

Do micro-surveys get respondents in the door?

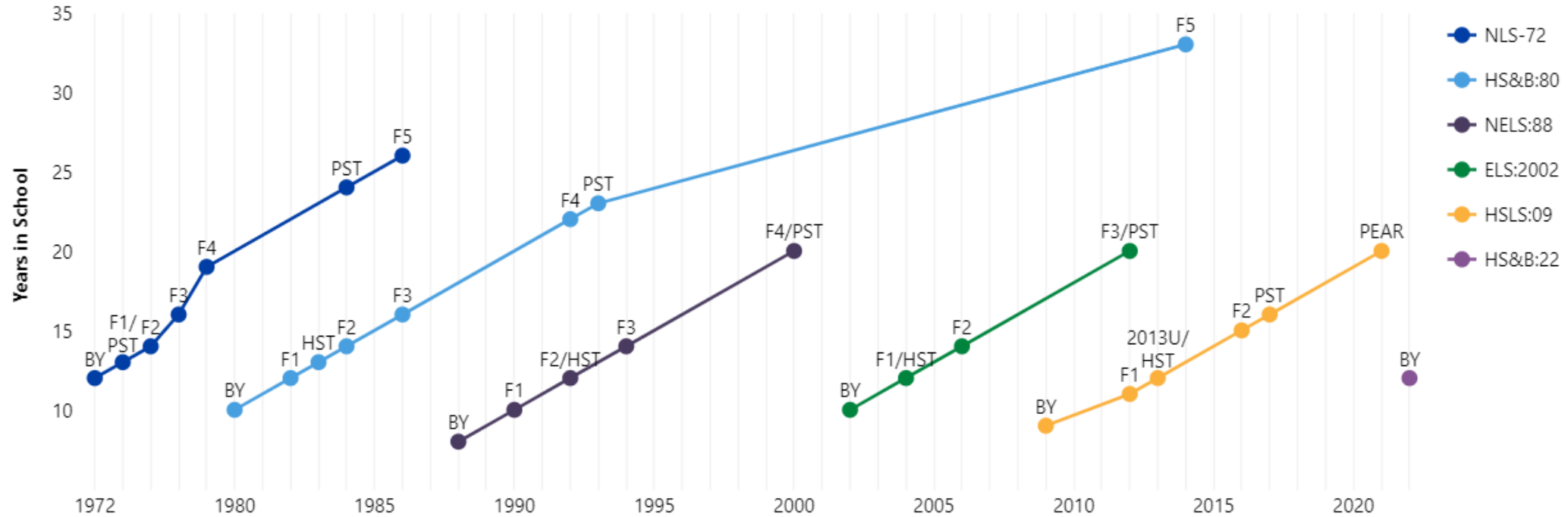
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This presentation is intended to promote ideas. The views expressed do not necessarily reflect the position of the U.S. Department of Education.

Outline for Presentation

1. Introduction to the study and background on the experiment
2. Experimental design
3. Results
4. Plans for further implementation

High School Longitudinal Studies at NCES



NLS-72: National Longitudinal Study of the High School Class of 1972
 HS&B:80: High School and Beyond of 1980
 NELS:88: National Education Longitudinal Study of 1988
 ELS:2002: Education Longitudinal Study of 2002
 HSLS:09: High School Longitudinal Study of 2009
 HS&B:22: High School and Beyond of 2022

BY: Base Year
 F1: First follow-up data collection
 F2: Second follow-up data collection
 F3: Third follow-up data collection
 F4: Fourth follow-up data collection
 F5: Fifth follow-up data collection

2013 U: 2013 update
 HST: High School Transcript
 PST: Post-secondary Transcript
 PEAR: Postsecondary Education Administrative Records

High School and Beyond Longitudinal Study of 2022 (HS&B:22)

- Nationally representative longitudinal study of 2022-23 ninth-graders
- Includes both public and private schools, all 50 states and DC
- Sixth cohort in the NCES longitudinal studies program since 1970s



High School and Beyond Longitudinal Study of 2022 (HS&B:22)

- Designed to focus on key questions, including:
 1. What are the critical transitions made by high school students through college into adult careers?
 - Emphasis on college access and choice
 2. What factors influence these transitions?
 - Student's family and peer relationships
 - Student's motivations, experiences, and achievement
 - Curriculum paths followed by student
 3. What are the multiple perspectives on student's educational experiences?
 - Student's parents, teachers, school counselors, principals, school records (including transcripts)
 - Parents report on household composition, socioeconomic status, language use at home and students' disability status

Data Source - Newest Data Release

HS&B:22

Collection window:
Sept 2022 – April 2023

Respondents:
18,500+ ninth-graders, their parents,
math teachers, a school principal and a
school counselor

All differences noted throughout the presentation are significant at $p < .05$

Key Findings – Selected Cohort Characteristics

Among all 2022-23 ninth-graders

90%

Attended public schools



76%

Were from two-parent/guardian households



55%

Were students of color



23%

First learned a language other than English at home or spoke English along with another language equally



HS&B:22 Experimental Design Background

High School & Beyond
Longitudinal Study of 2022 (HS&B:22)

Thank you for participating in the HS&B:22 parent survey! Please have the person most knowledgeable about <student_firstname>'s school and home life complete this survey and return it in the enclosed envelope.

Family & Household

1) Does your 12th-grader have biological, adoptive, step- or foster parents who live in your household?
 Yes, one parent in household
 Yes, two parents in household
 No parents in household

2) We would like to know how many people live in your household, including yourself, your 12th-grader, and any other adults or children. Include adults and children who are temporarily away from home if they have no other permanent home. For example, include siblings living in college housing.
How many people living in your household are...
 under the age of 18? Enter '0' if none.
 18 years of age or older? Enter '0' if none.

3) What languages are regularly spoken in your home? (Check all that apply.)
 English
 Spanish
 A European language other than Spanish, such as French, German, or Russian
 A Chinese language
 A Filipino language
 A Southeast Asian language, such as Vietnamese, Thai, or Khmer
 A South Asian language, such as Hindi or Tamil
 Another Asian language, such as Japanese or Korean
 A Middle Eastern language, such as Arabic or Farsi
 Another language

4) What is the highest level of education you have completed? (Check one.)
 Less than high school completion
 Completed a high school diploma or equivalent (for example, GED, HiSET, TASC)
 Completed a certificate or diploma from a school that provides occupational training, such as a trade school
 Completed an associate's degree
 Completed a bachelor's degree
 Completed a master's degree
 Completed a Ph.D., M.D., law degree, or other high-level professional degree

5) Have you ever held a regular job for pay or income?
 Yes
 No

6) What is your current or most recent job title (for example, 4th-grade teacher, apprentice plumber)? If you have more than one job, describe the one at which you work the most hours.

7) What was your total household income from all sources, prior to taxes and deductions, in calendar year 2023 (from January to December 2023)? Please include all income such as income from work, investments, and alimony. If you are unsure, provide your best estimate.
Income is a key family characteristic that factors into many research questions including how family finances affect students' ability to go to college. This information is critically important to the success of this study. Please remember that data will only be reported in summary form and your individual information will not be published in a way that may directly identify you.
\$, Total Income

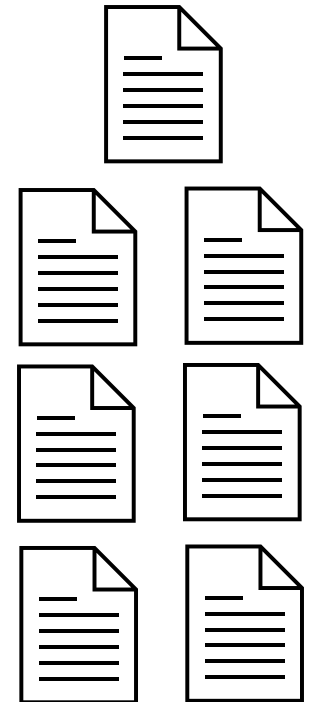
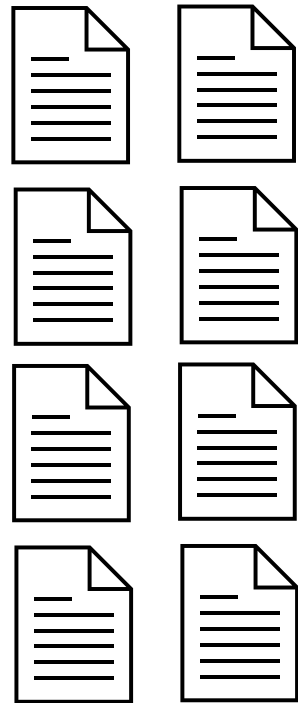
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- The parent response rate for the HS&B:22 base year was 29 percent, making it difficult to meet NCES quality standards.
- The intervention is designed to see if the “foot-in-the-door” theory could push the response rate above 50 percent by offering parents a short “micro” survey of 5 minutes (vs. 25 minutes) to see if they would complete the rest of the survey if already engaged.
- NCES conducted the experiment in the HS&B:22 first follow-up field test.

Hypothesis: Micro-Survey Will Have a Higher Response Rate than the Full-Length Survey

- Foot-in-the-door technique (Freedman & Fraser, 1966)



HS&B:22 First Follow-up Field Test Experiment Research Questions



1. Will offering a 5-minute micro-survey result in a higher response rate than the full survey with an abbreviated survey protocol offered in the base year?
2. Is the response rate in either group higher than the base year response rate of 29 percent?
3. Will parents be willing to complete the rest of the full survey after completing the “foot in the door” micro-survey? (i.e., does “foot in the door” work)?

Parent Micro-Survey Experiment Protocol

Phase 1: Experiment Phase (16 weeks)

	Condition 1: Non-micro group (Control)	Condition 2: Micro group
Approximate group size	1,050	1,050
Predicted respondents (assuming no condition has higher RR than Base Year)	305	305
Survey modes	Web & CATI	Web, CATI, paper (micro only, offered to all parents in group)
Survey length	25 min (full length) Micro items included at the beginning of the survey	5 min (micro) Web and CATI completers had option to complete full survey after micro
Maximum Incentive	\$1 prepaid \$40 promised (\$41 total)	\$1 prepaid \$15 promised for micro \$25 promised for remaining survey (\$41 total)
Offer presented in contact materials	\$1 prepaid \$40 to complete 25-minute survey Emphasize full survey length/incentive amount; mention \$15 if they complete the first 5 min	\$1 prepaid \$15 to complete a 5 min survey Do not mention option to continue with full survey until they complete micro

Phase 2: Non-response
Conversion Phase (6 weeks)

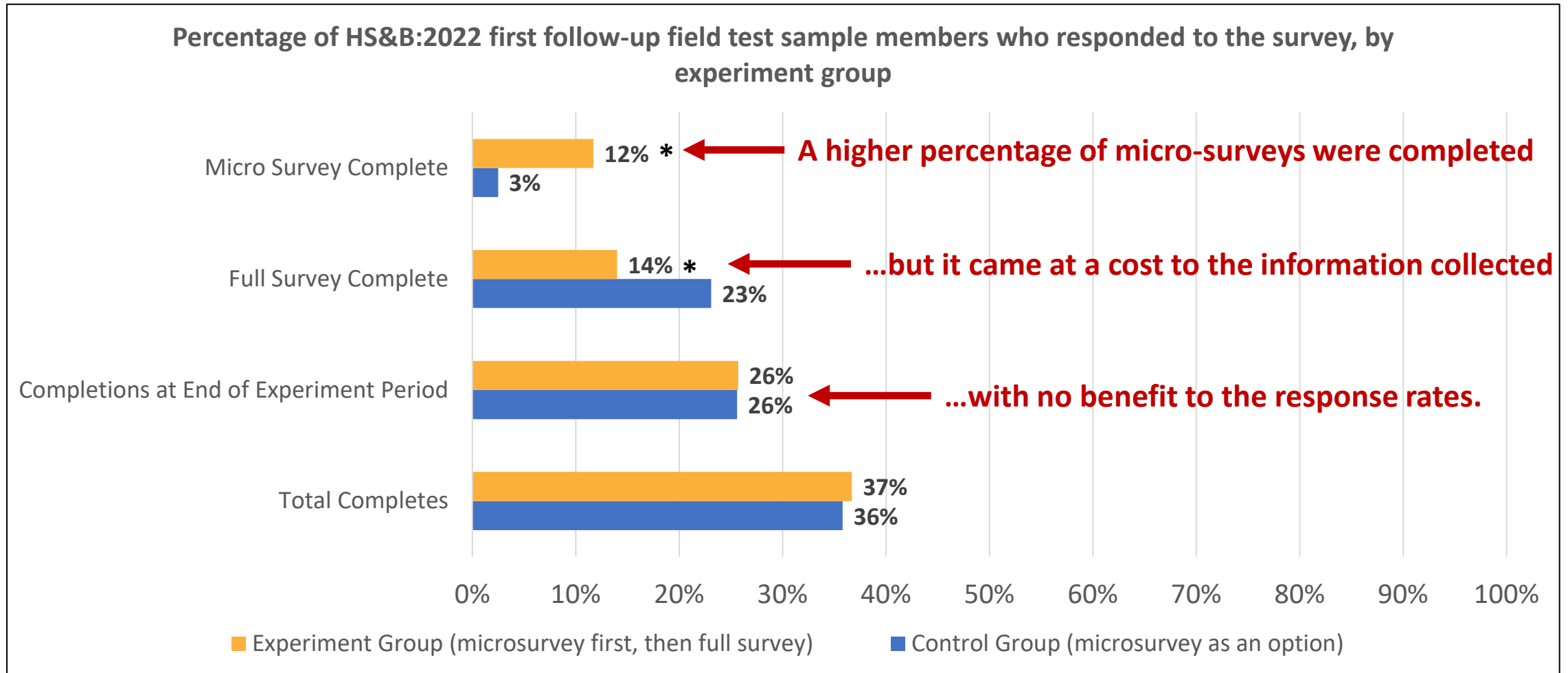
All remaining nonrespondents offered the 5-minute micro survey for the full incentive of \$40.

HS&B:22 First Follow-up Field Test Experiment Power

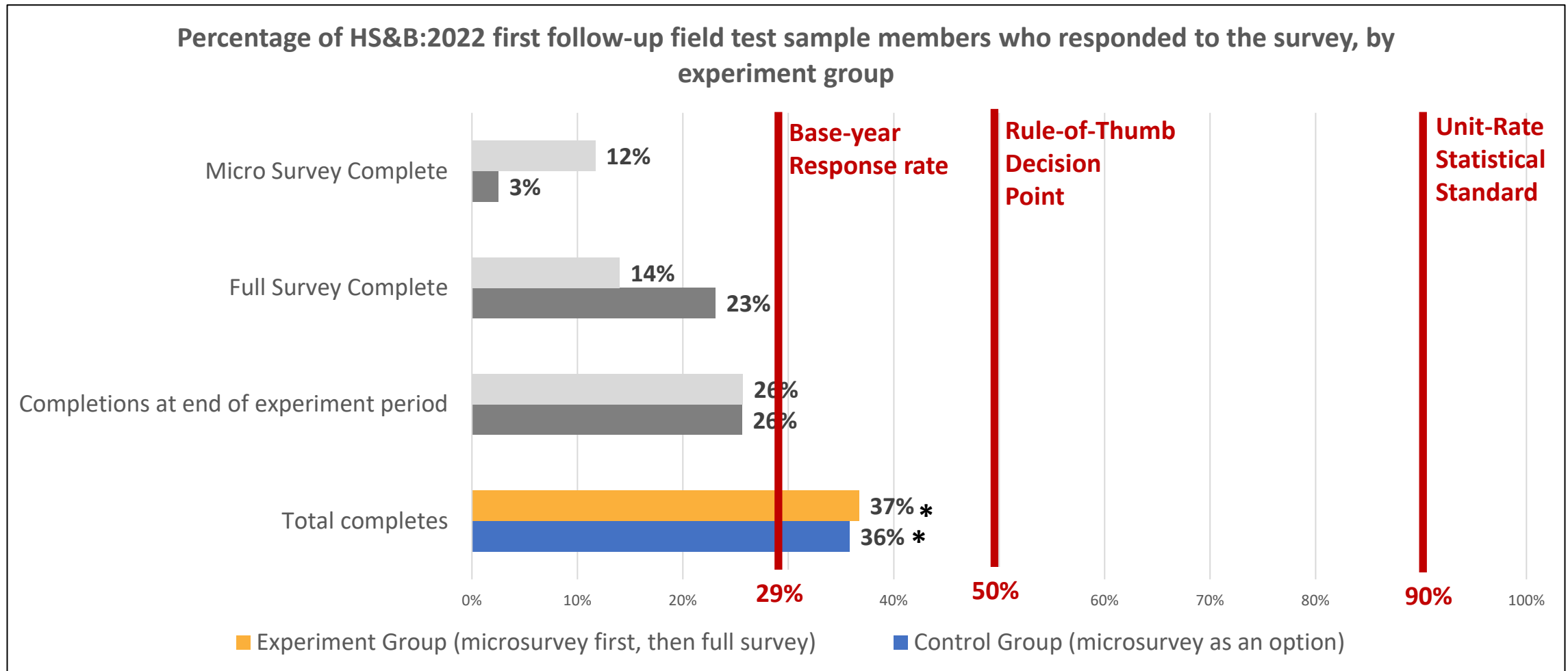
1. Response rate higher than 29 percent:
 - Experiment is designed to detect a difference of more than 3.6 percentage points above the base-year rate.
2. Difference between micro group and non-micro group:
 - Experiment is designed to detect a difference of more than 6.5 percent difference between the two groups (+/- 3.25 percent for each group).



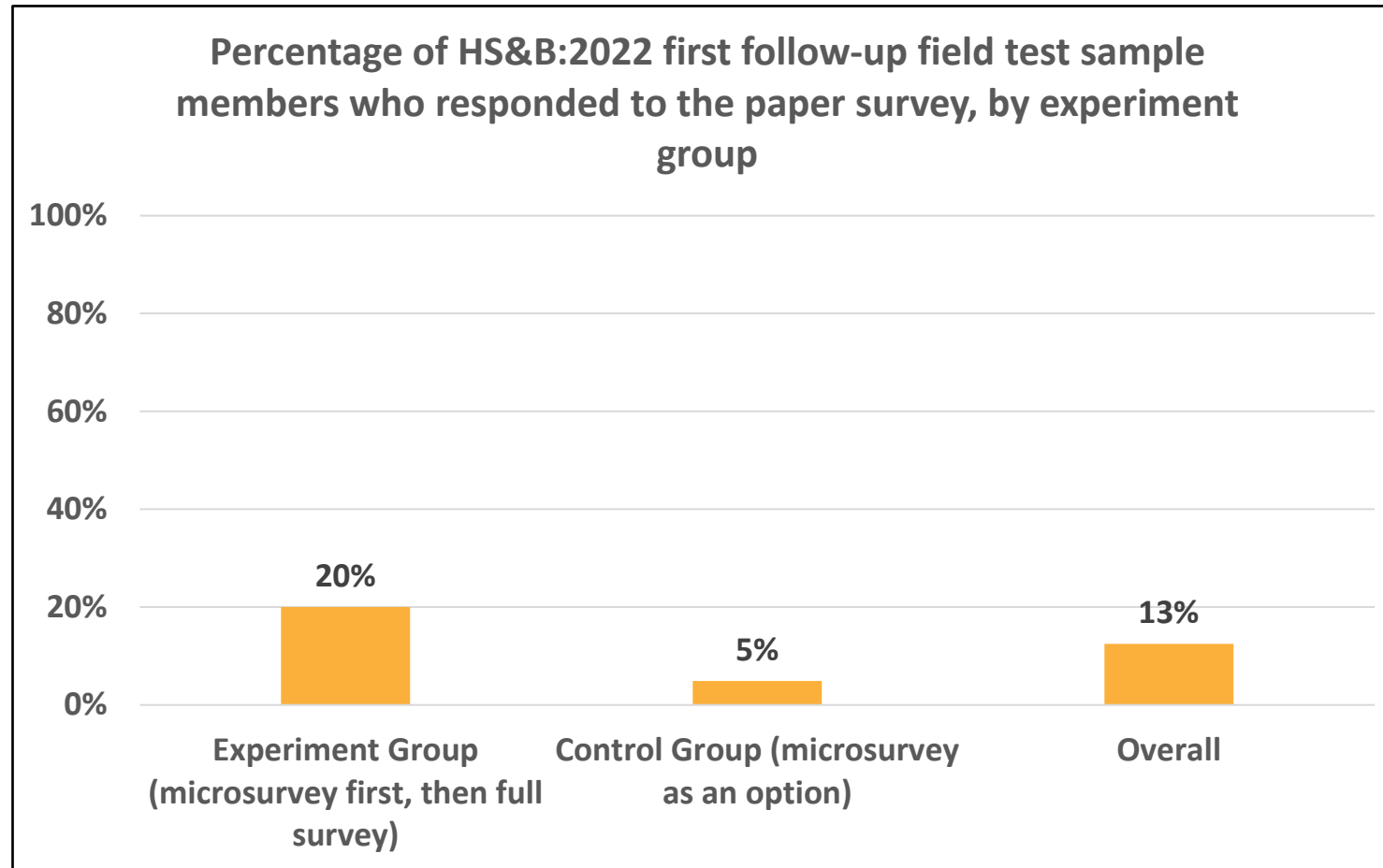
There were no significant differences in completions at the end of the experiment period between the micro group and the control.



Differences in the rates compared to the base year were not enough to demonstrate viability of the full-length parent survey component.



The paper survey is **still a viable mode** in this age of technology!
Parent respondents **did** return the survey using the postal service.



NOTE: Paper response reflect the rates at the end of data collection, not the end of the experiment period.

HS&B:22 First Follow-up Field Test Discussion & Implications

- Use of a “micro” survey does not meet NCES goals or standards if used as the primary intervention to get respondents “in the door.”
 - Decreasing time alone is not bringing people in the door.
- Paper mode may be more cost-effective than telephone prompting
 - Cost of paper and postage saved an estimated 40 hours of call center staff time
- While the “foot-in-the-door” did work with some parents, it did not improve overall response rates compared to the control and resulted in a loss of information.



Questions?

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