

Participant Survey

Annotated Example

This document provides an example of a participant survey curated for a specific program. Included are annotations, tips, and guidance on the best practices behind each part of a participant survey.

CREATED BY



PREVENTION RESEARCH CENTER
COLORADO STATE UNIVERSITY

Introducing the survey



The text inside the box includes the survey as it is presented to a participant. The right side includes notes on various sections of the survey.

Survey Example: Introduction

Instructions

We ask these questions because we would like to learn about how young people like yourself think and feel about wellbeing. Please answer these questions honestly, and know that there are no correct or incorrect answers. Your responses will be completely confidential. You may choose not to answer any questions that you do not want to, and you may stop completing this survey at any time.

Unique IDs

The first 3 questions are asked in order to create a unique ID so your responses will not be linked back to you. To create a unique ID, you will use the LAST letter of your first name and last name, as well as the day of your birthday. For example, if your name is Jessica Smith and your birthday is March 15th, then your response would be A, H, 15.

1. What is the LAST letter of your FIRST name?
2. What is the LAST letter of your LAST name?
3. What is the day of your birthday?

Demographics

1. What school do you attend?
2. How old are you?
3. Which of the following best describes you? (select all that apply)
 - African American or Black
 - American Indian or Alaska Native
 - Asian or Asian American
 - Hispanic, Latine or Spanish Origin
 - Middle Eastern or North African
 - Native Hawaiian or Pacific Islander
 - White
 - Not listed here or prefer to self-describe:
 - Prefer not to answer

Annotations:

You have the responsibility to inform participants that this survey and every part of it is voluntary.

We create UIDs (Unique Identification) for participants to protect participant privacy and safety in their responses. UIDs help evaluators link a person's pretest to their posttest.

Only collect demographic data that can help you understand: *For whom does this program work best?*

Tip: Identity-related questions should **not** have the option "other" and should have the option "prefer not to answer."

Best Practices in Data Collection | More Than Numbers

Outcome Measures

Remember: It is ideal to ask the participants the same questions before the program and then again after the program. You can then compare the responses from pre- to posttest.



Survey Example: Outcomes

Outcome Measure 1

In this example, we use the [CES-D-10](#) to measure depression among participants. This is a valid and reliable measure.

Outcome Measure 2

In this example, we use the [PROMIS Anxiety Scale](#) to measure anxiety among participants. This is a valid and reliable measure.

Outcome Measure 3

In this example, we use the [Brief Resilient Coping Scale](#) to measure the coping skills of participants. This is a valid and reliable measure.

Outcome Measure 4

In this example, we use the [Short Moods and Feelings Questionnaire](#) to further measure mood and depression among participants. This is a valid and reliable measure.

Annotations:

This is where we begin to collect data to measure our outcomes. **You will want to identify:**

1. What areas are your program designed to change?
2. What scales exist to measure those outcomes?

Outcomes will measure changes in participants' knowledge, attitudes, beliefs, or wellbeing.

Use full scales and surveys that are **valid & reliable** instead of cherry-picking questions from the scale.

Tip: Make sure that the outcome measures you use are culturally responsive and adaptive to your population.

Click on the survey links above to see details on coding, scoring, and examples of each one.

Outcome Measure Example

Below is an example of the **CES-D-10**. This is one example of a valid and reliable scale that you may want to include in a participant survey.

Survey Example: Outcomes

Instructions:

Below is a list of some of the ways you may have felt or behaved. Please indicate how often you have felt this way **during the past week** by using the rating scale provided.

	Rarely or none of the time (less than 1 day)	Some or a little of the time (1-2 days)	Occasionally or a moderate amount of time (3-4 days)	Most of the time (5-7 days)
1. I was bothered by things that usually don't bother me.	0	1	2	3
2. I had trouble keeping my mind on what I was doing	0	1	2	3
3. I felt depressed.	0	1	2	3
4. I felt that everything I did was an effort	0	1	2	3
5. I felt hopeful about the future.	0	1	2	3
6. I felt fearful.	0	1	2	3
7. My sleep was restless.	0	1	2	3
8. I was happy.	0	1	2	3
9. I felt lonely.	0	1	2	3
10. I could not "get going."	0	1	2	3

See a larger example of this survey on the next page

Annotations:

It's proactive to keep a codebook for your evaluation team to understand and track each survey. Your codebook should include **item stems, proper coding**, and, occasionally, resources with additional information about scoring procedures.

- 1. Item stems:** Short names for each item (question) in your survey. An item stem helps your team track each question when using data analysis software.
- 2. Proper coding:** Pre-determined by the creators of the selected survey. As shown here, the survey requires that the proper response options are 0, 1, 2, or 3, respectively.

Note that this survey was designed with two reverse-coded questions. This means that to determine a proper summed score for this survey, the response options for item #5 and item #8 need to be coded with numbers in the reverse order (3, 2, 1, 0, respectively).

Outcome Measure Example



Survey Example: Outcomes

Instructions:

Below is a list of some of the ways you may have felt or behaved. Please indicate how often you have felt this way **during the past week** by using the rating scale provided.

	Rarely or none of the time (less than 1 day)	Some or a little of the time (1-2 days)	Occasionally or a moderate amount of time (3-4 days)	Most of the time (5-7 days)
1. I was bothered by things that usually don't bother me.	0	1	2	3
2. I had trouble keeping my mind on what I was doing	0	1	2	3
3. I felt depressed.	0	1	2	3
4. I felt that everything I did was an effort	0	1	2	3
5. I felt hopeful about the future.	3	2	1	0
6. I felt fearful.	0	1	2	3
7. My sleep was restless.	0	1	2	3
8. I was happy.	3	2	1	0
9. I felt lonely.	0	1	2	3
10. I could not "get going."	0	1	2	3

Annotations:

Here is an example of **item stems** your team might use in your codebook:

CESD_1_bother
 CESD_2_mind
 CESD_3_depressed
 CESD_4_effort
 CESD_5_NOhopeful
 CESD_6_fearful
 CESD_7_sleep
 CESD_8_NOhappy
 CESD_9_lonely
 CESD_10_going

Reverse-coded question

Reverse-coded question

Process Measures



We can include additional questions during a posttest to understand more about how the participants enjoyed the program. Participant satisfaction measures can provide helpful insight, but these are NOT outcome measures. Rather than explaining program outcomes, satisfaction explains more about the process or implementation of a program.

Survey Example: Satisfaction

Annotations:

Open-Ended Questions

1. What aspects of the program did you find the most valuable?
2. What aspects of the program did you find less valuable?
3. How could we make the program more interesting and helpful for future participants?
4. Please provide any additional feedback you may have about the structure or content of this program.

- Use a combination of quantitative and qualitative questions to understand more about why participants did or did not enjoy the program.

Environment Quality

Looking back on your time participating in this program, please rate how true the following statements are to your experience. Answer (1) Untrue, (2) Somewhat Untrue (3) Somewhat True, or (4) True.

1. Students in this group worked well together.
2. I liked participating in this program.
3. I learned useful information from participating in this program.

- Measuring the quality of the environment can inform the program team on what is working well or not as well.

Facilitator Quality

1. Looking back on your time participating in this program, please rate how true the following statements are to your experience. Answer (1) Untrue, (2) Somewhat Untrue (3) Somewhat True, or (4) True.

1. The group leader(s) came prepared to lead the group in program activities.
2. The group leader(s) cared about the students in this group.
3. The group leader(s) respected the students in this group.

- Tip: Using even-numbered scales (e.g., a 4-point scale) can provide the most helpful insight because it avoids the option of a "neutral" response.

Satisfaction data can help inform a PROCESS evaluation