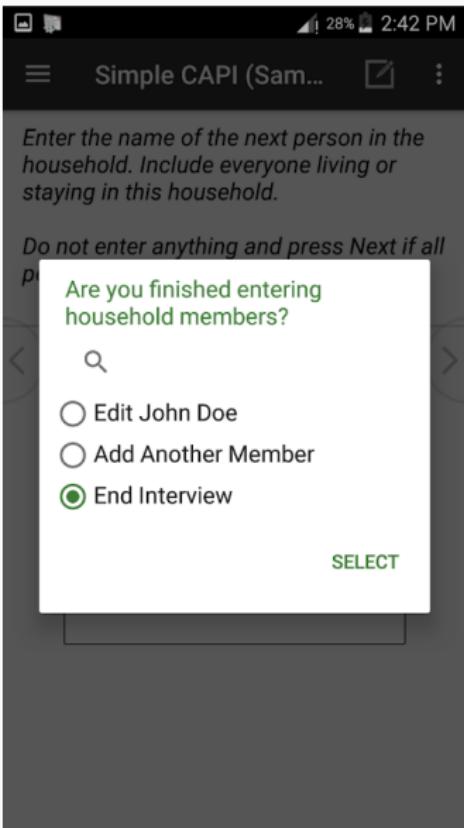


Rice



Sorghum





¿Cuál es tu estado civil?

- 1 Soltero
- 2 Casado
- 3 Convive
- 4 Separado o divorciado
- 5 Viudo

ID

REGION ESTRATO RUT

COMUNA

NOMBRE

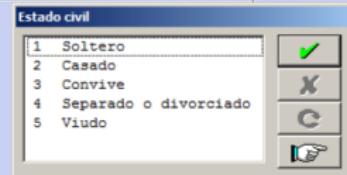
CAUSHI CUEVA HUGO EPIFANIO

SEXO

EDAD REGISTRO

EDAD

ESTADO CIVIL



Estimado(a) **CAUSHI CUEVA HUGO EPIFANIO**, INACAP se encuentra realizando un estudio sobre las principales razones y motivos por las sus alumnos dejan de estudiar en la institución. Para ello, ha seleccionado al azar a un grupo de ex-alumnos con el objetivo de aplicarles un breve cuestionario. Para nosotros es muy importante poder contar con tu opinión.

Te recordamos que tus respuestas serán absolutamente privadas y confidenciales. Muchas gracias por tu tiempo y colaboración.

Para empezar, ¿me podrías decir tu edad?

Entry Message

La diferencia entre la edad declarada (54) y la edad del registro (22) es muy grande, ¡corregir!

Ok

Edad (declarada)	
NOMBRE	15:98 99 Ns-Nr (no leer)
SEXO	
EDAD REGISTRO	
EDAD	54
ESTADO CIVIL	5

Dimensions affected by the mode of collection

- Degree of involvement of the interviewer
 - Pros: decrease of non-response, sampling recruitment, clarification of questions
 - Cons: costs, desirability bias
- Degree of interaction with respondents
 - Pros: researcher control of data collection
 - Cons: contextual effects
- Degree of privacy
 - Group application in schools (e.g., drug use)
 - Application in households (e.g., family violence)
 - Characteristics of the interviewer

Dimensions affected by the mode of collection

- Channels of communication
 - Visual, audio
 - Social presence
- Technology used
 - Training (CAPI / CATI)
 - Complex skips versus programming errors
 - Control of respondents (move backward, save)
 - Educational and literacy constraints

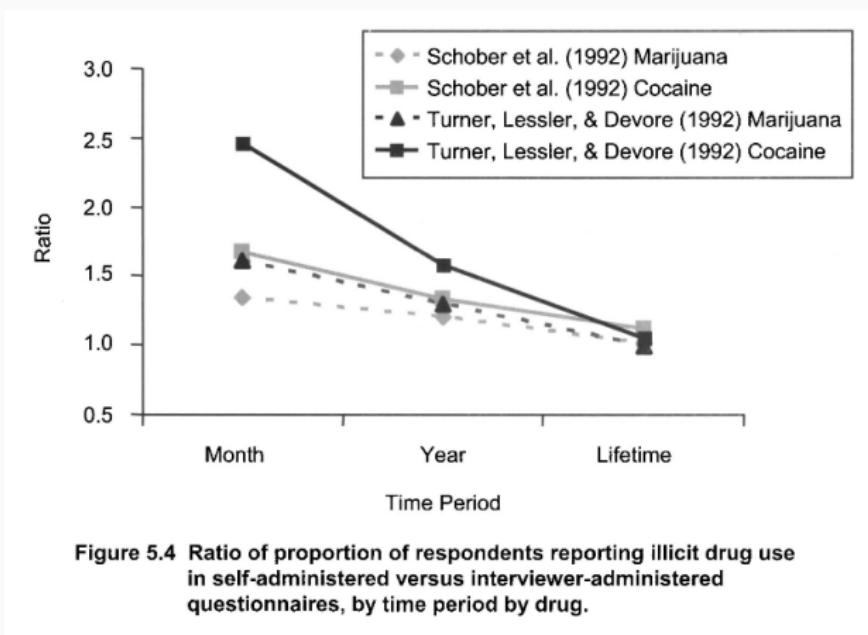
- Sampling frame and design
 - Area probability frames and face-to-face interviews
 - Gold standard (but with some limits)
 - Sample selection, screening → better done by interviewers
 - Panel studies: face-to-face → telephone

Design implications of mode

- Non-response
 - *face-to-face → telephone → mail → web*
 - Reasons for non-responding might also differ
 - How much info can we collect from the non-response unit

Design implications of survey mode

Measurement quality: social desirability bias



Design implications of mode

Measurement quality: response effects 🤔

Primacy versus recency effects

P46STM.- Reasons why people are not treated equally

Reasons because people are not treated equally. Of all of the reasons for which people in this country are not treated equally, which one affects you the most?

- 0 No answer
- 1 For being youth
- 2 For being old
- 3 For being woman
- 4 For being a man
- 5 For skin color
- 6 For being Immigrant
- 7 For being homosexual
- 8 For religion
- 9 For being poor
- 10 For being handicapped
- 11 For not having enough education
- 12 For not having connections
- 13 For not being anyone
- 14 (Country) treats all equally
- 15 Not discriminated by anybody

Measurement quality: data completeness

- Fewer questions are answered in self-administered questionnaires
- Item-missing data
- Length opened-ended questions

Costs

- Training
- Supervision
- Interviewers
- Servers/databases
- Providers

Summary

Dimension	Paper	CAPI	CATI	Mail	e-mail	Web
Flexibility data collection	high	medium-high	medium-high	low	low	low
Interaction interviewer	yes	yes	yes	no	no	no
Question diversity	high	high	low	medium	medium-high	medium-high
Visual and audio stimuli	high	high	low	medium-low	medium-high	medium-high
Sample size per budget	low	low	medium	high	high	high
Sample control	medium	medium	high	low	medium-low	low
Control collection context	high	high	medium	low	low	low
Fieldwork control	medium-low	medium	high	no	no	no
Training interviewers	yes	yes	yes	no	no	no
Information per respondent	high	high	medium	medium	medium	medium
Response rate	high	high	medium	low	low	low
Privacy (perception)	medium	medium	medium	high	medium	high
Social desirability	high	high	medium	low	low	low
Getting sensitive information	low	low	medium-high	high	high	high
Interviewer bias	high	medium	medium	no	no	no
Speed	medium-low	medium-low	medium-high	low	high	high
Cost	high	high	medium	low	very low	very low

Which mode seems more suitable for this question? 🤔

P69. Lea con detención las siguientes frases e indique cuál de ellas se acerca más a la realidad de su empresa. Use la escala de 1 a 5, en donde el número 1 es más cercano a la frase A y 5 es más cercana a la frase B.

Frase A	← Escala →					Frase B
	1	2	3	4	5	
1 El capital con queuento en la actualidad <u>no me alcanza</u> para realizar inversiones.	1	2	3	4	5	El capital con queuento en la actualidad <u>me alcanza</u> para realizar inversiones.
2 El acceso al financiamiento <u>es</u> una dificultad real para mis inversiones.	1	2	3	4	5	El acceso al financiamiento <u>no es</u> una dificultad real para mis inversiones.
3 Los costos de los créditos <u>son</u> una dificultad real para mis inversiones.	1	2	3	4	5	Los costos de los créditos <u>no implican</u> una dificultad para mis inversiones.
4 Mi endeudamiento <u>es</u> una dificultad para realizar inversiones en mi empresa.	1	2	3	4	5	Mi endeudamiento <u>no presenta</u> una dificultad para realizar inversiones en mi empresa.
5 La rentabilidad de mi negocio <u>no me permite</u> realizar inversiones en mi empresa.	1	2	3	4	5	La rentabilidad de mi negocio <u>me permite</u> realizar inversiones en mi empresa.

How do you ask this question in a telephone survey?

- Key areas of impact
 - Reduce coverage error
 - Reduce non-response error
 - Lowering survey costs
- Limitations
 - Unified mode design
 - It can be time consuming

- Typology
 - Type I: contact one mode, respond using a different mode
 - Type II: mostly one mode, specific question another mode (reduce social desirability effects) ~ concurrent
 - Type III: Several modes for different respondents during the same survey period
 - Type IV: Use one mode on one occasion, and a different mode (follow-up)

<https://github.com/sdaza/survey-methods>

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