

QUESTION ANALYSIS

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QUESTION ANALYSIS

The initial step in a review of the data is an overview of the results. Review the Administrative Summary and determine if any of the results do not reflect your anticipated results. Does the data reflect your view or are you surprised by the results?

After your review, you should be able to start to write a narrative of how each constituent group views the school. These reports may contain a comparative view based on significant differences from the database.

Information Given by the Questions

When evaluating the data of one constituent group, the data should be divided into the survey sections:

- **Attitudes and Perceptions** Question 1
- **Performance** Questions 2 – 9, and 11
- **Economic Issues** Question 10
- **Relationship Indicators** Question 12
- **Background Information** Question 13

Each section should provide insight into the constituents' perceptions of the school.

Image and Attitude Ratings

The Question 1 series asks respondents to *agree- disagree* with a set of statements about the school and its mission. This section should provide a good view of how each constituent group views the school. Note that a five-point *agree-disagree* scale is used. The top two positive ratings include those who indicated an *agree- strongly agree* response to these questions.

Performance Ratings

This section of the survey asks respondents to rate various aspects or dimensions of the school, including various constituents, to evaluate the school using a five-point *excellent-poor* scale. The performance ratings include

- Question 2 - School related groups
- Question 3 - School programs*
- Question 4 - Student development*
- Question 5 - Academic services*
- Question 6 - Extracurricular activities
- Question 7 - Auxiliary services
- Question 8 - Administrative departments
- Question 9 - School communications

It is suggested that you evaluate the overall performance ratings to determine the relative level of the ratings.

Note that a few performance areas include both overall performance ratings as well as detailed performance ratings. For example, note the detailed performance ratings in:

Question 3 - School programs
Question 4 - Student development
Question 5 - Academic services

Because of their importance, Questions 6-9 are considered as overall ratings and are, thus, included in the Administrative Summary. You will need to review the Detailed Results to locate the results for the detailed performance ratings (e.g., rating of the Arts Department Question 3b).

An evaluation of the overall ratings should provide a foundation for your analysis. Focus should be placed on the areas that are rated higher as well as those areas that rated lower. This evaluation should be made before continuing a more detailed analysis. A narrative should begin to be constructed from this information and should provide insight into overall areas of relative strength and weakness.

Financial Ratings

Question 10 provides information about how constituents view the economic aspects of the school. Details in 10a define the absolute rating regarding how “expensive” the school is while 10b reveals the comparative assessment of cost.

Quality of Education Ratings

Question 11 provides information about how constituents view the quality on an absolute and a comparative basis. This information provides an overview about each constituent group as you evaluate the quality of education at the school. Note that the Overall Quality of Education rating (Question 11a) is used as the dependent variable for the correlation and regression analyses.

Relationship with the School Ratings

Question 12 measures the strength of the relationship between the constituent group and the school with three questions:

1. Likelihood to recommend the school
2. Likelihood to continue at the school
3. Likelihood to increase support of the school

Background Information

Basic background information is obtained using the Question 13 series. This information provides an overview of the constituents’ background.

Custom Questions

You will need a set of your school’s custom questions to understand the results of this section. The tabulated data only details the results as answer a, b, c, etc. The answers must be interpreted based on the series of questions developed by your school.

Interpreting Ratings

Overall Review

View ratings within a specific category (e.g., Questions 3-6) to understand the consistency with which performance is being delivered. Special attention should be focused on areas where ratings vary considerably. One should attempt to determine the reasons for variation in the ratings. For example, is it the result of differing expectations among constituents or inconsistent levels of service?

Assess the changes in ratings within an area (e.g., Question 3, *School Programs*). Note changes in ratings and the areas that may be rated higher or lower. Special attention should be focused on the lower ratings with an attempt to understand reasons for these ratings.

Patterns within the types of ratings should be evaluated for underlying reasons. For example, if higher ratings are consistently given to people-related attributes, but academic attributes receive lower ratings, attention should focus on the process or system that is used to address academic issues. The constituent might be attempting to indicate that the people are doing a fine job but are placed in a system that does not allow them to address academic issues.

In-depth Review

Your analysis of the data should include a more in-depth analysis of the results. Use the Detailed Results to clarify or to add additional understanding to a specific finding. When reviewing the results, please note the base size for each question as well as the distribution of the responses. Then evaluate the data for any unusual findings. This *might* include an unusually high level of "don't know/does not apply" responses or an exceptional level of positive ratings.

It is suggested that the data be analyzed by constituent type (e.g., faculty, students, parent, etc.) before formulating and finalizing the evaluation of the school's performance. The evaluation might begin from an internal perspective of the faculty before moving to the external environment of parents (or visa versa). A building block type process should be used to formulate the overall perspective.

Open-ended Questions

Open-end responses should be carefully evaluated. Special attention should focus on the surface issues as well as the meaning behind the words. A separate sheet, sent with the survey, is often used for these questions and responses. The results of these questions will not be found in the tabulated data.

- For example, does a participant who mentions that h/she "appreciates the special attention of a particular person" mean more than what is said? The respondent might really mean that all individuals in an area should perform at that level, or if not he/she might go to another, local school.
- Analyze the reason a respondent makes a specific comment. Does the comment relate to the human side of the school or the systems and processes of the school?
- Look for consistency (or lack thereof) among open-ended comments. Particular attention should be focused on issues that are consistently mentioned.