



**Welcome to Today's Webinar!**

**Survey Webinar Series:  
Survey Administration**

**This event will start at 11:00 am EDT.**

# Welcome to Today's Webinar



**Audio Information**  
**Dial (800) 779-9312**  
**Conference ID: 4004654**

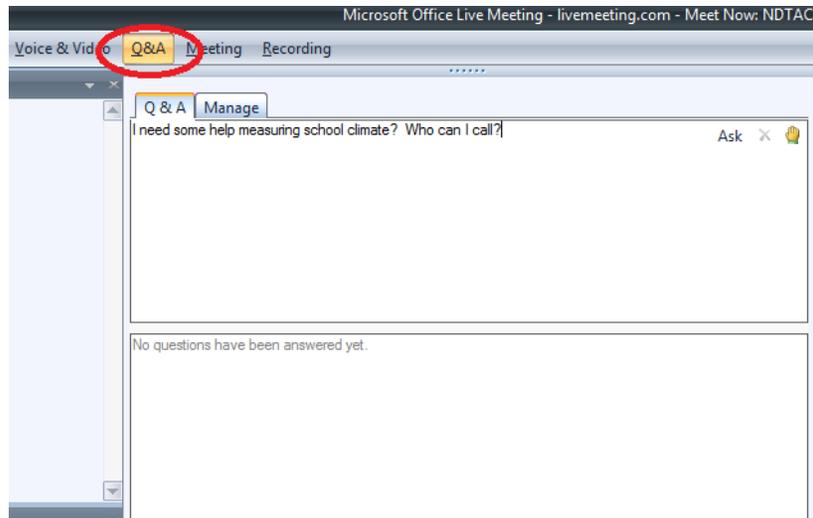
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**If you have any questions about the Live Meeting technology or the Webinar, please contact SSSTA at [sssta@air.org](mailto:sssta@air.org).**

# Questions, Event Evaluation & Contact Information



## Q&A



If you have a question for the presenters, please type it in the Q & A Pane or email [sssta@air.org](mailto:sssta@air.org) during the Webinar.

## Evaluation



### Participant Feedback

**Establishing Supportive Relationships between Teachers, Staff, Students and Families**  
Wednesday, February 17, 2011

Please provide us with your feedback on today's Webinar by answering the questions below. The form should only take a few minutes to complete and all responses will be completely anonymous. Your participation is voluntary.

\* 1. My role can best be described as (please check as many as apply):

- |  |  |                                   |
|--|--|-----------------------------------|
| <input type="checkbox"/> Community Member            | <input type="checkbox"/> School/District Administrator | <input type="checkbox"/> Teachers |
| <input type="checkbox"/> Family Member               | <input type="checkbox"/> State Administrator           |                                   |
| <input type="checkbox"/> School Support Staff Member | <input type="checkbox"/> Student                       |                                   |

An event evaluation will appear as the last slide in the presentation. Please input your answers *directly* into the slide. All answers are *completely anonymous* and are not visible to other participants.

For assistance during the Webinar, please contact the Safe and Supportive Technical Assistance Center at [sssta@air.org](mailto:sssta@air.org).



# The Safe and Supportive Schools Technical Assistance Center



- Funded by the U.S. Department of Education's Office of Safe and Drug-Free Schools.
- Provides training and support to states, including 11 grantees funded under the Safe and Supportive Schools Program and other state administrators; administrators of districts and schools; teachers; support staff at schools; communities and families; and students.
- Goal is to improve schools' conditions for learning through measurement and program implementation, so that all students have the opportunity to realize academic success in safe and supportive environments.

\*The content of this presentation was prepared under a contract from the U.S. Department of Education, Office of Safe and Drug-Free Schools to the American Institutes for Research (AIR). This presentation does not necessarily represent the policy or views of the U.S. Department of Education, nor do they imply endorsement by the U.S. Department of Education.



# Safe and Supportive Schools Website



<http://safesupportiveschools.ed.gov>

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## Safe and Supportive Schools

Engagement | Safety | Environment

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### Springboard

**Roles**  
School/District Administrators  
Teachers  
School Support Staff  
State Administrators  
Community & Family

**Topics**  
Engagement  
Environment  
Safety  
School Climate Measurement

### FY2010 Safe and Supportive Schools Grantees

### Technical Assistance

Need help improving the conditions for learning in your school, district, or state? [Get Help](#)

**Upcoming Events**   
**School Climate Webinar Series: Addressing Risk Behavior through Positive Youth Development Strategies** [View Events](#)  
April 13, 4:00 pm – 5:30 pm ET  
April 14, 11:00 am – 12:30 pm ET  
[Learn More](#)

**Survey Webinar Series: Survey Administration**  
April 27, 4:00 pm – 5:30 pm ET  
April 28, 11:00 am – 12:30 pm ET  
[Learn More](#)

**Research**  
Healthy People 2010 has been updated. [Learn More](#)  
2009 National Survey on Drug Use and Health (NSDUH) data and reports have been released. [Learn More](#)

**News Clips**  
**April 01, 2011**  
**New Books, Apps Teach Kids About Their Emotions**  
**USA Today**  
Magination Press, the American Psychological Association's children's book imprint, has released a

### State in Focus

**Arizona**  
On March 29 and April 13, 2011, the Arizona Department of Education will be holding workshops to explore principles of prevention and facets of the SSS grant. For more information, go [here](#).

### Desk of Asst. Deputy Secretary

**A Moment of Instant Gratification**  
**April 07, 2011**  
  
Instant gratification is not usually a big part of my day as a federal bureaucrat. But on March 10, 2011, I got to experience it. March 10 was the White House Conference on Bullying Prevention. It was an amazing day. I sat in the Blue Room of



# Future Webinars



- Future webinars will cover the following school climate survey topics in greater detail:
  - Analysis of survey data (May 25 and 26)
  - Reporting and dissemination (June 29 and 30)

# Survey Administration

Sally Ruddy, Ph.D., American Institutes for Research



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# Polling Question #1



## Which of the following best describes your current role?

- State Education Personnel
- District or School Administrator
- Teacher or School Support Staff
- Community or Family Representative
- Student
- Researcher
- Other

## Polling Question #2



**Have you ever been the point person for administering surveys for a school or school district?**

- Yes
- No

# Agenda



1

Identifying respondents and selecting modes of data collection

2

Planning logistics

3

Preparing materials

4

Collecting data

5

Providing results

# Importance of Good Survey Administration Practices



- Last month's *Survey Development* webinar focused on an important step in *ensuring sound data* – creating a survey instrument that has valid and reliable measures.
- Today we will talk about another important factor in *ensuring sound data* — how school climate surveys are administered.
- We will cover such things as:
  - Choosing the most *appropriate mode* for specific respondents — students, staff, families (parents/guardians);
  - Conducting administration activities in a *timely fashion*; and
  - Attending to *best practices* when planning logistics, preparing administration materials, and collecting data.



# Identifying Respondents and Selecting Modes of Data Collection



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# Respondents: Students, Staff, Families



- Some initial questions —
- *Students:*
  - Which students, from which schools?
  - Where and when will they take the survey?
- *Staff:*
  - Which staff — Teachers only, all teaching staff, all staff?
  - Full and part time, occasional, subs?
  - Where and when will staff fill out the survey?
- *Families:*
  - Which parent?
  - About which child?
  - Where/how will families fill out the survey and how will they get it?



# Modes of Survey Administration



- Surveys can be *interviewer-assisted* (in person or on phone) or *self-administered* (respondents fill out themselves).
- We now have many data collection modes:
  - Paper and pencil, in-person, telephone-assisted, computer-assisted (web-based or e-mail only)
  - Various combinations (e.g., CAPI: computer assisted personal interviews)
- *What is the most appropriate mode for each respondent group?*
- *We will focus on self-administered surveys and on paper and web-based modes of administration.*



# Paper vs. Online — General Considerations



## Paper

- Needs no access to computers.
- Needs no familiarity with computers.
- Respondents need only a pen or pencil.
- Paper flow needs to be managed (delivery, collection of forms).
- Possibility of lost forms, respondent errors (filling in more than one circle, etc.)
- May be more expensive (requires careful printing, scanning).
- Scanners require clean, flat survey forms.

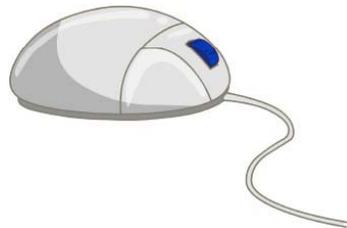


# Paper vs. Online — General Considerations (cont.)



## Online

- Secured data with less chance for error
- Web-based surveys generally produce faster responses.
- No printing/scanning costs, but expense of programming
  - Commercially available online platforms (e.g., Survey Monkey, Zoomerang, Survey Gizmo, WebSurveyor, etc.)
  - However, districts may already have data systems (e.g., Naviance, eSchool, Aesop).
- Respondents need access to and familiarity with computers.



# Modes for Specific Respondents



## ■ Students

*Paper:* Easy, familiar

- Can be done in intact classes (e.g., homerooms).

*Online:* Need access to school computers/lab.

- Should be administered in school setting; students should *not* fill out at home.

## ■ Staff

*Paper:* Can do onsite and turn in with student surveys.

- Need sealable envelopes (or stamped addressed envelopes if mail-in option)

*Online:* Can do at home or at school

- May be easier for teaching/office staff, but more difficult for others (janitors, bus drivers, etc.)

## ■ Families

*Paper:* Need stamped addressed envelopes for mail-back.

*Online:* Computer access/familiarity may be a bigger problem.



## Polling Question #3



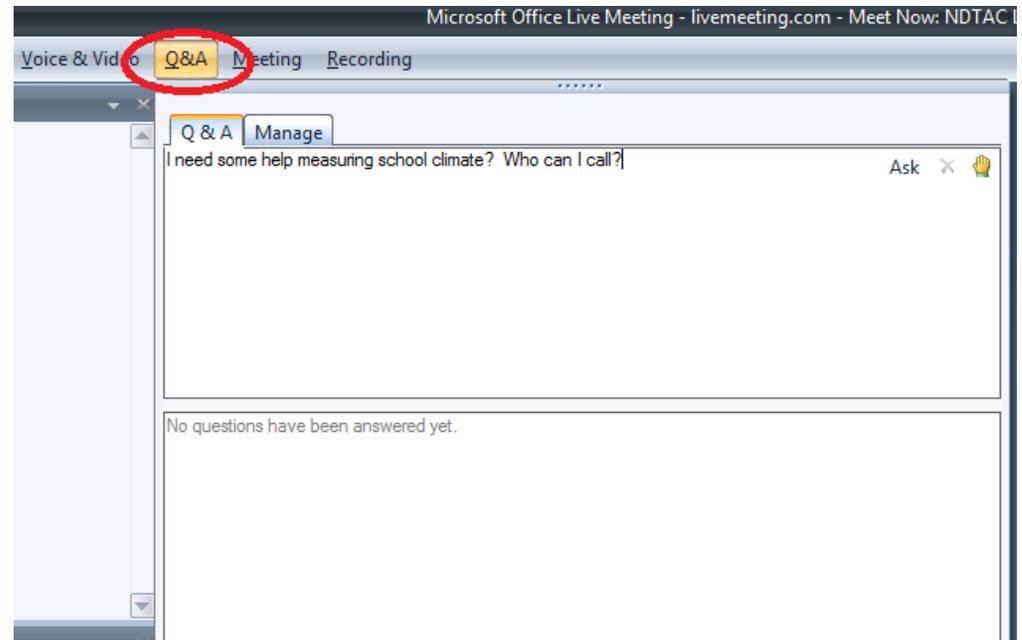
**Do you have experience administering a paper or online survey?**

- Yes, both
- Yes, paper only
- Yes, online only
- Neither

# Questions?



If you have a question for the presenter, please type it in the Q & A Pane or email [sssta@air.org](mailto:sssta@air.org).



# Planning Logistics



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# Start Planning Early



- Planning is the most important phase of survey administration!
- Begin working with LEAs and schools as soon as you know you are going to field a school climate survey.
- Start decision-making for selecting:
  - Contractors - data collection, printing, scanning contractors
    - Allow lead time for scheduling, mock ups, pricing options, etc..
  - Help from sampling statistician, measurement expert
- All players need to know *what* is going to happen *when*, and *how* it is going to happen
  - Players include LEA and school staff, contractors, respondents.



# Begin Working with Schools



- Work with schools to establish a **data collection window**
  - Administer toward the end of the school year:
    - Anchors questions that ask about “this school year...”
    - If ongoing, collect at same time each year for cross-time comparisons
  - Avoid conflicts with other surveys/assessments, other school activities
- Identify a **survey coordinator** in each building
  - Your main point of contact with the school through all 3 phases
  - Manages flow of materials and online logistics
  - Supervises survey administrators, instructions, training
- Consider establishing a **“Help Line”** for coordinators, administrators, respondents.



# Decision: Census vs. Sample Survey



- A **census** survey means that *all* respondents in a group are surveyed.
  - Can provide accurate, unbiased description of the population.
  - Assuming adequate response rate and representative samples of subgroups.
  - Can yield the largest number of respondents and adequate subgroup sizes.
  - May be least disruptive to school environment.
  - Cost considerations: May be too expensive to include all students, staff and/or families connected to the school.

*Note: You can mix census and sample per respondent group (e.g., all students but sample of staff and/or families).*



## Decision: Census vs. Sample survey (cont.)



- A **sample** may be less expensive (fewer respondents, *but cost of statistical help*).
  - Need to systematically select a sample *at random* to minimize bias.
    - In school settings, *stratified random sampling* is often done (strata = grades).
    - All possible respondents or units (classrooms, groups) in each stratum (grade) have an equal chance of being selected.
    - For example, choose every *n*th student or classroom or period (can use a random-number generator).
    - Important that sample does not self-select.



# Oversampling and Weighting



- Need enough respondents from subgroups to do a meaningful analysis.
- Subgroup examples:
  - *Students* by grade, gender, race/ethnicity, English Language Learners (ELL), Individual Education Plan (IEP), free or reduced price lunch
  - *Staff and families* by their students' characteristics or by other characteristics of interest (years of education, income)
- Underrepresented subgroups can be oversampled and the data weighted.
  - Subgroup is weighted up to its actual proportion in the population.

*If you plan to sample, enlist the help of a sampling statistician (e.g., on-staff or consultant with data collection contractor/partnering university).*



## Polling Question #4



**In your school/district have you typically used a census or sample survey?**

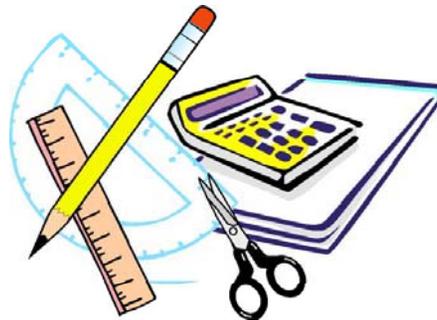
- Census
- Sample
- Both
- Neither

# Decision: Data Collection Windows



## Students—Considerations

- In school: 1 week for paper, 1-2 weeks for online
- Administering in intact classrooms can be least disruptive to school day.
- If online in school's computer lab, assess how many computers there are vs. how many students to be surveyed.
- Both paper and online:
  - Length of class period vs. length of survey
  - Pretest survey to see how long it takes *all* students to complete.
  - Remember that other activities may need to take place during period.



# Decision: Data Collection Windows (cont.)



## Staff and Families—Considerations

- Need **rosters** from schools.
- Provide **cover letter** with instructions, importance of school climate, etc..
  - Which parent? Add instruction for parent most familiar with school.
  - Which child? Add instruction to answer about child with next birthday.
- Paper
  - Give staff option to fill out at school or mail back.
  - Mail-out to families and have them mail back in stamped addressed envelopes.
- Online
  - Staff can complete at school or home.
  - Families can complete at home, work, libraries, etc..
- Allow two week **window** for online and mail-backs.
  - Keeping online data collection window open for more than 2 weeks does not usually increase response rates.



# Decision: Who Will Administer Student Surveys?



- Can be administered by the classroom teacher or computer lab technician (if online).
- Goal is to standardize administration and maintain a quiet atmosphere where students *work alone*.
- The administrator:
  - Reads a script before the survey starts.
  - Distributes and collects paper survey instruments or makes sure students can access and save/exit their online survey.
  - Provides “usual accommodations” for students who need them.
  - Ensures only students with appropriate parental consent take survey.
  - Stays with students until all have completed the survey or period ends.



# Decision: Active or Passive Parental Consent for Student Surveys?



- Student survey **topics requiring family consent procedures**:
  - Political affiliations or beliefs of the student or the student's family
  - Mental and psychological problems of the student or the student's family
  - Sex behavior or attitudes
  - Illegal, anti-social, self-incriminating or demeaning behavior
  - Critical appraisals of other individuals with whom respondents have close family relationships
  - Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers
  - Religious practices, affiliations, or beliefs of the student or the student's parent
  - Income



# Student Surveys and Waivers of Documented Family Consent



If administration is **VOLUNTARY** and the survey contains any of the subjects above, investigators may use **PASSIVE** consent:

- Notify parents\* about the survey, including the specific date of its administration and the types of questions included in the instrument.
- Provide parents\* with an opportunity to inspect the survey instrument prior to its administration.
- Provide an opportunity to *opt out* of participation.

\* or students who have turned 18 or are emancipated minors



# Student Surveys and Documented Family Consent



If administration is **REQUIRED** and contains any of the subjects above...must use **ACTIVE** consent.

- Prior written consent of the parent\* before administering the survey.
- If the survey is funded, in whole or in part, by the U.S. Department of Education and students are required to take it, then parents\* must provide written consent before students take the survey.

\* or students who have turned 18 or are emancipated minors

Further information can be found at: [PPRA@ED.Gov](mailto:PPRA@ED.Gov) or 202-260-3887.

Also check your state or district rules re: active/passive parental consent.



# Institutional Review Board (IRB) Submission



- The purpose of an IRB is to ensure that appropriate steps are taken to protect the rights and welfare of humans participating as subjects in a *research* study.
- In general, IRB approval is needed if data are to contribute to generalizable knowledge:
  - “Research means a systematic investigation, including research development, testing, and evaluation designed to *develop or contribute to generalizable knowledge.*”
- Whether your study qualifies as “research” is determined by your IRB.
- Check to see if your IRB has specific active/passive parental consent requirements.
- Check your state or district regulations re: IRB approval or exemption.



## Polling Question #5



**Have you submitted a survey to IRB?**

- Yes
- No

# Confidentiality and Anonymity



- *Anonymous* surveys cannot link a form to a person.
- *Confidentiality* means identifying information will never be given out nor individual data reported.
- Respondents must be assured that their responses will not be made individually public or shared with people who know them or have power over them.
- Confidential surveys may include names/bar codes linked to ID numbers:
  - Allows merging of responses with demographic or educational information.
  - For paper, can provide respondent's name on a tear-off or peel-off label.
  - Result: Completed surveys have only the ID number when turned in.



# Response Rates: General Considerations



- Response Rate is the percentage of the sample invited to complete a survey that responds.
- Non-responders to voluntary surveys are often individuals who may respond negatively.
  - Their responses are valuable; try your best to include them.
- *Student or staff surveys*: U.S. Dept. of Education's Institute for Education Sciences generally establishes a response rate target of 80%.
- *Family surveys*: No agreed-upon target; get as many as you can.
- If you have a low response rate, can do a non-response bias analysis:
  - Compares responders to non-responders across demographics.
  - If you find non-response bias, can weight results to account for it.



# Boosting Response Rates: Stakeholder Buy-In



- Get buy-in from various stakeholder groups – starting with buy-in for measuring school climate.
- How do you convince groups to buy in?
  - Explain to stakeholders why school climate is so vital to student outcomes.
  - Provide stakeholders with a way to collaborate on:
    - 1) a clear plan of action to improve climate, and
    - 2) ways that their voices will be heard during the planning and implementation processes.

More detail about stakeholder buy-in can be found in the *School Climate and Measurement* and *Survey Management* webinars, archived at <http://safesupportiveschools.ed.gov/index.php?id=64>.



# Boosting Response Rates: Incentives



- In general, incentives improve response rates.
  - Especially true for respondents who may not be interested in topic.
- Effective incentives:
  - Are not coercive (i.e., participation is still voluntary).
  - Can be monetary or non-monetary (e.g., pen, school privilege).
  - Are either given in advance or immediately after survey completion.
- Challenges:
  - Additional expense, but may reduce total survey cost.
  - Fewer follow-ups and call-backs.
  - May need to collect identifying information to provide incentives.



# Boosting Response Rates: Specific Respondents



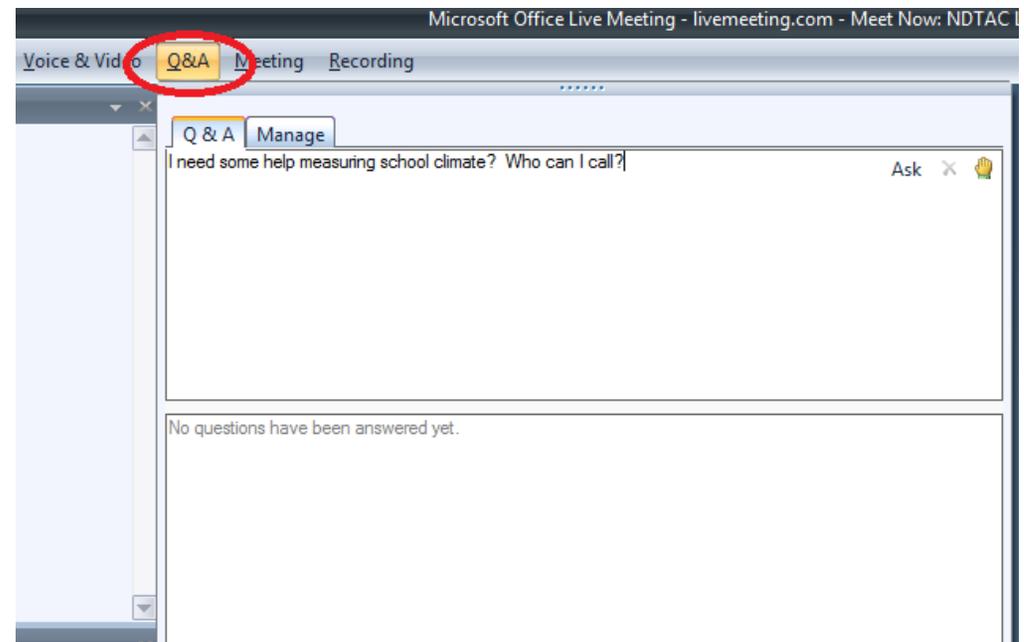
- **Students:** Administer survey in school in a group setting.
  - Offer an alternate date later in the week to absentees.
- **Staff and Families:** Offer multiple modes.
  - Staff: onsite or at home (paper or online) or mail-in option
  - Staff and Families:
    - Provide telephone option (800#).
    - Provide phone follow-ups or reminders (need 800# for call-backs).
    - Keep phone open for 2 weeks after data collection window closes.
- Phone interviewers need to be trained to fill in paper questionnaire so administration is standardized.
- For most survey questions, there will be few mode effects (i.e., difference in responses per mode).



# Questions?



If you have a question for the presenter, please type it in the Q & A Pane or email [sssta@air.org](mailto:sssta@air.org).



# Preparing Materials



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# Finalize Administration Materials



1. Survey instruments for students, staff, families.
  - *Paper*: Send final draft to printer **8 weeks** before data collection starts.
  - *Online*: Survey instrument should be programmed and tested at least **4 weeks** before data collection starts.
2. Staff and family cover letters, instructions, and databases for mailing labels and send to printer.
3. Parental consent forms and send to printer.
  - Allow time to mail out to families **5 weeks** before data collection starts.
  - If active consent, allow enough time for follow up of unreturned forms.
4. Instruction manuals for coordinators, administrators, and telephone interviewers (if phone or follow up options).



# Instruction Manuals



## ■ Coordinator's manual (use for training coordinators)

- *Introduction*—LEA/state sponsors, data collection contractor, purpose, importance of school climate
- *Survey dates and materials*—Dates and procedure for material flow/ preparing for online administration, length of student surveys, procedure/rosters for staff and/or family surveys
- *Guidance for survey administrators*
- *Instructions for unassigned survey forms for new students*
  - Cannot give unassigned students another student's survey
  - Cannot photocopy surveys.
- *Date and how to return surveys*
- *Help desk*—Number and staffed dates/hours.



# Instruction Manuals (cont.)



- **Administrator’s manual (use for training administrators)**
  - *Introduction*—Same as for coordinators.
  - *Before survey starts:*
    - Discreetly ask students who are opted out to go to pre-assigned place.
    - Procedure for unassigned surveys
    - Special accommodations for students if possible
    - Student volunteer to collect surveys.
  - *Read survey script:*
    - Sponsors, purpose, importance of school climate
    - Not a test, entirely voluntary.
    - Take out quiet activity if finish early.
  - *If surveying young children* (grades 2-4), administrator should read survey out loud; students follow along and fill in bubbles.



# Instruction Manuals (cont.)



## ■ Administrator's manual (cont.)

### - *While students taking survey:*

- Students should work independently, do the best they can.
- If they have a question about what an item means, tell them it is “whatever it means to you.”
- Do not give students “help” with questions.
- Standardized administration = Sound data.
- Time survey: Tell students when they have 10 min. left, etc..

### - *At the end of the survey session:*

- Have volunteer collect surveys (signs across sealed envelope).
- Administrator take envelope to school office or drop-off point.

### - *If questions*, contact school's coordinator or call the Help Desk.



# Collecting Data



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# Two Weeks Before Data Collection Starts



- **Paper:** Student and staff questionnaires should be delivered to schools.
  - Know who will receive materials and where they will be stored.
  - Can be bundled and labeled for each classroom.
  - Paper surveys and cover letters should be mailed to families.
- **Online:** Have program ready and fully tested (especially skip patterns).
  - Finalize the schedule for students to come to computer lab.
- Train coordinators, administrators, and telephone interviewers (if phone or follow up options are offered).
- Have Help Line and follow-up/call-back numbers in place.



# After Data Collection



- **Paper**
  - Onsite administration: collect paper surveys and send to scanning contractor.
  - Mail in surveys: Staff/families can mail back directly to contractor in stamped addressed envelope.
  - Staff/family phone interview: contractor collects questionnaires to send to scanning service all at one time.
- **Online**
  - Shut down access to survey and secure data.
  - Secure server and transfer data by password-protected means (e.g., ftp site).
- **Both paper and online:** Document administration procedures.



# Providing Results



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# Providing Results: Data Analysis



## Preparing School Climate Data

- Data cleaning
  - Check for missing data and items with low response rates
    - Can be difficult items or “fall off.”
  - Check for “lazy” respondents (mostly one response option).
    - Minimize by using both positively and negatively worded items.
- Decide what will be considered a “complete” survey.
- Analyze the data--Psychometric analysis of scales

See previous webinars at:

<http://safesupportiveschools.ed.gov/index.php?id=64> for illustration and discussion of OSDFS School Climate Model.

Further information on *Data Analysis* will be presented at the upcoming webinar on May 25 and 26.



# Providing Results: Reporting and Dissemination

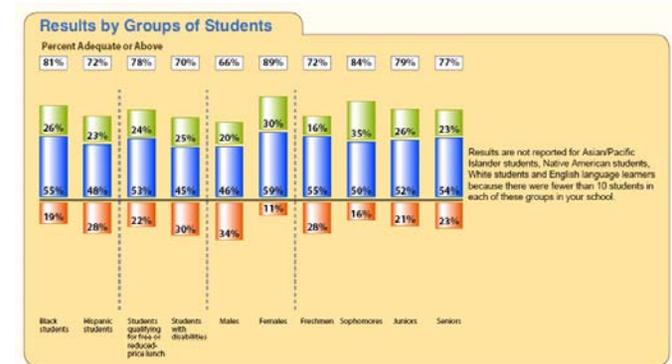


Reports should be:

- Clear
- Concise
- Easy to understand
- Appropriate for the audience
- Presented in a non-blaming, helpful manner
- Timely

School climate reports:

- Can show how your school climate scores compare with state or national surveys *using the same measures*.
- Can show how your school climate scores compare with an aspirational standard that reflects your vision for your school's climate.



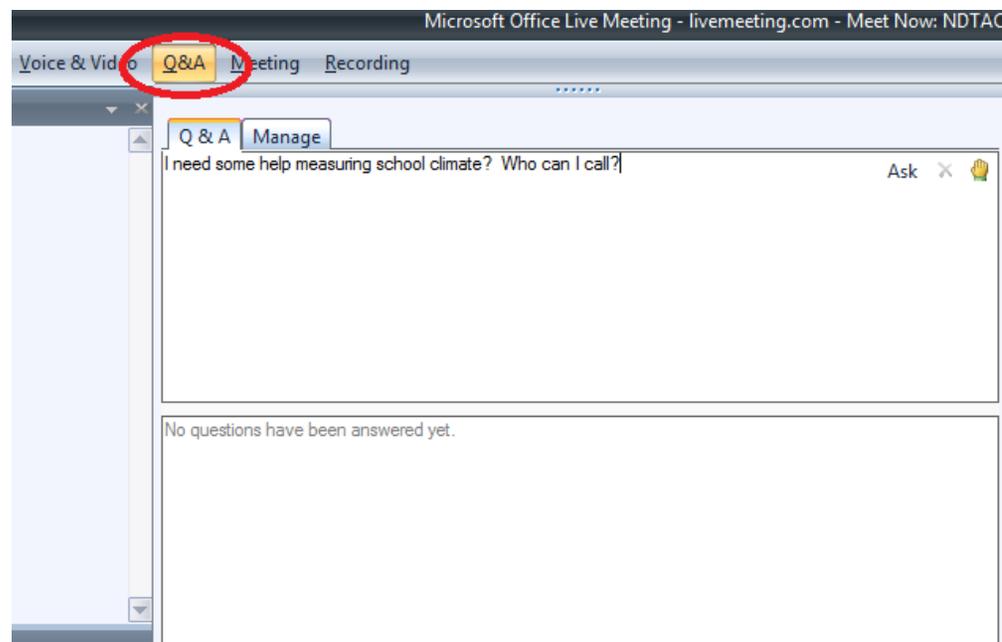
Further information on *Reporting and Dissemination* will be presented at the upcoming webinar on June 29 and 30.



# Questions?



If you have a question for the presenter, please type it in the Q & A Pane or email [sssta@air.org](mailto:sssta@air.org).



# Upcoming Webinars



- **School Based Climate Teams (Part 1)**  
May 11, 2011                      4:00 pm – 5:30 pm ET  
May 12, 2011                      11:00 – 12:30 pm ET
  
- **Analysis of Survey Data**  
**May 25, 2011                      4:00 pm – 5:30 pm ET**  
**May 26, 2011                      11:00 – 12:30 pm ET**
  
- **Violence Prevention**  
June 8, 2011                      4:00 pm – 5:30 pm ET  
June 9, 2011                      11:00 – 12:30 pm ET
  
- **Reporting and Dissemination**  
**June 29, 2011                      4:00 pm – 5:30 pm ET**  
**June 30, 2011                      11:00 – 12:30 pm ET**

## Upcoming Webinars (cont.)



- **Student Engagement**

July 13, 2011                      4:00 pm – 5:30 pm ET

July 14, 2011                      11:00 – 12:30 pm ET

- **Substance Abuse Prevention**

**August 24, 2011                      4:00 pm – 5:30 pm ET**

**August 25, 2011                      11:00 – 12:30 pm ET**

- **School Based Climate Teams (Part 1)**

September 14, 2011                      4:00 pm – 5:30 pm ET

September 15, 2011                      11:00 – 12:30 pm ET

# Survey Administration Citations



1. Tourangeau, R. and Smith, T.W. (1996), "Asking Sensitive Questions: The Impact of *DataCollection Mode, Question Format, and Question Context.*" *Public Opinion Quarterly*, 60: 275-304.
2. Safe Supportive Schools Technical Assistance Center webinar, Survey Management, March 2 and 3, 2011, archived at <http://safesupportiveschools.ed.gov/index.php?id=64>.
3. Fowler Jr., F. J. (2009) *Survey Research Methods* (4th Edition). Washington, DC: Sage.
4. Groves, R. M., Fowler Jr., F. J., Couper, M. P. , Lepkowski, J. M., Singer, E., & Tourangeau, R. (2004). *Survey Methodology*. Hoboken, NJ: Wiley.
5. Couper, M.P & Miller, P. V. (2008). "Web Survey Methods: Introduction." *Public Opinion Quarterly*, 72: 831-835.
6. Harper, K. (December, 2010). Measuring School Climate. Presented to the Safe and Supportive Schools Grantee Meeting, Washington, DC.
7. Bohrnstedt, G., Boruch, R., Secada, W. (2010). *Workshop on the Protection of Human Subjects in Education Research*. Workshop presented at the 2010 annual meeting of the American Educational Research Association (AERA).
8. IRB FAQs for Survey Researchers, found at: <http://www.aapor.org/Content/aapor/Resources/ForResearchers/InstitutionalReviewBoards/IRBFAQsforSurveyResearchers/default.htm>.