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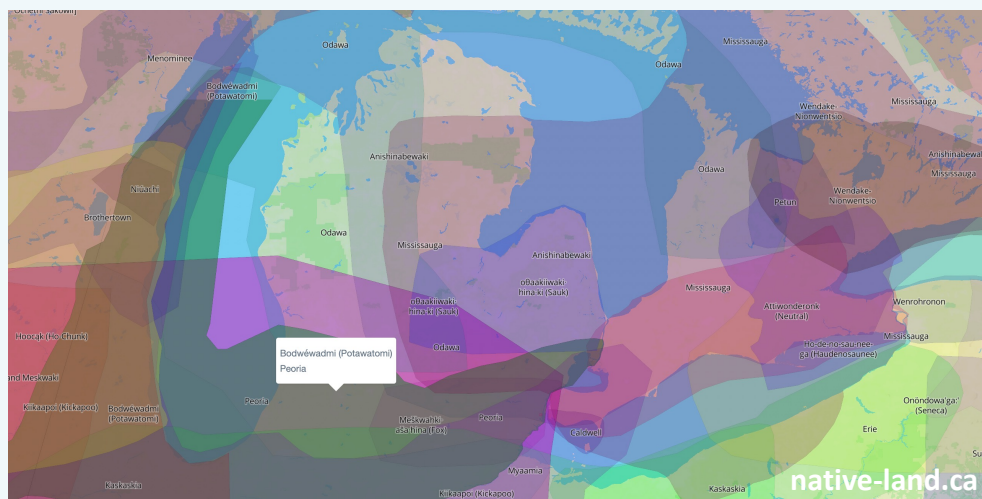
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Land Acknowledgment



native-land.ca

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Session Overview



When and Why



Best Practices in
Design of
Questions

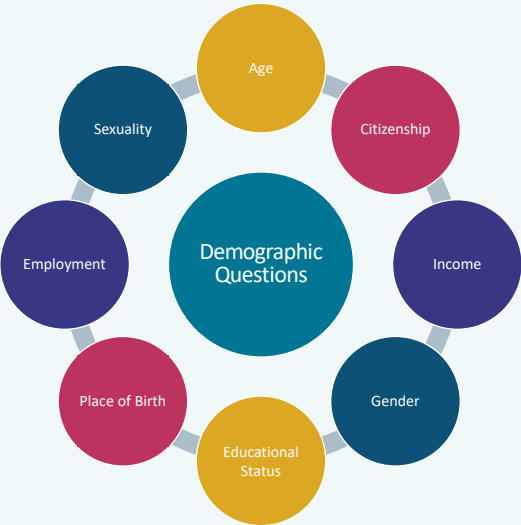


Connect with
Others' Successes
and Challenges.

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7

Demographic Questions




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8

What experiences have you had answering demographic questions?


What challenges have you experienced asking or answering these questions?

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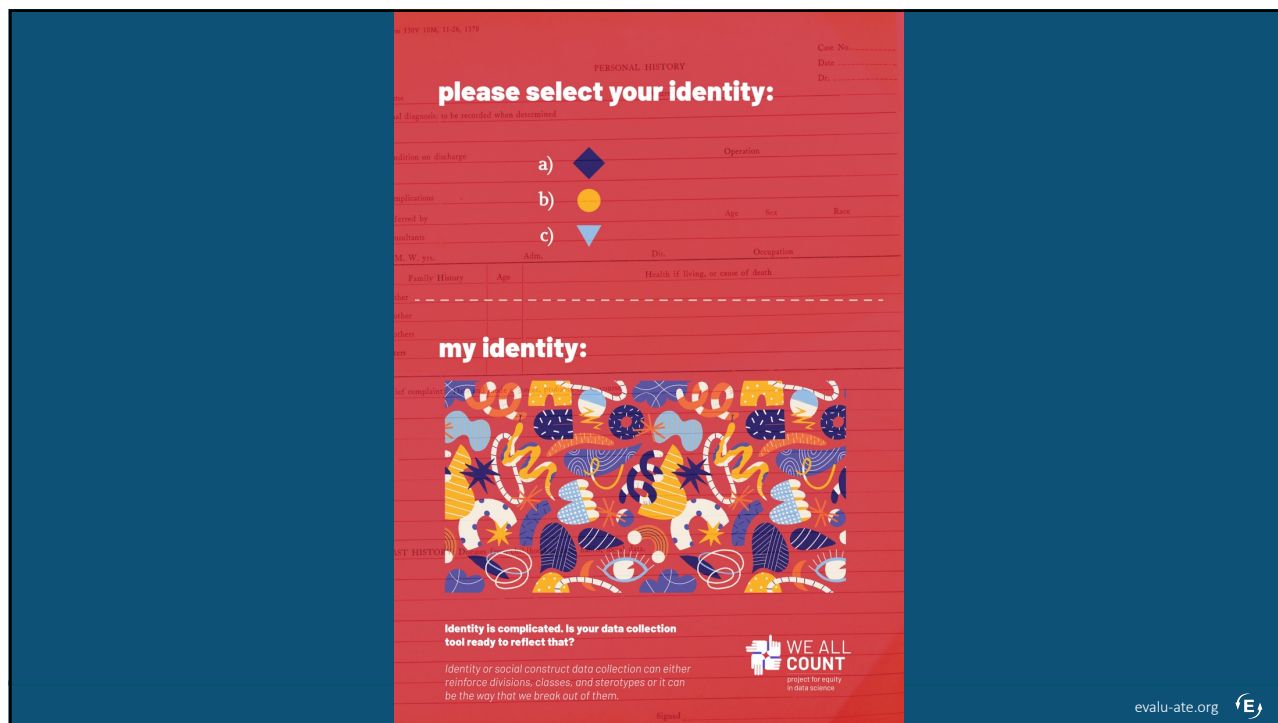
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Welcome back!

Share insights in the chat ...

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10



11

Equity is our ethical and professional obligation.

12

D. Respect for People: Evaluators honor the dignity, well-being, and self-worth of individuals and acknowledge the influence of culture within and across groups.

D1. Strive to gain an understanding of, and treat fairly, the range of perspectives and interests that individuals and groups bring to the evaluation, including those that are not usually included or are oppositional.

D2. Abide by current professional ethics, standards, and regulations (including informed consent, confidentiality, and prevention of harm) pertaining to evaluation participants.

D3. Strive to maximize the benefits and reduce unnecessary risks or harms for groups and individuals associated with the evaluation.

D4. Ensure that those who contribute data and incur risks do so willingly, and that they have knowledge of and opportunity to obtain benefits of the evaluation.

E. Common Good and Equity: Evaluators strive to contribute to the common good and advancement of an equitable and just society.

E1. Recognize and balance the interests of the client, other stakeholders, and the common good while also protecting the integrity of the evaluation.

E2. Identify and make efforts to address the evaluation's potential threats to the common good especially when specific stakeholder interests conflict with the goals of a democratic, equitable, and just society.

E3. Identify and make efforts to address the evaluation's potential risks of exacerbating historic disadvantage or inequity.

E4. Promote transparency and active sharing of data and findings with the goal of equitable access to information in forms that respect people and honor promises of confidentiality.

E5. Mitigate the bias and potential power imbalances that can occur as a result of the evaluation's context. Solicit one's own privilege and positioning within that context.

eval.org/About/Guiding-Principles

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Identity is complicated. Is your data collection tool ready to reflect that?

Identity or social construct data collection can either reinforce divisions, classes, and stereotypes or it can be the way that we break out of them.

Signed _____

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10 Practices for Writing Demographic Survey Questions

- 1 Only ask if you intend to use the data
- 2 Make sure you're measuring the right concept
- 3 Place demographic questions at the end
- 4 Don't force responses
- 5 Allow write-in response options
- 6 Use inclusive language
- 7 Use "check all that apply" when appropriate
- 8 Be culturally specific with response options
- 9 Don't be afraid to change your questions
- 10 Ask people in the community to review

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1

Only ask if you intend to use the data

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1 Only ask if you intend to use the data



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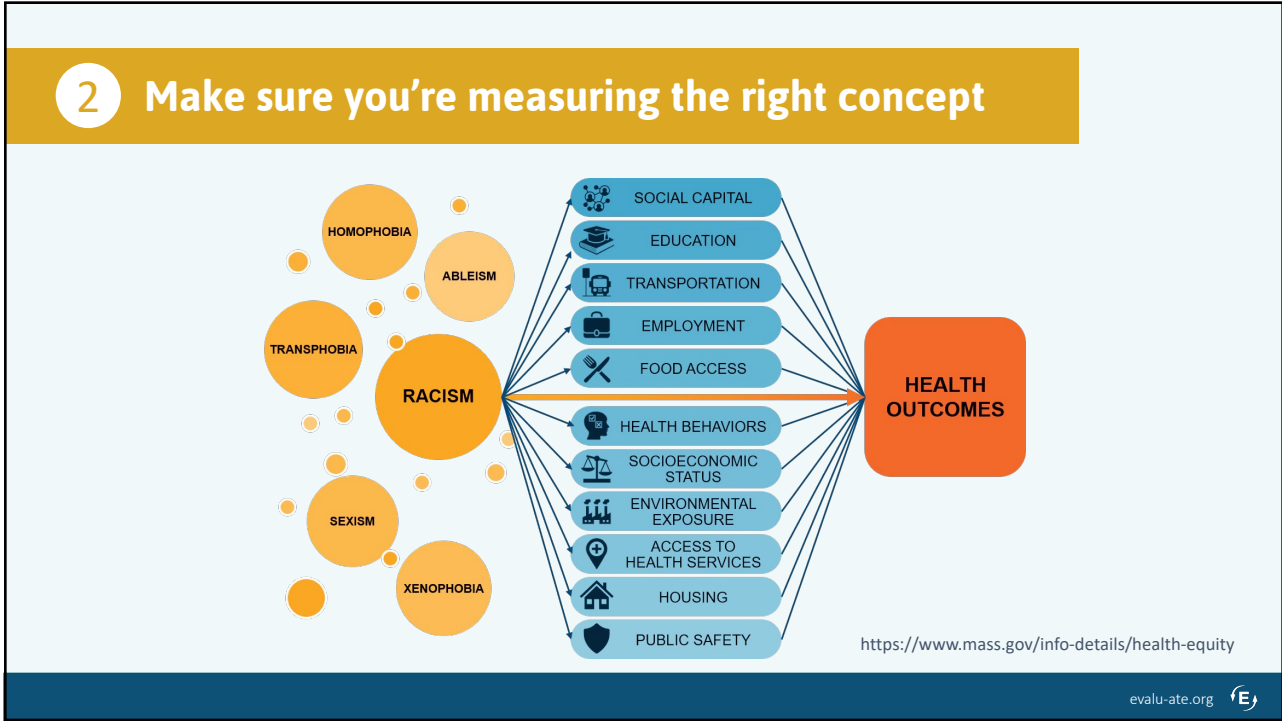
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Make sure you're measuring the right concept

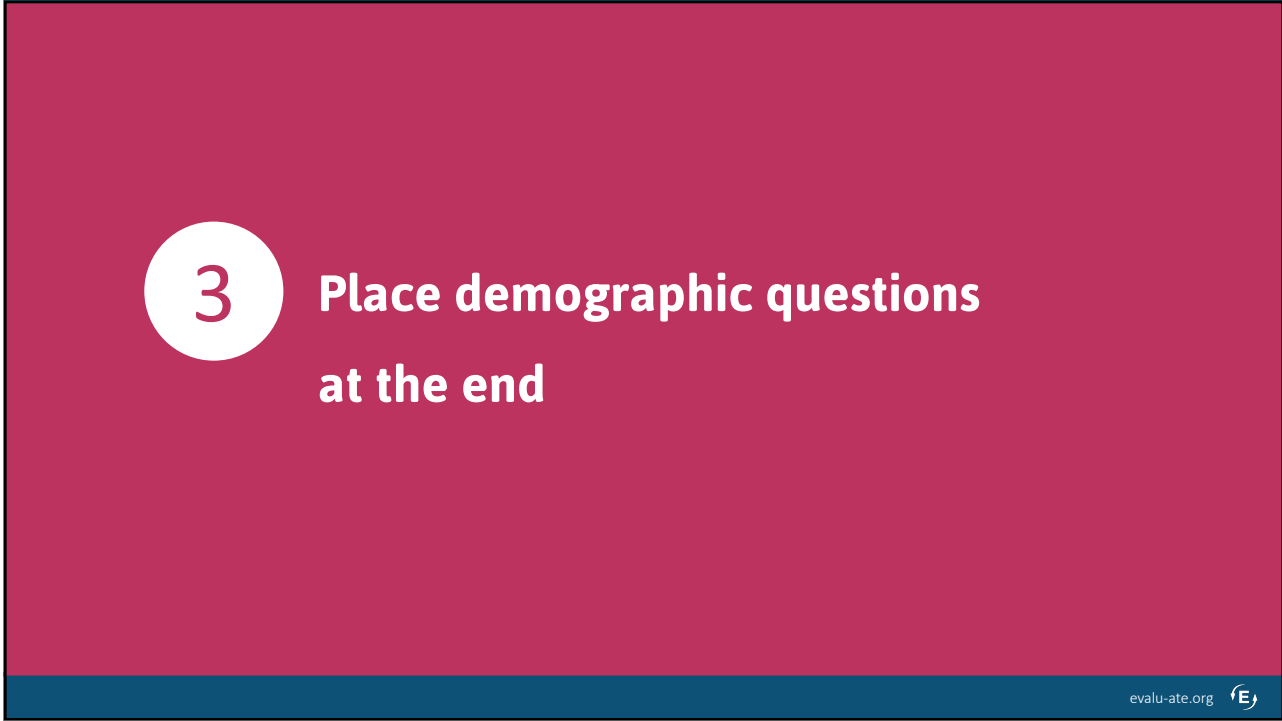
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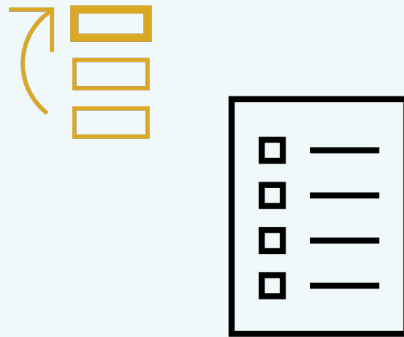


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3 Place demographic questions at the end



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3 Place demographic questions at the end



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3 Place demographic questions at the end

The National Science Foundation is committed to broadening participation in STEM, especially among traditionally underrepresented students. The next few questions ask about student demographics to better understand the characteristics of students served and begin to identify who is – and is not – being served by ATE academic programs.


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4 Don't force responses

24

4

Don't force responses



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4

Don't force responses

What is your gender identity?

☐ Man

☐ Woman

☐ Other

→

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26

4

Don't force responses

Please answer this question.

What is your gender identity?

☐ Man

☐ Woman

☐ Other

→

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5

Allow write-in response options

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28

5

Allow write-in response options

What is your gender identity?


☐ Man

☐ Woman

☒ Other

→

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5

Allow write-in response options

What is your racial/ethnic identity? (Select all that apply)

☐ American Indian or Alaskan Native

☐ Asian

☐ Black or African American

☐ Hispanic/Latinx


☐ Native Hawaiian or other Pacific Islander

☐ White

☐ Other

☐ Prefer not to answer

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5 Allow write-in response options

What is your racial/ethnic identity? (Select all that apply)

☐ American Indian or Alaskan Native

☐ Asian

☐ Black or African American

☐ Hispanic/Latinx

☐ Native Hawaiian or other Pacific Islander

☐ White

☒ Other

Middle Eastern

☐ Prefer not to answer

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6 Use inclusive language

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32


6 Use inclusive language

What is your racial/ethnic identity? (Select all that apply)

- ☐ American Indian or Alaskan Native
- ☐ Asian
- ☐ Black or African American
- ☐ Hispanic/Latinx
- ☐ Native Hawaiian or other Pacific Islander
- ☐ White
- ☒ Another (describe)


Middle Eastern

☐ Prefer not to answer

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7 Use “check all that apply” when appropriate

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7

Use “check all that apply” when appropriate

What is your racial/ethnic identity? (Select all that apply)

☐ American Indian or Alaskan Native

☒ Asian

☐ Black or African American

☒ Hispanic/Latinx


☐ Native Hawaiian or other Pacific Islander

☐ White

☐ Another (describe)

☐ Prefer not to answer

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8

Be culturally specific with
response options

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8 Be culturally specific with response options

Are you of Hispanic, Latino/a/x, or of Spanish origin? (One or more answers may be selected)

☐ No, not Hispanic, Latino/a/x, or Spanish origin

☒ Yes, Mexican, Mexican American, Chicano/a/x

☐ Yes, Puerto Rican

☐ Yes, Cuban

☐ Yes, Salvadoran

☐ Yes, Guatemalan

☐ Yes, Dominican

☒ Yes, another Hispanic, Latino/a/x, or Spanish origin- Please type in origin, for example, Argentinean, Colombian, Nicaraguan, Spaniard, and so on.

Colobiana

☐ Prefer not to say

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Don't be afraid to change your questions

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9

Don't be afraid to change your questions



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9

Don't be afraid to change your questions

Q2.4. How many students from each of the following demographic categories participated in **Example Program** in 2020?

	Men	Women	Other Gender Identities	Gender Unknown
American Indian or Alaska Native	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Asian	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Black or African American	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Hispanic or Latino/Latina	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Native Hawaiian or other Pacific Islander	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Multiracial or Multiethnic	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
White	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Racial or ethnic identity unknown	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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Don't be afraid to change your questions

Q2.4. How many students from each of the following demographic categories participated in **Example Program** in 2021? (Please make sure your total number of students matches your responses in Q2.3)

	Example Program
American Indian or Alaska Native	<input type="text"/>
Asian	<input type="text"/>
Black or African American	<input type="text"/>
Hispanic or Latino/Latina	<input type="text"/>
Multiracial or Multiethnic	<input type="text"/>
Native Hawaiian or other Pacific Islander	<input type="text"/>
White	<input type="text"/>
Racial or Ethnic Identity Unknown (e.g. student refused; data not captured by program)	<input type="text"/>

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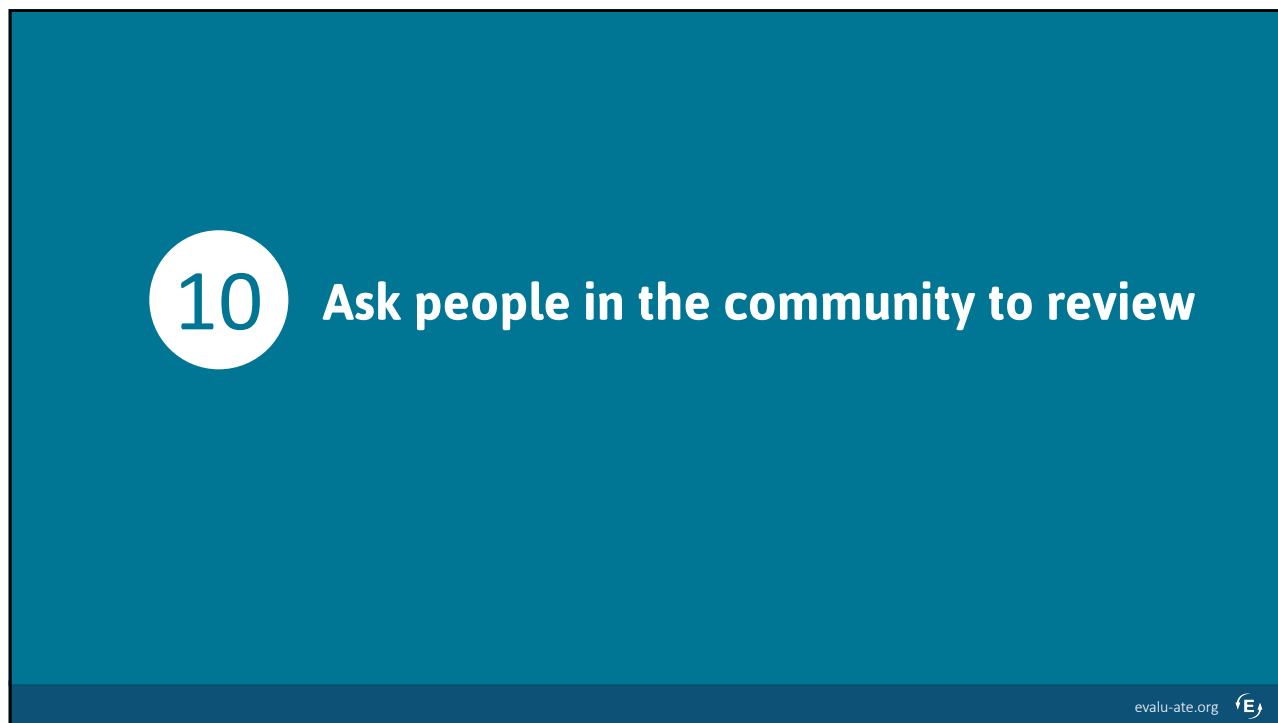
Don't be afraid to change your questions

Q2.5. How many students of each of the following gender categories participated in **Example Program** in 2021? (Please make sure your total number of students matches your responses in Q2.3)


	Example Program
Men	<input type="text"/>
Women	<input type="text"/>
Other Gender Identities	<input type="text"/>
Gender Identity Unknown (e.g. student refused; data not captured by program)	<input type="text"/>

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A blue rectangular slide with a white circle containing the number 10 on the left. To the right of the circle is the text "Ask people in the community to review". In the bottom right corner, there is a small logo for "evalu-ate.org" and a stylized "E" icon.

10 Ask people in the community to review

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A light blue rectangular slide. On the left, there is a dark blue box containing the title "10 Practices for Writing Demographic Survey Questions". To the right of this box is a numbered list of 10 practices, each preceded by a colored circle with a white number. In the bottom right corner, there is a small logo for "evalu-ate.org" and a stylized "E" icon.

10 Practices for Writing Demographic Survey Questions

- 1 Only ask if you intend to use the data
- 2 Make sure you're measuring the right concept
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10 Practices for Writing Demographic Survey Questions

Discussion Time!

- 1 Only ask if you intend to use the data
- 2 Make sure you're measuring the right concept
- 3 Place demographic questions at the end
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- 5 Allow write-in response options
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- 7 Use "check all that apply" when appropriate
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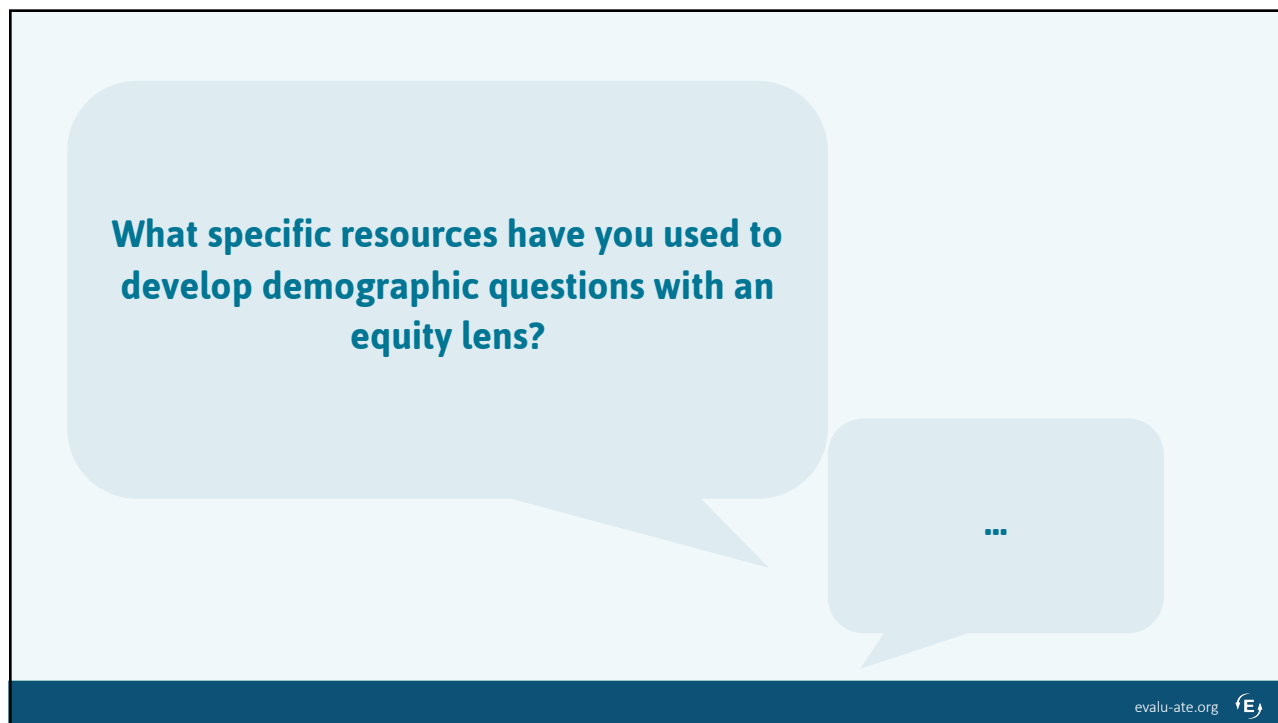
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What best practices have you learned in your profession?

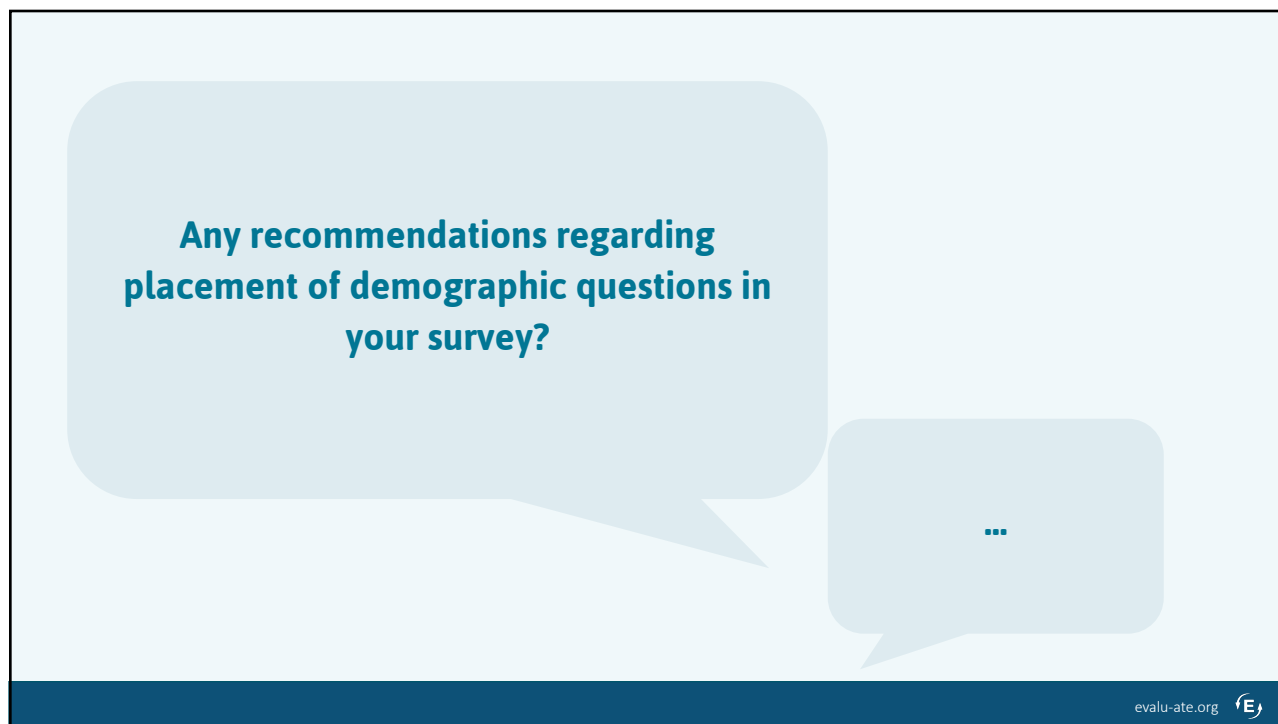
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**“What we practice at the
small scale sets the patterns
for the whole system.”**

– adrienne maree brown
Emergent Strategy

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Thank you!



Erika

Erika.Sturgis@wmich.edu



Megan

Megan.Zelinsky@wmich.edu