Instructor:
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Overview and Goals:
This course reviews research focused on understanding the effect of data collection design features on major sources of survey error and, therefore, the quality of the data. Materials and sessions concentrate on how data collection methods specifically relate to coverage error, nonresponse error, and measurement error. The Total Survey Error paradigm informs the consequences of alternative design decisions, including the quality of the data collected under different designs.

Understanding the consequences of alternate data collection methods requires attention to how basic design features relate to major sources of error. For example, choices exist between a probability or non-probability sampling frame, paper versus computer-assisted data collection, and self-administration versus interviewer-administration. Tradeoffs between the errors and costs for common single survey modes versus multiple survey modes must be considered.

The course includes a review of the literature on interviewer effects, in terms of both potential reduction in survey error and potential contributions to survey error. With respect to nonresponse error, the course includes literature on methods for reducing nonresponse error and methods of assessing nonresponse error in survey estimates. Finally, design considerations for longitudinal household surveys and surveys with organizations as the unit of analysis (as opposed to households or individuals) are also examined.
Format and Materials:
This course is online only. Readings, materials, and recorded presentations will be available for students to review prior to each online class session on the course website. Each class session will be conducted via Zoom for all students. Class sessions will focus on discussion of the presentations, questions on weekly readings, and exercises and demonstrations to illustrate key concepts.

Instructor office hours are available by Zoom or phone appointments and students are encouraged to communicate with the instructor by email as needed. All recorded presentation, course materials, reserved readings, and student assignments will be posted to the course website on Canvas under SOCI760.001.FA23 (https://uncch.instructure.com/courses/38301). Please let the instructor know if you experience any difficulties accessing the course website or specific materials on the site.

Grading:
All course assignments function as components of a survey data collection proposal to be completed by each student over the course of the semester.

Grading will be based on:

- Participation in online class discussions that demonstrates reviewing the weekly recorded presentation and the assigned readings will count for 10% of the final grade. The participation portion of the grade will be evaluated by (1) questions students submit prior to each weekly online class and (2) contribution to the online class discussion. Weekly questions can address any topics covered through the current week’s presentation or readings. Questions should be submitted to the instructor via email at least 24 hours before each online class session. Each class session will allow time for students to ask questions and discuss answers.

- Three assignments of about 5-6 pages each will be designed to sequentially develop a proposal for a survey data collection project will each count for 20% of the final, for a total of 60% of the final grade.

- The fourth and final proposal for a survey data collection project addressing instructor feedback on the three prior assignments and the most important sources of survey error for the proposed data collection will count for 30% of the final grade.

The schedule below indicates dates when the assignments will be available to students and when they will need to be completed and submitted. Assignments should be submitted to the instructor via Sakai or email; the instructor will confirm receipt via email. Late assignments will not be accepted without prior arrangement with the instructor.
Schedule, Topics, and Readings:

Week 1 – August 22

Topics:
Overview; Goals, concepts, and challenges

Readings:

Week 2 – August 29

Topic:
Key dimensions of survey modes

Readings:

Week 3 – September 5 (NO CLASS, extended Labor Day holiday)

Week 4 – September 12

Topics:
Comparing modes, mixing modes, and responsive design

Readings:

Week 5 – September 19 (Assignment 1 posted)

Topic:
Survey modes and survey errors

Readings:
Week 6 – September 26

**Topic:**
Computer-assisted survey methods, self-interviewing

**Readings:**

Week 7 – October 3 *(Assignment 1 due)*

**Topic:**
Web surveys, future of survey technologies

**Readings:**

Week 8 – October 10

**Topics:**
Respondent selection procedures, proxy reporters

**Readings:**

Week 9 – October 17 *(Assignment 2 posted)*

**Topics:**
Interviewer effects: Coverage, Nonresponse & Measurement Error

**Readings:**
Week 10 – October 24
Topics:
Interviwer quality control, interviewing techniques
Readings:

Week 11 – October 31 (Assignment 2 due)
Topics:
Nonresponse definition, trends, and consequences
Readings:
nonresponse and level of effort. *Journal of Survey Statistics and Methodology* 6: 186–
211. doi: 10.1093/jssam/smx019.

Week 12 – November 7 (Assignment 3 posted)
Topics:
Nonresponse theories, actions, and assessment
Readings:
*Public Opinion Quarterly* 70: 646–675 (special issue).

Week 13 – November 14
Topic:
Longitudinal surveys
Readings:
(1) Lynn, P. (2013). Alternative sequential mixed-mode designs: Effects on attrition rates,

Week 15 – November 21 (Assignment 3 due, NO CLASS – Thanksgiving week)
Week 14 – November 28 (Final Assignment posted)

**Topic:**
Surveys of organizations

**Readings:**


Thursday, December 7 – Final Assignments due by midnight