

Writing Effective Survey Questions

Julie Huetteman, Ph.D.
Strategic Initiatives Coordinator

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Survey Questions

**Fit
One
Words
Balance
Perspective
Responses**



FIT – craft survey questions to fit in with the structure of the program and plan

Extension Program

- Audience
- Learner objectives
- Curriculum

Evaluation Plan

- Improvement
- Effectiveness
- Outcomes
- Impact

Youth Audience

- Simple questions
- Few responses

4-H Common Measures
Science
Grades 4-12

Your Interest in Science

How much do you like science?

- A lot
- A little
- Not at all

Would you like a job that uses science?

- Yes
- Sort of
- No

How much do you like engineering?

- A lot
- A little
- Not at all

Would you like a job that uses engineering?

- Yes
- Sort of
- No



Adult Audience

- Have experience, so give them credit for knowing things
- Multiple choice, scaled responses work well

As a result of this Extension program:

1. I learned something that I didn't know before.
2. I learned some helpful information.

	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree
1. I learned something that I didn't know before.	SD	D	N	A	SA
2. I learned some helpful information.	SD	D	N	A	SA



Outcomes

Look to the list to focus questions

INCREASED AWARENESS AND EDUCATION (Short-Term)	CHANGES IN BEHAVIOR (Mid-Term)	IMPACT ON COMMUNITY, SYSTEM, AND POLICY (Long-Term)
What do we think participants will know, feel, or be able to do after participating in the program?	How do we think the participants will behave or act differently after participating in the program?	What kind of impact can result if the participants behave or act differently after participating in the program?
<p>1. <u>Awareness/Education</u></p> <p>1.1. # of stakeholders who learn about diversified farming, crop production, sustainable practices and technologies, business operations and marketing UA OA BF SFC CEA</p> <p>1.2. # of farmers/producers/participants who learned about available assistance and technical support UA OA BF LFS SFC CEA</p> <p>1.3. # of stakeholders who learned about role of diversified agriculture in a local food system SFC</p> <p>1.4. COMM - # of communities, state and local governments, schools, and organizations aware about diversified farming UA</p> <p>1.5. # of participants who learned about food values and sustainable food systems UA OA LFS</p> <p>1.6. # participants who increased knowledge of policy decisions affecting food systems UA</p> <p>1.7. # participants who learned about Indiana's agricultural and food production systems UA LFS</p>	<p>3. <u>Best practices adoption/skill development</u></p> <p>3.1. Adoption of best practices and technologies resulting in increased yields, reduced inputs, increased efficiency, increased economic return, and conservation of resources:</p> <p>3.1.1. # of producers/participants indicating adoption of recommended practices (NIFA GF1.4.a) UA OA BF SFC CEA</p> <p>3.1.2. # of participants reporting adoption of recommended practices for business operations and marketing of local foods UA BF SFC CEA</p> <p>3.2. # of farmers who have diversified their agricultural or food systems, crops, cropping systems, products and sales UA OA BF</p> <p>3.3. # of farmers/producers/vendors/managers who try something new, add a new crop to diversify operation (risk) UA OA BF</p> <p>3.4. # of clients who used training from Purdue, and other institutions to develop technical skills UA BF LFS CEA</p> <p>3.5. # of innovations adopted in food enterprises including production, allied services, processing, and distribution (NIFA GF2.3) UA</p>	<p>6. <u>Systems</u></p> <p>6.1. Support systems in place for DFFS in Indiana</p> <p>6.1.1. # of connections among education and technical support from campus to county, county to client and campus to client UA BF SFC</p> <p>6.1.2. # of connections to stakeholders from unified online presence for assistance BF</p> <p>6.1.3. # of research projects being performed in local food systems and diversified agriculture UA OA BF</p> <p>6.1.4. # of interdisciplinary work/projects for diversified agriculture and local food research and teaching on campus UA BF</p> <p>6.1.5. COMM - # of partner organizations/agencies coordinating with Purdue Extension on available assistance for diversified agriculture and local foods UA OA BF</p> <p>6.1.6. Agricultural producers will increase their use of local marketing channels by leveraging the infrastructure put into place through programmatic efforts. UA</p>



Curriculum

Look to content/concepts as priorities (and map to outcomes)

Section 4 – Enterprise Budget for Sustained Harvest

#20 Enterprise Budget: Expenses, Organizational Structure and Income

- Students understand startup expenses for their project as well as an estimated annual operating budget
- Students understand different categories of income including earned income and fundraised income
- Students create a plan for income to meet their expenses
- Students explore different legal entity structures for their urban farm or garden

#21 Enterprise Budget: Marketing your produce

- Students will define the target market for their produce
- Students will explore their competitive advantage
- Students will consider various market-based and giveaway outlets for their produce
- Learn about overall marketing and branding, including market display

Concepts

Startup expenses for your farm or garden project

Estimated annual operating budget

Different categories of income

How to create a plan for income that meets expenses

Different legal entities related to project

Define target market for farm or garden project

Competitive advantage of farm or garden project

Various market-based and giveaway outlets for produce

Overall marketing, branding (market display)

Outcomes

1.1, 4.1

1.1, 4.1

1.1, 4.1

1.1, 4.1

1.6

1.1, 4.1

1.1, 4.1

1.1, 4.1

1.1, 4.1



Write question to the content and outcome

1.1 # of stakeholders who learn about diversified farming, crop production, sustainable practices and technologies, business operations and marketing

Urban Ag Certificate

Enterprise Budget for Sustained Harvest

Section 4

Instructions: Please read the list of concepts on the left and choose yes, no, or uncertain to ***what you learned***.

	I learned something that I didn't already know			
	Yes	No	Uncertain	N/A
Startup expenses for your farm or garden project	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Estimated annual operating budget	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Different categories of income	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How to create a plan for income that meets expenses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Different legal entities related to project	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Program Effectiveness, Outcome, Impact

- ***Knowledge***
 - Did participants learn something?
- ***Actions / Behaviors***
 - Do participants intend to take action, change behavior, try a skill?
 - Did participants change behavior, take action, apply a skill?
- ***Impact***
 - How did participants benefit?
 - What were the results?
 - How did the knowledge gained, behavior change or actions taken affect them?



Knowledge (Multiple Choice)

Knowledge of Program Planning

For each of the following items, select the response that correctly answers the question.

What tasks are important for planning the evaluation of the program?

- Including informal and unplanned evaluation opportunities to best capture the impact the program has on adult participants
- Determining the techniques for how evaluation data are to be collection including some evaluation data that may already exist
- Selecting which online tool to best capture the responses and feedback of the adult participants
- Developing a program schedule that fits the adult learner well so impact can be measure at the end of the program

Which of these is NOT a primary purpose that education and training program for adults are done?

- Assisting people in responding to practical problems and issues of adult life
- Providing opportunities to examine and foster community and societal change
- Preparing people for current and future work opportunities
- Offering pragmatic or practical application of content to individual activities

New Educator
Program Planning
Course



Knowledge (Yes – No)

I learned information that I will share with others.

- Yes
- No
- Prefer not to answer

I learned information that will improve my life in a positive way.

- Yes
- No
- Prefer not to answer

Local Food Summits



Knowledge (Post-Pre)

Indicate your level of knowledge of these issues *before* this workshop.

	None	A little	Some	A lot	N/A
Assessing soil health	<input type="radio"/>				
the benefits of cover crops	<input type="radio"/>	<input type="radio"/>			
Fitting cover crops into my cropping system	<input type="radio"/>	<input type="radio"/>			
Cover crop selection	<input type="radio"/>	<input type="radio"/>			
Cover crop seeding methods	<input type="radio"/>	<input type="radio"/>			
Utilizing manure in the cropping system	<input type="radio"/>	<input type="radio"/>			
Terminating cover crops	<input type="radio"/>	<input type="radio"/>			

Indicate your level of knowledge of these issues *after* this workshop.

	None	A little	Some	A lot	N/A
Assessing soil health	<input type="radio"/>				
the benefits of cover crops	<input type="radio"/>				
Fitting cover crops into my cropping system	<input type="radio"/>				
Cover crop selection	<input type="radio"/>				
Cover crop seeding methods	<input type="radio"/>				
Utilizing manure in the cropping system	<input type="radio"/>				
Terminating cover crops	<input type="radio"/>				

Soil Health

Knowledge, Then Intention to Apply Skill (Scale)

I BETTER UNDERSTAND the use of pesticides with multiple sites of action to effectively manage pests (weeds, diseases, insects) while mitigating further/future resistance.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- Does not apply to me

I WILL USE pesticides with multiple sites of action to effectively manage pests (weeds, diseases, insects) while mitigating further/future resistance.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- Does not apply to me

Field Crops IPM



Intentions for Change (Yes-No)

Based on your participation in today's program, what management changes do you plan to make?

	Yes	No	Not Sure	Already do this
Planting cover crops	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Changing my cover crop mixture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Changing my cover crop seeding method	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Changing my process to terminate cover crops	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Changing or adapting my machinery	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adjusting my fertility program (rates, time, placement, source)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Soil Health



Intentions for Change (Yes-No)

Did this program help you to make a decision about becoming or remaining a farmer?

- Yes
- No
- Does not apply to me.

After participating in this program, do you intend to begin or continue farming?

- Yes, I plan to begin in the next 12 months.
- Yes, I plan to begin but I am unsure of when.
- Yes, I plan to continue farming.
- No, I do not plan to begin or continue farming.
- Does not apply to me.

Beginning
Farmers



Actions Taken (Yes-No)

I now have a Farm Management Plan for my farm.

- Yes, I have a completed farm management plan
- Yes, I have started a farm management plan
- No
- Other
- Does not apply to me

I now have a Vision Statement for my farm.

- Yes, I have a completed vision statement
- Yes, I have started a vision statement
- No
- Other
- Does not apply to me

Beginning
Farmers



Actions Taken & Impact (Yes-No)

As a result of the beekeeping workshops held at Perry Central or the Southern Indiana Beekeeping Field Days have you:

	Yes	No
Increased honey sales or other beekeeping-related revenue	<input type="radio"/>	<input type="radio"/>
Developed or improved any value-added products (any product made with honey, wax or other hive products such as candles, lip balm etc.)	<input type="radio"/>	<input type="radio"/>
Improved your honey-harvesting techniques	<input type="radio"/>	<input type="radio"/>
Saved money on hive management	<input type="radio"/>	<input type="radio"/>
Reduced hive losses	<input type="radio"/>	<input type="radio"/>
Improved pest management	<input type="radio"/>	<input type="radio"/>
Planted a pollinator forage plot or managed wildlife habitat for pollinators	<input type="radio"/>	<input type="radio"/>
Begun checking hives regularly and monitoring for hive problems	<input type="radio"/>	<input type="radio"/>
Diagnosed and treated a problem in one or more of your hives	<input type="radio"/>	<input type="radio"/>
Found a beekeeping mentor	<input type="radio"/>	<input type="radio"/>
Begun mentoring a new beekeeper	<input type="radio"/>	<input type="radio"/>
Created connections with fellow beekeepers	<input type="radio"/>	<input type="radio"/>
Other, please specify <input type="text"/>	<input type="radio"/>	<input type="radio"/>



Impact
(Scale)
(Multiple Choice – Select All)

How helpful were the recommended practices you adopted for your operation/organization?

- Not at all helpful
- Slightly helpful
- Moderately helpful
- Very helpful
- Extremely helpful

What were the results of the recommended practices you adopted? Select all that apply.

- Increased yields
- Reduced inputs
- Increased efficiency
- Increased economic return
- Conservation of resources
- Other



Feedback for Program Improvement

- Which aspects of the program do participants find valuable?
- Are there activities that they don't rate highly?
- As a result, might we change that activity or replace it with something else?



Feedback for Program Improvement

How would you rate the usefulness of the tools and activities?

	Useful	Slightly useful	Neither useful nor useless	Slightly useless	Useless	N/A
Blackboard: videos	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Blackboard: supplemental resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Out of class homework or assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In-class: Presentations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Community Voices videos	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Beginning Farmer workbook	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Master plan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Urban Ag
Certificate



Feedback for Program Improvement

What would you say was most beneficial about participating in the Beginning Farmer Program?

Beginning
Farmers



One concept = One question

- **Common mistakes:**

- Not clear on what to ask, so write complex questions to let participant choose how to respond.
- In trying to keep survey short, often combine questions/concepts together.

- **Example**

- Did you submit your community development grant proposal? Did it get funded? How much was the grant? What were the funds for?

What do you think?

1. Please indicate your level of understanding for each of the concepts covered in the “Farming Today” module and how comfortable you are applying them to your operation:

a. Startup expenses for your farm or operation
Low Medium High

b. Estimated annual operating budget
Low Medium High

1. Please indicate your level of understanding of these concepts covered in the “Farming Today” module.

a. Startup expenses for your farm or operation
Low Medium High

b. Estimated annual operating budget
Low Medium High

2. How comfortable you are applying these concepts to your operation?

a. Startup expenses for your farm or operation
Not at all Somewhat Very

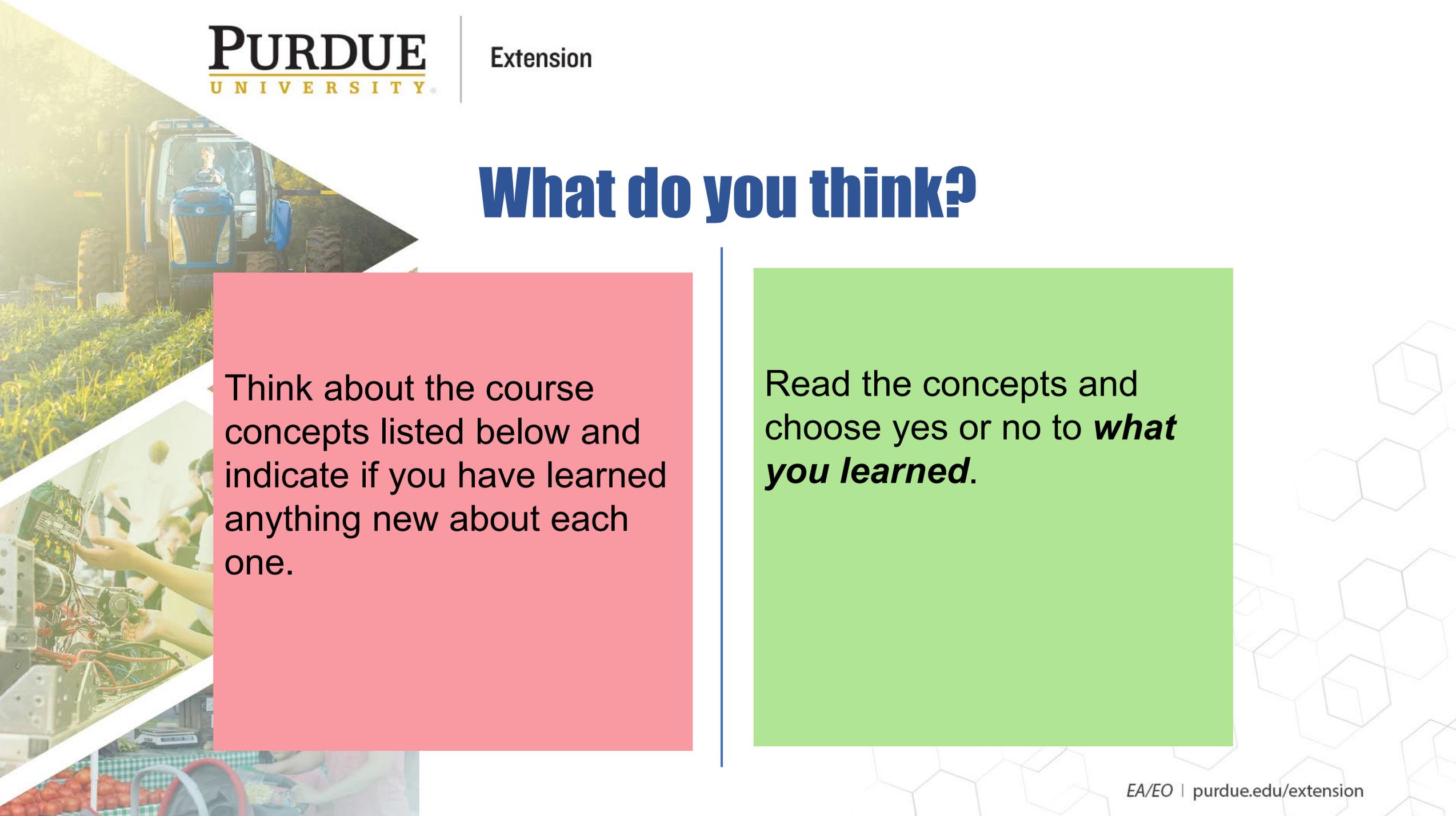
b. Estimated annual operating budget
Not at all Somewhat Very

Words – Use simple words and few words

- **Simplify** the language in the questions and the responses
 - use vs utilize
 - get vs receive
- **Use stems**
 - As a result of attending the workshop:
 - I learned something new. Yes No
 - I plan to take an action. Yes No
- **Short** sentences



What do you think?



Think about the course concepts listed below and indicate if you have learned anything new about each one.

Read the concepts and choose yes or no to ***what you learned.***

What do you think?

How well do you feel like you have grasped the information from today's workshop?

- I learned a lot
- I learned some
- I didn't learn very much
- I didn't learn anything

Rate how much you learned.

- A lot
- Some
- Not much
- None

Balance/Coordination – between closed- and open-ended questions

- **Open-ended (Qualitative)**

What changes will you make? _____

- **Closed-ended (Quantitative)**

Which of these changes will you make? (Select all that apply.)

- Eat more vegetables
- Eat smaller portions
- Eat more lean protein
- Other _____



Most questions = closed-ended Very few = open-ended

Do you sell in the same county that you live or operate?

No Yes Does not apply to me

At how many markets did you sell this season?

0 1 2 3 4 5 or more

Is this an increase, decrease or the same as the number of markets for you compared to previous seasons?

- Increase
- Decrease
- Same number
- Does not apply to me

Do you sell at markets in more than one county?

No Yes Does not apply to me

What challenges have you faced in selling in multiple counties? Check all that apply.

- Different county health department rules
- Different municipal health department rules
- Different regulations/laws/ordinances
- Different sales taxes
- Other _____

Please explain the challenges you have faced.

**Between January 2018 and June 2018...
How many workshops/programs for your target audience have you delivered?**

- None
- 1-4
- 5-8
- 9 or more

**Have you reported any IBAT activities as appropriate in Digital Measures?
If yes, please list.**

- Yes
- No
- Not Sure

What are your major accomplishments so far in 2018?

What are your plans for your team for the rest of 2018?

What are your plans to wrap up your IBAT activities and move to a sustainable model?

Do you have outcomes or impact data to share at this time?

- Yes
- No

VS



“PAIRED” closed- and open-ended. Be very selective.

Since attending the 2019 conference, have you shared relevant information you learned with others?

- No
- Yes

If yes, what information did you share?



“Paired” Questions

Closed-ended (Yes-No), Open-ended (Short answer)

Section 2

Read the list of concepts on the left and choose yes, no, or uncertain to *whether you plan to apply it*.

	I plan to apply this concept to my farm or garden project			
	Yes	No	Uncertain	N/A
Environmental quality and safety of a farm or garden site	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Soil testing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Building up raised beds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social factors in choosing a farm or garden site	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Legal considerations for a farm or garden site	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Zoning and land-use agreements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Describe what you learned from this section that you will use to achieve your vision for your urban farm or garden project.



What program did you participate in? (select all that apply)

- Farmer to Farmer
- PICS training
- Study Abroad (chaperone/mentor)
- Other

What kinds of activities or projects did you participate in while you were there?

International



Perspective — focus on the participant's perspective

- Do you have any suggestions for improving:
> **our** tours? vs > **your** tour experiences?
- Have you adopted any new business operation practices for your farm or garden?
 - No, **I have** not
 - No, but **I am** thinking about it
 - Yes, **I have** adopted new business operation practices



In the 3 months since completing the program:						
1. I helped my child(ren) adjust to divorce or custody modification based on their ages and stages.	SD	D	Neither D or A	A	SA	N/A
2. I searched for the positive in my child(ren)'s other parent and actively pointed this out to my child(ren).	SD	D	Neither D or A	A	SA	N/A
3. I used more "I" messages.	SD	D	Neither D or A	A	SA	N/A
4. I stopped criticizing my child (ren)'s other parent in front of my child(ren).	SD	D	Neither D or A	A	SA	N/A
5. In interactions with the other parent, I used strategies from the class to keep my child(ren) "out of the middle".	SD	D	Neither D or A	A	SA	N/A
6. I developed a detailed, child-focused co-parenting plan with the other parent.	SD	D	Neither D or A	A	SA	N/A



Since attending the “**Food Safety**” session, have you taken on a new safety practice(s)? Check all that apply.

- No, I have not taken on any new safety practices
- Yes, I now have a handwashing station
- Yes, I reviewed production practices to reduce food contamination concerns
- Yes, I reviewed harvest practices to reduce food contamination concerns
- Yes, I reviewed post-harvest practices to reduce food contamination concerns
- Yes, I have taken on other safety practices

Please explain in detail the new safety practices you have taken this season.



Please select your response to indicate your level of knowledge.

My knowledge of:

	I'm an expert in this area	I have considerable knowledge	I have some knowledge	I have no knowledge
6. Brain science related to relationships among humans.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Negative impact of rejection, ostracism, bullying.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Actions to take to remedy negative impacts of rejection, ostracism, bullying.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. How I can positively impact rejection, ostracism, bullying in my community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Responses are important to the question

- Be intentional with the question.
- Think about how you need participant to respond.
 - Multiple choice, yes/no, scale, open-ended
 - One answer or more? “Check all that apply.”
- Use common response, or group them by responses.
- Response options need to be mutually exclusive.



What do you think?



Have you started a volunteer leadership position in your community?

Have you started a volunteer leadership position in your community?

- No
- Yes

If yes, describe your position.

What do you think?

How many acres do you currently farm or advise?

- Doesn't apply to me
- 50 or less
- 50 to 100
- 100 to 500
- 500 to 1000
- Over 1000

How many acres do you currently farm or advise?

- Doesn't apply to me
- 50 or less
- 51 to 100
- 101 to 500
- 501 to 1000
- Over 1000

Writing questions (and responses)

- **Fit** with structure of program and plan
- **One** concept = one question
- Use simple and few **words**
- **Balance** closed- and open-ended questions
- Use the participant **perspective**
- **Responses** are important to the question



Resources

The Hub > Evaluation

<https://extension.purdue.edu/hub/evaluation/>

> **Evaluation Training & Resources**

> **Extension Metrics**

Demographic questions
(paper & Qualtrics)

Please contact us if you have questions or
plans for an evaluation project:

evaluation@purdue.edu

