

# TIP SHEET: COMPARING SURVEY TYPES FOR MEASURING YOUTH SKILLS AND BELIEFS

SURVEY TYPE	WHAT IT IS	PROS	CONS						
<b>End of Program/Post- Only Surveys</b>	Participants are asked questions at the end of a program only  <b>Sample item:</b> “Doing well in school is important to me (Not true at all – Somewhat true – Mostly true – Completely true)”	<ul style="list-style-type: none"> <li>• Simplest to administer</li> <li>• Least intrusive as it is usually anonymous</li> <li>• Can provide an overall snapshot of program participants</li> </ul>	<ul style="list-style-type: none"> <li>• Cannot capture change unless pre-program status is known</li> <li>• Not considered a rigorous design</li> </ul>						
<b>Pre-/Post- Surveys</b>	Asks about a topic at the beginning of a program (pre-program) and the end (post-program); responses of individual participants are matched  <b>Sample item:</b> “Doing well in school is important to me (Not true at all – Somewhat true – Mostly true – Completely true),” asked at the beginning and end of a program or intervention	<ul style="list-style-type: none"> <li>• Considered most rigorous design</li> <li>• Capable of capturing change in participants’ skills, attitudes, or behaviors</li> </ul>	<ul style="list-style-type: none"> <li>• Can underestimate program effects due to response shift bias</li> <li>• Matching requires non-anonymous surveying</li> <li>• Can be hard to have enough “matches” due to attrition</li> <li>• Most resource-intensive</li> </ul>						
<b>Retrospective Pre-/Post-Surveys</b>	Asks about a topic “then” (pre-program) and “now” (post-program); administered at the end of a program only  <b>Sample item:</b> <table border="1" data-bbox="485 1060 1094 1222"> <thead> <tr> <th>Item</th> <th>Before this program</th> <th>After this program</th> </tr> </thead> <tbody> <tr> <td>I can handle stress</td> <td> <input type="checkbox"/> Not true at all  <input type="checkbox"/> Somewhat true  <input type="checkbox"/> Mostly true  <input type="checkbox"/> Completely True               </td> <td> <input type="checkbox"/> Not true at all  <input type="checkbox"/> Somewhat true  <input type="checkbox"/> Mostly true  <input type="checkbox"/> Completely True               </td> </tr> </tbody> </table>	Item	Before this program	After this program	I can handle stress	<input type="checkbox"/> Not true at all <input type="checkbox"/> Somewhat true <input type="checkbox"/> Mostly true <input type="checkbox"/> Completely True	<input type="checkbox"/> Not true at all <input type="checkbox"/> Somewhat true <input type="checkbox"/> Mostly true <input type="checkbox"/> Completely True	<ul style="list-style-type: none"> <li>• Allows for participant reflection</li> <li>• Measures participant perceived change due to program attendance</li> <li>• Addresses response-shift bias</li> </ul>	<ul style="list-style-type: none"> <li>• Can overestimate program effects</li> <li>• Complex; can be hard for younger participants to understand</li> <li>• Not considered as rigorous as matched pre-/post-</li> </ul>
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<b>Reflective Post- Program Surveys</b>	Asks participants to reflect on the effect that a program has had on their skills, beliefs or behaviors  <b>Sample item:</b> “This program has helped me to do a better job on my homework (Not true at all – Somewhat true – Mostly true – Completely true)”	<ul style="list-style-type: none"> <li>• Simplest way to get at perceived program impact</li> <li>• May be more appropriate for young people than retrospective pre-/post-designs</li> </ul>	<ul style="list-style-type: none"> <li>• Will not <i>quantify</i> or show the magnitude of changes in skills, beliefs or behaviors</li> <li>• Not considered rigorous (not “hard” data)</li> </ul>						