Develop Surveys and Collect Data with Google Forms

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Learning outcomes:

• Identify four ways to collect data.
• Develop a survey using Google Forms.
• Collect and aggregate data collected in the survey.
Four Parts

• **D**esigning
• **A**ccess
• **T**racking
• **A**nnouncing

https://www.schoolcounselor.org/school-counselors/asca-national-model/purchase-the-books
Existing Data

• Demographics
• Attendance
• Enrollment Patterns
• Discipline
• Test Scores
• Tardies
• Grades
• GPA
NON-Existing Data

- Needs Assessment
- Some Mindsets & Behaviors
Four Sources of Data

• Export existing data from your SIS
• Type it in yourself
• Copy and Paste
• Google Forms
Basic Calculations

• Raw Data
• Percent
  (proportion)
• Percent Change
• Pre to Post Change
### Basic Calculations - Examples

<table>
<thead>
<tr>
<th>Calculation</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Raw Data</td>
<td>• Number of parents attending orientation.</td>
</tr>
<tr>
<td></td>
<td>• Discipline referrals</td>
</tr>
<tr>
<td></td>
<td>• Course enrollment</td>
</tr>
<tr>
<td>Percent</td>
<td>• Graduation rates</td>
</tr>
<tr>
<td></td>
<td>• Test Scores</td>
</tr>
<tr>
<td></td>
<td>• Attendance</td>
</tr>
<tr>
<td>Percent Change</td>
<td>• Students applying to college</td>
</tr>
<tr>
<td></td>
<td>• Students graduating</td>
</tr>
<tr>
<td>Averages</td>
<td>Take any of the above and calculate averages.</td>
</tr>
<tr>
<td>Pre to Post Change</td>
<td>Take any of the above and calculate difference between now and before 😊</td>
</tr>
</tbody>
</table>
Creating Your Own Survey
Basics for Designing Forms

• **Length**: The shorter, the better.

• **Readability**: On average, around 6th grade level. Avoid acronyms and slang.

• **Culturally and Age Appropriate**: Avoid inappropriate wording and insufficient attention to cultural nuances.

• **Face Validity**: Your form has a clear purpose of what is needed to know and understand.
Designing Forms

• Unidirectional Items
  – The response for every item (e.g., a higher number or True versus False answer) is equally desirable.

NON-Example
  – True or False
    • *I am confident about making friends.*
    • *Making friends scares me.*
Designing Forms

• Concrete questions are best.

  – “Are you happy with the school counseling program so far?”
  
  – **Better**: “The school counseling program has positively impacted my students’ attendance.”
Designing Forms

Mutual Exclusivity

A given respondent or item should not fit into more than one category

- Example: Are you a) Single; b) Married; c) Divorced; d) Widowed; e) Separated, or f) Living in a couple relationship but not married
  - In this example, with enough time, someone could answer “All of the above”
Designing Forms

Avoid Double Negatives

Do you agree that cyberbullying is not uncommon?

We don't need no education

Yes you do. You've just used a double negative.
Designing Forms

• Equally Distributed Categories:
  – Never
  – Somewhat
  – Often
  – Always

• Non-equally Distributed Categories:
  – Never
  – Rarely
  – Always
Designing Forms

• Avoid double-barreled questions
  – Would you say that the decision to increase Sabella’s salary by 67% will be a boon to FGCU or don’t you care?
  • You could think it would be a boon but not care.
B-LS 5. Apply media and technology skills

Apply media skills.

Apply technology skills.
B-LS 7. Identify long- and short-term academic, career and social/emotional goals.

<table>
<thead>
<tr>
<th></th>
<th>Short Term</th>
<th>Long Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Career</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social/Emotional</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Survey items ...

Identify the M/B most relevant to the goal.
Write a sentence based on the goal.
Convert the statement to a survey item.
### Basic Item Stems ...

<table>
<thead>
<tr>
<th>Attitude/Belief</th>
<th>I believe ...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge</td>
<td>I know ...</td>
</tr>
<tr>
<td></td>
<td>I understand ...</td>
</tr>
<tr>
<td>Skill</td>
<td>I can ...</td>
</tr>
</tbody>
</table>
Likert Scales

• Agreement
• Frequency
• Importance
• Quality
• Likelihood
<table>
<thead>
<tr>
<th>Response Set</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequency</td>
<td>Never</td>
<td>Rarely</td>
<td>Sometimes</td>
<td>Often</td>
<td>Always</td>
</tr>
<tr>
<td>Quality</td>
<td>Very poor</td>
<td>Poor</td>
<td>Fair</td>
<td>Good</td>
<td>Excellent</td>
</tr>
<tr>
<td>Intensity</td>
<td>None</td>
<td>Very mild</td>
<td>Mild</td>
<td>Moderate</td>
<td>Severe</td>
</tr>
<tr>
<td>Agreement</td>
<td>Strongly disagree</td>
<td>Disagree</td>
<td>Neither agree nor disagree</td>
<td>Agree</td>
<td>Strongly agree</td>
</tr>
<tr>
<td>Approval</td>
<td>Strongly disapprove</td>
<td>Disapprove</td>
<td>Neutral</td>
<td>Approve</td>
<td>Strongly approve</td>
</tr>
<tr>
<td>Awareness</td>
<td>Not at all aware</td>
<td>Slightly aware</td>
<td>Moderately aware</td>
<td>Very aware</td>
<td>Extremely aware</td>
</tr>
<tr>
<td>Importance</td>
<td>Not at all important</td>
<td>Slightly important</td>
<td>Moderately important</td>
<td>Very important</td>
<td>Extremely important</td>
</tr>
<tr>
<td>Familiarity</td>
<td>Not at all familiar</td>
<td>Slightly familiar</td>
<td>Moderately familiar</td>
<td>Very familiar</td>
<td>Extremely familiar</td>
</tr>
<tr>
<td>Satisfaction</td>
<td>Not at all satisfied</td>
<td>Slightly satisfied</td>
<td>Moderately satisfied</td>
<td>Very satisfied</td>
<td>Completely satisfied</td>
</tr>
<tr>
<td>Performance</td>
<td>Far below standards</td>
<td>Below standards</td>
<td>Meets standards</td>
<td>Above standards</td>
<td>Far above standards</td>
</tr>
</tbody>
</table>

Source: https://www.simplypsychology.org/likert-scale.html
# Likert Scale Examples for Surveys

Sorrel Brown  
ANR Program Evaluation  
Iowa State University Extension  
sorrel@iastate.edu  
Dec 2010

## Agreement

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree Strongly</td>
<td>Agree Moderately</td>
<td>Agree Slightly</td>
<td>Disagree Slightly</td>
<td>Disagree Moderately</td>
</tr>
<tr>
<td>Agree</td>
<td>Disagree</td>
<td>or</td>
<td>Agree</td>
<td>Undecided</td>
</tr>
<tr>
<td>Agree</td>
<td>Disagree Strongly</td>
<td>Disagree Very Strongly</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Value

- High
- Moderate
- Low
- None

## Relevance

- Excellent
- Somewhat
- Poor
Likert scale level of agreement emoji
MIXED methods

QUANTITATIVE
Data Collection
Data Analysis

QUALITATIVE
Data Collection
Data Analysis

Results compared, integrated & interpreted
Survey/Interview Validation Rubric for Expert Panel - VREP
By Jacquelyn White and Marilyn K. Simon

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<table>
<thead>
<tr>
<th>Criteria</th>
<th>Operational Definitions</th>
<th>Score</th>
<th>Questions NOT meeting standard (List page and question number) and need to be revised. Please use the comments and suggestions section to recommend revisions.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clarity</td>
<td>• The questions are complete questions</td>
<td>1=Not Acceptable (major modifications needed)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Only one question is asked at a time</td>
<td>2=Below Expectations (some modifications needed)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• The participants can understand what is being asked</td>
<td>3=Meets Expectations (no modifications needed but could be improved with minor changes)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>4=Exceeds Expectations (no modifications needed)</td>
<td></td>
</tr>
<tr>
<td>Wordiness</td>
<td>• Questions are concise and understandable</td>
<td>1=Not Acceptable (major modifications needed)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• There are no unnecessary words</td>
<td>2=Below Expectations (some modifications needed)</td>
<td></td>
</tr>
<tr>
<td>Negative Wording</td>
<td>• Questions are asked using the affirmative (e.g., Instead of asking, “Which methods are not used?”), the researcher asks, “Which methods are used?”)</td>
<td>3=Meets Expectations (no modifications needed but could be improved with minor changes)</td>
<td></td>
</tr>
<tr>
<td>Overlapping Responses</td>
<td>• No responses cover more than one choice</td>
<td>4=Exceeds Expectations (no modifications needed)</td>
<td></td>
</tr>
<tr>
<td>Balance</td>
<td>• The questions are unbiased and do not lead the participants to a response. The questions are asked using a neutral tone.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use of Jargon</td>
<td>• The terms used are understandable by the target population</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appropriateness</td>
<td>• The choices listed allow participants to respond appropriately. The responses apply to all situations or offer a way for those to respond with unique situations.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>of Responses Listed</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Continued ...

### Relevance
- Excellent
- Somewhat
- Poor

### Frequency
<table>
<thead>
<tr>
<th>Very Frequently</th>
<th>Always</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequently</td>
<td>Very Frequently</td>
<td>Usually</td>
</tr>
<tr>
<td>Occasionally</td>
<td>Occasionally</td>
<td>About Half</td>
</tr>
<tr>
<td>Rarely</td>
<td>Rarely</td>
<td>the Time</td>
</tr>
<tr>
<td>Very Rarely</td>
<td>Very Rarely</td>
<td>Seldom</td>
</tr>
<tr>
<td>Never</td>
<td>Never</td>
<td>Never</td>
</tr>
</tbody>
</table>

| A Great Deal    | Often        | Almost Always|
| Much            | Sometimes    | To a Considerable Degree |

### Importance
- Very Important
- Important
- Moderately Important
- Slightly Important
- Not Important

- Very Important
- Moderately Important
- Not Important

0 = Not Important At All
1 = Of Little Importance
2 = Of Average Importance
3 = Very Important
4 = Absolutely Essential
LET'S GO
THE NEW GOOGLE FORMS
Likert Type Scales for ASCA Mindsets and Behaviors

Mindset Standards

I believe in a healthy balance of mental, social/emotional and physical well-being.

I am self-confident in my ability to succeed.

I have a sense of belonging at my school.

I understand that postsecondary education is necessary for long-term career success.

I understand that life-long learning is necessary for long-term career success.

I believe in using my abilities...
ASCA Mindsets & Behavior Likert Scale Items

This form contains all 35 mindsets and behavior standards in the form of Likert scale items.

* Required

Name *
Your answer

ID Number *
Your answer

Create a Google Forms Question Bank

by admin | Jul 10, 2019 | Google | 0 comments

Use Google Forms for a Question Bank

A new feature in Google Forms is the ability to import questions from another Form. This feature is well designed and easy to use. Take advantage of this to create a question bank for creating new Forms.

Create a Form Per Topic

Suggestion, create a FOLDER in Google Drive for your question bank. Within the folder create a folder per unit. In each of those unit folders, create a Google Form for each topic.

One Form

Load up the topic Google Form with questions from the unit. Take advantage of the duplicate icon on a question to copy it and change it slightly.
Resources

https://schoolcounselor.com/autoctg/
Resources


http://www.ezanalyze.com/

Excel-Based Tools for Educators

EZAnalyze provides free, Excel-based tools designed to enhance the data-driven work educators engage in. While Professional School Counselors are the target audience for EZAnalyze products, professionals and students in other disciplines also find these tools useful.

EZAnalyze

EZAnalyze is a Microsoft Excel Add-In designed to enhance the capabilities of Excel by adding "point and click" functionality for analyzing data, creating graphs, and creating new variables. It works best on PC's; see News below regarding Mac and Excel 2016 support.

Learn More...
- Features
- Download
- Hardware/Software Requirements
- Documentation
- Licensing Agreement

TimeTracker

The EZAnalyze TimeTracker is a macro-enabled Excel workbook designed to perform note-keeping and time-tracking functions, and generate reports for accountability and improved service to students. It works on both Macs and PC's, except for Excel 2008.

Learn More...
- Features
- Download
- Hardware/Software Requirements
- Documentation
- Licensing Agreement

News

- Excel for Mac - The version of EZAnalyze available for download does not work with any version of Excel for Mac EXCEPT for Excel 2004; support for Excel 2016 is expected in Summer 2016.
- Excel 2013 2016 for Windows - a Beta version of an Excel 2013/2016 file for EZAnalyze is available, please contact me to request a version I have available for testing.
- Rex Filer's Electronic Log can still be downloaded from here.
- Get Support or Contribute - Visit the EZAnalyze Groupsite to get help or contribute.

http://www.ezanalyze.com/
Resources

Beta version:
Resources

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After you have received your license it is easy to turn your current trial version into the full unlimited version in a few seconds without the need to download or install again.
ASCA National Model Templates

RAMP applicants are required to use the ASCA-supplied templates. The templates provide a standardization for scoring, which contributes to more consistent scoring from RAMP reviewers.

Applications for 2020 and 2021 can use either third edition or fourth edition templates. Applications in 2021 and beyond must use fourth edition templates.

Following are individual third edition templates:
Section 3: School Counseling Program Goals (third edition)
SMART Goal Template (fillable PDF)
SMART Goal Template (Word)
(The template is not required for the RAMP application but may be helpful in developing goals.)

Section 4: Mindsets & Behaviors for Student Success (third edition)
Mindsets & Behaviors Program Planning Tool (fillable PDF)
Mindsets & Behaviors Program Planning Tool (Word)

Section 5: Annual Agreement (third edition)
Annual Agreement (fillable PDF)
Annual Agreement (Word)
Use-of-time Assessment (not required but could help with annual agreement development)

Section 7: Calendars (third edition)
Annual Calendar (The template is not required for the RAMP application but may be helpful in developing your annual calendar.)
Contact

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HTTPS://ABOUT.ME/SABELLA