Chapter 2 – Data Coding, Entry, and Checking

2.2   Are there any other rules of data coding that you think should be added? Are there
      any of our "rules" that you think should be modified? Which ones? How?
      *There are many possibilities for the answer. Here are a couple. Sometimes test
      designs argue that items should be reversed to ensure that the item is being carefully
      read, so a high number might be used for disagree instead of agree. Coding can take
      many forms. Some like to place data into a spread sheet like Excel first then
      transform it to SPSS, others like to transfer the numbers from a survey to a sheet by
      hand, others still like to use a survey form that allows the data to be scanned directly
      into SPSS.*

2.4   If you identified other problems with the completed questionnaires, what were
      they? How did you decide to handle the problems and why?
      *Several of our decisions were judgmental and one could argue that using an
      alternative procedure would be better. For example on page 22 one might decide the
      about 3 points for the grade point average is not precise enough and leave it blank.
      For the GPA of 9.7 you might decide to leave it blank, as we did, or you could use the
      average GPA of 3.58.*

2.6   a) Why is it important to check your raw (questionnaire) data before entering it into
      SPSS?
      b) What are ways to check the data before entering them? After entering them?
      *a) It is important to check data before entering it into SPSS to make sure subjects
          filled out the questionnaires correctly, check for double answers, or markings
          between two ratings.*
      *b) A way to check data before entering it is to visually look at the data (the
          questionnaire, etc.).*