New York University
Robert F. Wagner Graduate School of Public Service

PADM-GP 4114 Surveys and Interviews Fall 2012
Fridays, September 21, October 19, November 16, 2012; 9:00am – 1:00pm
Location: 25 West 4th Street, Room C-13

Professor Zvia Segal Naphtali
Home/office phone  212-877-1475
Office Hours: By appointment

zvia.naphtali@nyu.edu

COURSE PRE-REQUISITES: The completion of a course on Statistical Methods.

COURSE DESCRIPTION AND OBJECTIVES

This three-day workshop will provide students with the skills they need to design, conduct and analyze internet, mail and telephone surveys, focus groups and face-to-face interviews. Students will also learn to critically evaluate instruments designed and implemented by others. These types of data collection instruments are designed for a variety of purposes and for different settings including public policy, urban planning, program implementation evaluation, cost-benefit analysis, and more.

Each class will start with a discussion of the required readings in Don Dillman’s book, *Internet, Mail and Mixed-Mode Surveys*, and in the highly recommended new book by Jelke Bethlehem and Silvia Biffignandi called *Handbook of Web Surveys*. A part of each class will also be devoted to a “Survey Clinic” in which students will examine examples of surveys and other types of instruments provided by Prof. Naphtali and also each other’s work.

The first day of class will begin with a discussion Chapter 1 “Turbulent Times for Survey Methodology” in Don Dillman, et. al, *Internet, Mail and Mixed Mode Surveys*. Students must read this chapter before class and take notes. In the first day of class students will also discuss and analyze a web survey designed by Morgan M. Millar, Allison C. O’Neill and Don Dillman, “Are Mode Preferences Real?” The web survey is included in a Technical Report. See [http://www.sesrc.wsu.edu/dillman/papers.html](http://www.sesrc.wsu.edu/dillman/papers.html) (2009)

Part of each class will be devoted to a “Survey Clinic” in which students will examine samples of internet, mail, and telephone surveys, and focus groups and face-to-face interviews provided by Prof. Naphtali. Students are also required to present their own surveys (or other data collection instruments) in these survey clinics.

**TASKS TO COMPLETE BEFORE THE FIRST CLASS ON SEPTEMBER 21**

Students are required to download, read, and take notes on the paper “Are Mode Preferences Real?” Print the Web Survey part of the article and bring it to class. Students should also read Ch. 1 in on “Turbulent Times for Survey Methodology” in the required book by Don Dillman, et. al. *Internet, Mail and Mixed Mode Surveys* and take notes.
Before the first class: It is also recommended that students read chapters 1, 2 and 5 in Jelke Bethlehem and Silvia Biffignandi *Handbook of Web Surveys* and take notes (the book is available on reserve).

**THE SURVEY CLINICS**

There will be three “Survey Clinics” one each time the class meets. In these survey clinics, students will examine a number of exceptional data collection instruments distributed by Prof. Naphtali. One of these instruments, for example, was used a number of years ago to study the experience of welfare mothers seeking child care services. The data collection instruments in this project involved a combination (“mixed modes design”) of face-to-face interviews and focus groups. In the second “Survey Clinic” we will examine mail surveys that were designed to study the nonprofit sector in New York City. Note that Prof. Naphtali was directly involved in the design, implementation, the data collection and the final analysis of the results of these data collection instruments.

Time permitting, other data collection instruments to be examined in these “Survey Clinics” may include surveys designed to evaluate the cost effectiveness and impact of various programs. One example is an interview schedule that was designed for an evaluation of the implementation of the NYC Board of Education’s program called Performance Driven Budgeting (PDB), a form of school based budgeting. Another example is a web survey designed to study the early uses of the internet by nonprofit organizations. Copies of some of these survey instruments will be available in class and others will be downloaded and printed by you from Blackboard.

The primary purpose and goal of this entire Surveys and Interviews workshop, including the “Survey Clinics,” is to enable students to gain knowledge and practical skills that they will be able to apply in Wagner Capstone projects, in their current work elsewhere, and in their future professional careers.

Students are encouraged to bring drafts of their own mail or internet surveys, interview schedules or focus groups instruments to each of the “Survey Clinics.”

The **first day** of this three-day workshop will begin (as noted above) with a class discussion of the ever changing nature of the survey research field and the impact of new technologies on it. The discussion will be based on pre-class reading of Chapter 1 “Turbulent Times for Survey Methodology” in Don Dillman, et. al, *Internet, Mail and Mixed Mode Surveys*. [Students must read this chapter before class and take notes.]

The next class discussion will focus on what students learned from reading Morgan M. Millar, Allison C. O’Neill and Don Dillman, “Are Mode Preferences Real?” [http://www.sesrc.wsu.edu/dillman/papers.html](http://www.sesrc.wsu.edu/dillman/papers.html) (2009). **REQUIRED:** Students should bring to class printed copies of the web survey portion of this report and also their notes on reading this paper.
As noted above, it is highly recommended that students read before this first class, and come prepared for a class discussion of Chapters 1, 2 and 5 (optional) in Jelke Bethlehem and Silvia Biffignandi’s new 2012 book, *Handbook of Web Surveys* (Note that two copies of this newly published book are available on reserve).

**A GUEST PRESENTATION:** On the first day of class, from 10:30am-11:15am, there will be a presentation of Qualtrics, a web-based survey software package that is currently available at New York University. The Qualtrics tutorial documentation is available online. Please consult the document before coming to the first class.  
[https://files.nyu.edu/dm141/public/tutdoc/SurveySoftware/introQualtrics.pdf](https://files.nyu.edu/dm141/public/tutdoc/SurveySoftware/introQualtrics.pdf)

Throughout this three-day workshop, issues that are particular to internet surveys, and also face-to-face interviewing, telephone and, focus groups, mail and other modes of data collection will be closely addressed. This workshop, like Dillman’s book, and his various articles, will be organized around the stages of the design of questionnaires, of interview schedules, internet surveys and other modes of data collection.

**The third class** of this workshop will also address issues of implementation, data management and statistical analysis, and on the reporting of results. A close examination of the sources of errors in surveys, and what makes surveys work, will be central to these discussions. Discussions will be based on chapters in the new book by Jelke Bethlehem and Silvia Biffignandi *Handbook of Web Surveys* and other books and articles on the reading list for this class.

In the Survey Clinics to be held each class, students will be examining a sample of surveys and other instruments of data collection that will be provided by Prof. Naphtali. Students will be encouraged to pay close attention to how these instruments were designed, to issues related to question writing, the order of questions, the importance of the first question, of the uses of “don’t know”, etc. Note that sampling issues and statistical data analysis of survey results will also be addressed on the third day of class.

It is recommended that before the third class students read Chapter 3 in Dillman’s book *Internet, Mail, and Mixed-Mode Surveys* on “Coverage and Sampling” and also chapter 10 on “Weighting Adjustment Techniques” in Jelke Bethlehem and Silvia Biffignandi called *Handbook of Web Surveys* which addresses these issues and others.

One central concern addressed throughout this workshop is how to decide when an internet or mail survey or face-to-face interviewing is appropriate and when to use other types of instruments, or when to employ a combination of data collection instruments. Following the recommendations offered in Dillman’s book *Internet, Mail, and Mixed-Mode Surveys*, and in Jelke Bethlehem and Silvia Biffignandi, (Ch. 7 in *Handbook of Web Surveys*), it will be argued that the **mixed-mode strategy** offers the best protection against common errors that affect accuracy in surveys and interviews. The sources of error, as Dillman points out, are sampling, coverage, measurement, and non-response errors.
Strategies for overcoming the sources of error in surveys and interviews will be discussed closely during the entire class. Also covered in this class will be some discussion of interviewing techniques and the uses of Focus Groups.

Students should start reading the recommended chapters in the two excellent books:

1. Floyd J. Fowler and Thomas W. Mangione, *Standardized Survey Interviewing: Minimizing Interviewer-Related Error*, (Sage Publication 1990); chapters 1, 2 and 3.

To summarize, students will be learning in this class about

- Conceptualization and design issues
- Internet and mail questionnaire design and implementation
- Interview and focus group schedule development and refinement
- Interviewer training and supervision
- Item editing and coding and data processing, data cleaning, and data analysis issues
- Practical sampling design strategies
- Statistical data analysis of survey results

After completing this workshop, students should be able to design and implement high quality surveys and interviews (and other types of data gathering instruments) as well as critically examine surveys designed by others. This workshop focuses on the practical side but does not lose sight of theoretical and methodological issues dealing with what makes various approaches work.

**Course Requirements**

Students are expected to attend all three classes -- during the entire class from 9:00am – 1:00pm with no exception. Missing a class or part of a class will affect the final grade. Students are also expected complete all the required reading and take-home assignments before each class, take notes, and come prepared for a class discussion. Students are encouraged to take notes on what they read. These notes on the reading and other assignments will not be collected. It is also recommended highly that students complete all the supplementary readings.

Finally, note that while students are encouraged to work with classmates on class assignments, each student is required to submit individual write-ups of the review questions, and the final project paper, etc.

Completing the variety of assignments in this class will provide students with excellent background and skills in preparing the variety of survey instruments, collecting the data with these instruments, preparing the data for analysis and analyzing the data statistically as well as writing research reports.
Grading  Students are required to come prepared for a class discussion each time the class meets. All class requirements must be completed by the dates specified below or they will not be counted towards final grade. The notes on the readings and the review questions will not be collected. Please save your notes in your class folder. Also please save all your work on a USB that you will submit to me at the end of this class. The USBs will be returned to you two weeks after class ends.

Topics and Assignments

(1) CLASS #1  Introduction to Web Survey Methodology  Friday, September 21

(1) Looking Back and Forward  (2) Are Mode Preferences Real?

First assignment (Required)  Due in class #1, Friday, September 21

The assignment involves pre-class reading listed below. Take notes for a class discussion. Your notes will not be collected.

Required Reading Before the First Day of Class  (Take Notes)

1.1  Don Dillman, Internet, Mail and Mixed-Mode Surveys, Ch. 1 on “Turbulent Times for Internet Surveys.” Read before the first class (take notes)

1.2  Morgan M. Millar, Allison C. O’Neill and Don Dillman, “Are Mode Preferences Real?” Note that this paper is available as a Technical Report # 09-003 on Dillman’s website at http://www.sesrc.wsu.edu/dillman/papers.html Look for the paper under the year 2009. Students are required to print the web survey portion at the end of this paper and bring the printed copy of the web survey to class!!

Highly Recommended (read before the first class and take notes)

1.3  Jelke Bethlehem and Silvia Biffignandi, Handbook of Web Surveys (two copies of the book should be available on reserve). Ch. 1 “The Road to Web Surveys”; Ch. 2 “About Web Surveys,” and Ch. 5 “Web Surveys and Other Modes of Data Collection.”

1.4  Priscilla Salant and Don. A. Dillman, How to Conduct Your Own Survey, (Wiley, 1994) [Available at the NYU Professional Bookstore and Bobst RESERVE].

CLASS DISCUSSION – Pre-class reading  9:00am - 10:30am
PRESENTATION  http://www.qualtrics.com  10:30am - 11:15am
Discussion  http://www.qualtrics.com  11:15am - 11:30am
LUNCH  11:30pm - 12:00pm
SURVEY CLINIC  12:00pm – 1:00pm

Students are expected to bring in printed copies of survey instruments, interview schedules, or web survey they are currently working on to the SURVEY CLINIC. Just let me know in advance and bring copies for your classmates.
Friday, October 19. Students are required to read the following chapters in books, before coming to class, take notes *come prepared to discuss the reading in class.*

2.a. Don Dillman, et. al., *Internet, Mail and Mixed-Mode Surveys,*
Ch. 2 “The Tailored Design Method”, pp.15-40 (Recommended)
Ch. 4 “The Basics of Crafting Good Questions”, pp. 65-106 (Required)
Ch. 5 “Constructing Open- and Close-ended Questions”, pp. 107-150 (Required)

2.b Jelke Bethlehem and Silvia Biffignandi, *Handbook of Web Surveys* (two copies of the book should be available on reserve at the Bobst Library).
Chapter 6 “Designing a Web Survey Questionnaire” (Required).

In addition, students should start reading one chapter from at least ONE of the books on the list of books on reserve, and take notes; See list of supplementary readings on page 6 below.

**THE REVIEW QUESTIONS** (see page 10-11)

2.c. Students are expected to prepare written notes on Review Questions #1 and come prepared for a discussion next class. The notes will not be collected. Save your notes on your USB.

**Recommended Reading on Interviewing and focus groups**

2.d Students should read and take notes on chs. 1, 2, and 5 in Floyd J. Fowler and Thomas W. Mangione, *Standardized Survey Interviewing: Minimizing Interviewer-Related Error,* (Sage Publication 1990). Come prepared for a discussion next class.

2.e Students should read and take notes of chapters 1, 2, 3 and one other chapter of their choice in Richard Krueger, et. al., *Focus Groups: A Practical Guide for Applied Research,* 4th Edition, (Sage Publications, 2009). This book is must for anyone planning to design and conduct focus groups. Come prepared for a discussion next class.

**SURVEY CLINIC**  Students should also bring in their own instruments

In this survey clinic, the class will examine the Welfare Mothers and the survey of nonprofits. Copies will be available on Blackboard. Please inform Prof. Naphtali ahead of time if you are planning to share your data collection instrument with the class.

10:30am- 11:15am  **GUEST PRESENTATION:**  October 19, 2012
Dr. Donna Eisenhower  deisenho@health.nyc.gov
(tentative)

- 6-
3. a 30% of the final course grade “How America Responds” Due today - CLASS #3  The assignment involves an examination and a critique of a Telephone Survey on “How America Responds.” Students are asked to write a reaction letter/critique addressed to the designers of this survey at the Institute of Social Research at the University of Michigan suggesting improvements. [4 or more pages, See page 8].

3. b Dillman, et. al., Internet, Mail and Mixed-Mode Surveys; Required Reading before next class are Chs. 3, 6, 7 and 8, and one more chapter of your choice.
   Ch. 3, “Coverage and Sampling, pp. 41-64
   Ch. 6, “From Questions to a Questionnaire”, pp. 151-233
   Ch. 7, “Implementation Procedures”, pp. 234-299
   Ch. 8, “When More Than One Survey is Needed” pp. 300-330

   Recommended Reading -- Dillman’s book
   Ch. 9, “Longitudinal and Internet Panel Surveys”, pp. 331-352
   Ch. 13 “Coping With Uncertainty”. pp. 440-457

3. c Recommended Reading -- Select at least one chapter in Jelke Bethlehem and Silvia Biffignandi, Handbook of Web Surveys, Ch. 3 “Sampling for Web Surveys” and Ch. 4 “Errors in Web Surveys” Ch. 9 “The Problem of Self Selection” Ch. 10 “Weighting adjustment techniques.”

3. d Please read, take notes and come prepared to discuss one chapter from the recommended books on reserve (see list on page 9 of this syllabus), OR read any article from Dillman’s website, OR read one article in the publication Public Opinion Quarterly, or any one article available on Blackboard. Take notes.

3. e Students are expected to prepare written notes on Discussion Questions #2 (2 pages or more). Your notes should be saved on your USB.

Please take careful notes on all assigned readings and come prepared for a class discussion. Your notes will NOT be collected until the end of this class.

NOTE: The Final Project Paper is due on the last day of class -- Nov. 16, the day this course ends. Note that on the last day of class, all students should come prepared to discuss their Final Project Papers in class and be prepared to share copies of the data collection instruments they designed.

For their Final Project Paper students are required to design TWO data collection instruments on any topic they choose using the mixed-mode approach recommended by Don Dillman (see details on page 8 and 13).
PLEASE SAVE ALL YOUR NOTES ON THE ASSIGNMENTS ON A USB WHICH YOU WILL SUBMIT WITH YOUR FINAL PROJECT PAPER ON THE LAST DAY OF CLASS -- NOVEMBER 16.

The third class will end with a PRESENTATION OF REMARK

ASSIGNMENTS, GRADES AND DUE DATES

Assignments are DUE on September 21, October 19, and November 16, 2012. Come prepared to discuss your reading and work in class.

FOUR DISCUSSION QUESTIONS 20% of your final grade
DUE on the second and third days of class.

REPORTS ON READING 20% of your final grade

ONE PRACTICE EXERCISE 30% of your final grade
“HOW AMERICA RESPONDS?”

FINAL PROJECT PAPER 30% of your final grade

“HOW AMERICA RESPONDS?”

Students are asked to review and evaluate a major telephone survey on “How Americans Responded” to the September 11, 2001 attack. This mail survey was designed and conducted by the Institute for Social Research at the University of Michigan within a few days after the attack. The assignment is to examine the survey closely and discuss its design, the sampling strategy used, and the questions (for example, question order, and more) and make suggestions of how this survey might be improved. See Details on pp. 11-12).

FINAL PROJECT PAPER 30% of your grade

The Final Project paper (at least 6 double-spaced pages) will involve a review the literature on the subject of your survey, a discussion of the methodology of designing the two data collection instruments used, a discussion of the research design, and why a particular data collection method was chosen.

In their final project papers students should include a discussion of the library research they conducted on topic chosen, a description of the search for appropriate questions or full questionnaires (in books, the internet, etc.). See Details on page 13.
A LIST OF THE REQUIRED AND RECOMMENDED READINGS

The books are available at the NYU Professional Bookstore and also on Reserve at Bobst Library.

REQUIRED READING

(1) Don Dillman, *Internet, Mail and Mixed-Mode Surveys*, (Wiley, 2009); Chapter 1 on “Turbulent Times for Survey Methodology” should be read prior to the first class. Other chapters are listed on other days in the syllabus.

(2) Morgan M. Millar, Allison C. O’Neill and Don Dillman, “Are Mode Preferences Real?” Note that this article is available as a Technical Report 09-003 on Dillman’s website. Please go to http://www.sesrc.wsu.edu/dillman/papersweb/2009.html

(3) Jelke Bethlehem and Silvia Biffignandi, *Handbook of Web Surveys*, chapters 1, 2, 5 (two copies of the book should be available on reserve).

SUPPLEMENTARY OPTIONAL READING

(4) Selected chapters from Priscilla Salant and Don. A. Dillman, *How to Conduct Your Own Survey*, (Wiley, 1994) [Available at the NYU Professional Bookstore].

In addition, students should select ONE of the following from the list of recommended books available for this class on RESERVE. Read at least one chapter from a book of your choice.

RECOMMENDED BOOKS ON RESERVE AT BOBST LIBRARY


SOME OLDER BOOKS OF INTEREST


(22) Folz, David H., *Survey Research for Public Administration*, (Sage, 1996)

*Deutscher’s book is my favorite*

– now available as an e-Book

INTERNATIONAL

THE FOUR REVIEW QUESTIONS

20% of your grade in this course

(1.1) Which one of the four sources of error -- measurement, nonresponse, coverage and sampling – do you consider the most difficult to overcome, and why? Please give three or more EXAMPLES!  **Due October 19**

(1.2) Which survey format is better -- the agree/disagree OR open-ended questions that allow respondents to come up with their own answers?  In your discussion consider several of the survey modes. Give three or more examples.  **Due October 19**

(2.1) Briefer Discussion. The use of WEB surveys introduces new challenges and opportunities. Humphrey Taylor, the Chairman of The Harris Poll, for example, identified the following features of web surveys. (a) Harris Polls has a list of several million respondents who volunteer to answer them on the web. (b) He says that the web-based survey “is a visual medium and is more effective in addressing sensitive issues”. Please discuss the sampling issues raised by this and other web-based surveys, and the
opportunities introduced by the visual medium and ability to ask sensitive questions. Compare to other survey modes. Give examples. **Due November 16; Also read Ch. 12 in** Jelke Bethlehem and Silvia Biffignandi, *Handbook of Web Surveys*, (Wiley 2012)

(2.2) Dillman discusses the importance of the ordering of questions in mail surveys and says that a questionnaire is like a conversation. He recommends grouping topics and questions. Discuss whether and how Dillman’s recommendations hold when designing other types of data collection instruments (telephone, focus groups, face-to-face interview and web surveys). Give examples. **Due November 16/ Bring your notes to class. Come prepared for a discussion. I will not collect your notes.**
other critical events such as the bombing of the federal building in Oklahoma City, the invasion of Iraq, and the assassination of President John F. Kennedy. New questions directly relevant to the events of September 11, 2001 \(^1\) were added to the survey.

The surveys were conducted by telephone, using a list-assisted sample drawn for a national sample of telephone households. Interviews were conducted with a randomly selected adult 18 years of age or older in each household. A CATI application was designed to facilitate rapid data collection and analysis, as well as to provide for appropriate branching and randomization patterns for questions. The response rate was 59% for the Wave 1 study and 46% for the wave 2 study.

You will find the Questionnaire and Results document at [www.isr.umich.edu/cps/har/combined_topline.pdf](http://www.isr.umich.edu/cps/har/combined_topline.pdf)

The results for any question in a particular survey are identified as “T1” for Wave 1, “T2” for Wave 2, and “P” for the panel respondents. If the question was asked in both waves of the study, all three sets of results are presented. If the question was asked only in Wave 1 or Wave 2, only those results are given. If the question order in Wave 1 was different from Wave 2, the question number in Wave 1 is indicated in parentheses at the start of the question.

THE ASSIGNMENT

Your assignment is to examine this survey closely and write a reaction paper in a form of letter to the Institute for Social Research at the University of Michigan. In your letter discuss how this survey might be improved. For example, what could the survey designers at Institute for Social Research at the University of Michigan have done to increase the response rate to the survey? Also discuss your thoughts about the research design, and the questions, the first question, and more.

In writing your recommendations, you should draw on all we have discussed in this course and all you have read in the assigned and recommended readings. For example, according to Dillman, the 59% response rate for Wave 1 and the 46% response rate for Wave 2 are considered rather low. Can the validity of this survey be questioned based on standards requiring an at least a 70% response rate? Remember that Dillman taught us that Nonresponse Error occurs when a significant number of people in the survey sample do not respond to a telephone interview and are different from those who do in a way that is important to the study. Discuss these and other issues.

When writing your recommendations please remember to consider such issues as “choosing the first question carefully”, question order, as well as the structure of questionnaires. Was good use made of the four types of questions (that include attitudes,

\(^1\) The assignment was inspired by one that was on Don Dillman’s website a few years ago.
beliefs, behavior, and attributes, etc.)? You can also discuss other ways in which the survey can be improved, drawing on all you learned from class discussions and the readings about writing questions.

I will be collecting your “HOW AMERICA RESPONDS” paper in class on November 16, 2012

The Final Project

DESIGNING YOUR OWN DATA COLLECTION INSTRUMENTS: A MIXED-MODE APPROACH

This assignment is due on November 16, 2012 and no later! Proposals are due on October 19 (the 2nd day of class).

Length: at least 6 double spaced pages plus two data collection instruments. Each one should be at least 3 pages long and 10 questions.

30% of your grade

One of the first steps in preparing the survey (mail or internet) or interview schedule or focus group for your final project is to review the literature on the topic to see what has been already done -- mostly in search of questions from previous surveys.

The next step is to write up a brief research design describing the topic, summarize briefly the state of research in the area, decide on the intended focus of the survey and write a set of questions that will direct you in gathering the data. Each student is required to construct two data collection instruments (each one should be at least 3 pages long or have a least 10 questions), which will include the key questions necessary for researching the topic. Time permitting, students can go ahead and complete the data collection, analyze the data and write a final report.

For this Final Project assignment, you are required to design two instruments. They can be a mail and web questionnaire, or an interview schedule or focus groups, etc. In other words, you can choose from any of the available methods to conduct your survey. For example, you can design a fax survey and telephone survey for the second instrument or prepare an interview schedule with which to conduct an in-person interview and a mail or email survey for the second instrument, or face-to-face interview and drop-off survey, etc.

Preparing a web survey is recommended using Survey Monkey, Qualtrics or REMARK www.surveymonkey.com http://www.qualtrics.com or http://www.gravic.com/remark

Students are also asked to prepare and conceptualize a research strategy for their topic in consultation with Prof. Naphtali. The assignment does not require that you collect the data. However, you should draft an outline of the Final Report and attach to your paper.
IF YOU BORROW QUESTIONS FROM OTHER SURVEYS, IT IS REQUIRED THAT YOU CITE THE SOURCE OF THE QUESTIONS.

SAMPLE PROJECTS FROM PREVIOUS YEARS WILL BE AVAILABLE INSPECTION IN CLASS AND ON BLACKBOARD.

GUEST PRESENTATION  http://www.gravic.com/remark/

At the end of the third day of class we will have a presentation of the survey software called REMARK by Mr. Victor F. Berutti, Senior Vice President of the company.

Mr. Berutti will introduce the class to two products – Remark office and Remark Web Survey. The Remark office software is designed for collecting and analyzing data from plain paper OMR (optical mark recognition) forms. No special forms and scanners are required. Users can create and print their own forms and use common scanners to collect and analyze data.

Mr. Berutti will introduce the class to Remark Web Survey software that allows a user to create flexible web surveys and forms without being a programmer.

To maximize response rate, combining Remark Web Survey with Remark Office OMR will give respondents the option of a paper and web forms.

Take notes: