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| **Internal Policies and Procedures**<br><br>**of the**<br><br>**Utah State Board of Education** | |
| **Policy #** | 02-17 |
| **Subject** | Policies and Procedures for Using Qualtrics |
| **Date:** | May 25, 2022 |
| **Policy Owner** | Data and Statistics Coordinator |
| **Policy Officer** | Deputy Superintendent of Operations |

I. **PURPOSE AND SCOPE:**
1. USBE staff follow these policies and procedures for use of the Qualtrics survey platform.

II. **DEFINITIONS**:
1. "Administration" means the practice of sending a project to respondents and collecting data.
2. "Administration window" means the timeframe in which a project is actively collecting data.
3. "Data collection instrument" means any data collection that does not specifically involve scales.
4. "Project" means the name of any data collection instrument created in Qualtrics. This term is specific to the Qualtrics platform.
5. "Qualtrics data collection lead" means the USBE staff member who manages and reviews the administration of all Qualtrics-based data collections and maintains an annual calendar of Qualtrics data collections administered through USBE.
6. "Qualtrics specialist" means any USBE employee trained in using the Qualtrics platform. A Qualtrics specialist functions as a trained, in-house Qualtrics user for their section and works closely with the Qualtrics data collection lead and survey consultants, as needed.
7. "Survey" means a Qualtrics project that includes measurement scales.
8. "Survey consultant" means USBE employee with training in psychometric principles and practices associated with classical test theory, who serves as a skilled consultant.

III. **POLICY – USBE STAFF ROLES**:

1. USBE shall designate one person to serve as a Qualtrics data collection lead and two people to serve as survey consultants. These three will form the core leadership team for the ongoing implementation of Qualtrics use.

2. The person in the Qualtrics data collection lead role is responsible to develop and maintain a comprehensive intra-agency calendar of projects administered through Qualtrics. The primary functions of this role include:

   a. to review and schedule Qualtrics projects administered throughout the USBE.

   b. to ensure that LEAs and other contacts are not receiving multiple, uncoordinated Qualtrics data collection requests from the USBE;

   c. to support LEA counterparts in their annual planning by making them aware of relevant USBE data collections well in advance;

   d. to schedule and facilitate periodic USBE Qualtrics user group meetings;

   e. to manage data collected through Qualtrics and create reports of results as needed; and

   f. to work closely with the survey consultants to provide agency-wide leadership and guidance for the use of Qualtrics

3. USBE survey consultants shall serve as skilled survey development consultants. These two individuals shall have training in psychometric principles and practices associated with classical test theory. The primary functions of this role include:

   a. to provide agency-wide support for creating and implementing surveys and Qualtrics projects, including conducting in-house trainings in instrument design and best practices;

   b. to provide support for the initial implementation and ongoing administration of state-wide Qualtrics initiatives, such as teacher engagement, exit, and school climate surveys;

   c. to serve as a quality control safeguard for Qualtrics projects;

   d. to participate in and contribute to USBE user group meetings;

   e. to collaborate closely with the Qualtrics data collection lead;

4. Each USBE section that utilizes Qualtrics shall designate one or more employee(s) to serve as Qualtrics specialists. The Qualtrics specialists will serve as trained, in-house

Qualtrics users for their sections and will work closely with the data collection lead and survey consultants as needed.

5. When a Qualtrics specialist decides to implement a project for her or his section, the first step is to complete a *Project Notification* form to enable the agency to document all Qualtrics use cases in one central location and provide a collective safeguard to ensure that we are not overburdening potential respondents with multiple or similar requests to complete surveys or other data collection instruments within similar time frames. There is no formal approval process for administering a Qualtrics project, rather the data collection lead will review form submissions and contact the form submitter if there is a need to follow up with any aspect of the project.

6. While the survey consultants serve as an important safeguard for quality, it will be the responsibility of the section level Qualtrics specialists to administer effective, successful data collection events.

7. Qualtrics specialists are ultimately responsible for creating and developing their own projects. Through the leadership and support of the Qualtrics data collection lead and the survey consultants, the Qualtrics specialists will create and administer data collection instruments and surveys for their sections.

8. Only Qualtrics specialists will be able to utilize Qualtrics as a data collection tool for their sections.

IV. **POLICY – QUALTRICS PROCEDURES**:

1. When starting a new project, a Qualtrics specialist shall begin by determining if they are measuring something specific, or simply gathering information. Measuring behavior or psychological constructs such as attitudes, opinions, emotional states, and the like requires training and expertise, and should be informed by theory. The survey consultants should be contacted for all survey projects. A Qualtrics specialist shall follow the best practices outlined in Appendix A while focusing on the unique context of the specialist's survey and consider carefully the respondents involved.

2. A Qualtrics specialist developing a survey shall prepare by:

   a. initially identify the basic parameters of the project (e.g., identified respondents, administration window, purpose of the project), and complete a Qualtrics *Project Notification* form;

b.  determine if additional expertise is necessary for the project, including survey consultants or other experts who can inform content or design of the instrument;

c.  obtain approval from the Chief Privacy Officer, if administering the project will involve students;

d.  research related projects including review similar data collection instruments, related books and peer reviewed journal articles, and consultation of experts;

e.  carefully review legislative action or board rule, if the instrument will be created in response to a legal directive;

f.  consider using a separate document to draft your data collection instrument such as an Excel worksheet, which provides a valuable source document that is an important record of the process, including items you considered and didn't use;  (The draft should identify what is being measured measuring, what the scale points will be, and document the sources for each item in the instrument. Appendix B includes a template.) and

g.  completing a data collection and reporting plan, addressing the questions in Appendix C.

3.  After completing the preparation under paragraph (2), a Qualtrics specialist shall:

a.  create a new project in Qualtrics;

b.  use one of the four pre-loaded, approved USBE themes under the *look and feel* tab in the platform;

c.  carefully consider the wording and order of items by:

 i.  considering the resources in Appendix A;

 ii.  paying close attention to the scales; and

 iii.  knowing how the data will be used to inform how to scale the items;

d.  create the project in Qualtrics;

e.  conduct a final check answering the following questions:

 i.  Have best practices been followed?

 ii.  Are there additional steps that could improve the instrument? For example, adding more page breaks, a back button, or improve the formatting?

 iii.  Is there a need to recode values?

f. test each case to make sure it is working properly;

g. test the survey from the perspective of respondents using the preview function to view.

h. ask a colleague to review the instrument for readability, clarity, and typos.

i. collect and review a few rows of fake data to ensure everything is working properly, and then delete the data you generated during the instrument creation and testing process.

j. once the project is finalized, publish it by clicking the publish button on the main survey page; and

k. Save a pdf copy of the finalized Qualtrics project.

4. Data Collection and Final Steps

a. Along with the written analysis plan, each project should have a defined administration window. This should include launch dates, close dates, scheduled reminders, and the overall distribution plan (i.e., anonymous link, QR code, contact list through Qualtrics, etc.).

b. Each project should have a clear communication plan (e.g., who is the intended audience, what is the purpose, how will the data be used, will the results be reported back to the stakeholders).

c. Handle sensitive or personally identifiable information (PII) carefully. If a project includes sensitive information or PII that is only intended for the respondent, be certain to send the project to the correct individual and use only their work email address. Similarly, do not use anonymous links for such circumstances, but instead, tie respondent emails directly to the project.

d. Before administering the project, send it to a few individuals to check for errors, questions in wording, or other necessary edits.

e. Prior to administration, notify respondents of the project, related expectations, and the administration timeline. Provide enough lead time to allow school or LEA administrators to properly plan for administering the project.

f. If applicable, consider sending pdf version of the project to key stakeholders.

g. Do not make additional changes after administering the project. Changes will likely invalidate the data collected.

h. Consider the timing of when to launch the project. Be available to respond to questions about project administration. As the first few responses are collected, make sure to check results. Is everything working properly? Are people using open-ended items to inform that some portion of the project is not working properly?

i. Stop the data collection process by closing the project on time, as provided in the administration plan.

j. After the project is closed, download, and save a raw .csv file. There will be an option of downloading numeric values or choice text. Consider saving raw files of both. If the data files contain Personally Identifiable Information (PII), be sure to store and share those data securely.

k. Process and prepare additional data files from raw files and complete the analyses plan.

V.   **HISTORY**: This policy was approved December 7, 2020. On May 25, 2022, this policy was formatted to comply with USBE Internal Policy 00.01.

## Appendix A: Resources

[Avoiding five common pitfalls of survey design](#)

[Avoiding four visual-design pitfalls in survey development](#)

DeVellis, R. F. (2016). *Scale Development: Theory and Applications (4th Ed.)*. Thousand Oaks, CA: SAGE.

[Developing questionnaires for education research: AMEE Guide No. 87](#)

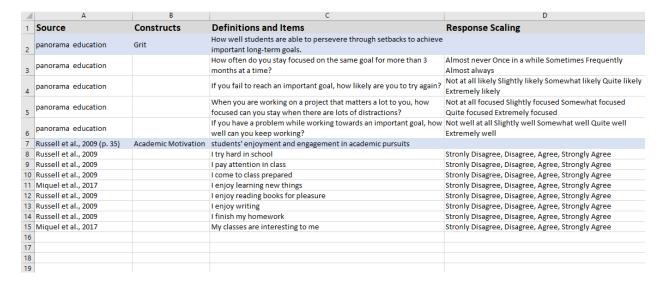[Panorama Education survey design checklist](#) (scroll down to get PDF download)

[Pew Research Center: Questionnaire design](#)

[Qualtrics top 10 survey pitfalls](#)

[Survey fundamentals: A guide to designing and implementing surveys](#)


## Appendix B: Survey preparation template

Example template for preparing a data collection instrument in excel prior to creating in Qualtrics.

| | A | B | C | D |
|---|---|---|---|---|
| 1 | Source | Constructs | Definitions and Items | Response Scaling |
| 2 | panorama education | Grit | How well students are able to persevere through setbacks to achieve important long-term goals. | |
| 3 | panorama education | | How often do you stay focused on the same goal for more than 3 months at a time? | Almost never Once in a while Sometimes Frequently Almost always |
| 4 | panorama education | | If you fail to reach an important goal, how likely are you to try again? | Not at all likely Slightly likely Somewhat likely Quite likely Extremely likely |
| 5 | panorama education | | When you are working on a project that matters a lot to you, how focused can you stay when there are lots of distractions? | Not at all focused Slightly focused Somewhat focused Quite focused Extremely focused |
| 6 | panorama education | | If you have a problem while working towards an important goal, how well can you keep working? | Not well at all Slightly well Somewhat well Quite well Extremely well |
| 7 | Russell et al., 2009 (p. 35) | Academic Motivation | students' enjoyment and engagement in academic pursuits | |
| 8 | Russell et al., 2009 | | I try hard in school | Stronly Disagree, Disagree, Agree, Strongly Agree |
| 9 | Russell et al., 2009 | | I pay attention in class | Stronly Disagree, Disagree, Agree, Strongly Agree |
| 10 | Russell et al., 2009 | | I come to class prepared | Stronly Disagree, Disagree, Agree, Strongly Agree |
| 11 | Miquel et al., 2017 | | I enjoy learning new things | Stronly Disagree, Disagree, Agree, Strongly Agree |
| 12 | Russell et al., 2009 | | I enjoy reading books for pleasure | Stronly Disagree, Disagree, Agree, Strongly Agree |
| 13 | Russell et al., 2009 | | I enjoy writing | Stronly Disagree, Disagree, Agree, Strongly Agree |
| 14 | Russell et al., 2009 | | I finish my homework | Stronly Disagree, Disagree, Agree, Strongly Agree |
| 15 | Miquel et al., 2017 | | My classes are interesting to me | Stronly Disagree, Disagree, Agree, Strongly Agree |
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## Appendix C: Data collection and reporting plan

Why do these data need to be collected?

What will you do with the results?

Who is the respondent?

Who is the targeted audience for the results?

What is the proposed data collection administration schedule?

- Include launch dates, close dates, scheduled reminders, and the overall distribution plan (i.e., anonymous link, QR code, contact list through Qualtrics, etc.).

What is the plan for data analysis and reporting?

- Will these data be joined to any other data sources?

- If pre and post, how will you match the pre and post responses?

- At what level will data be aggregated or disaggregated?