Questionnaire Design
Asking Questions with a Purpose

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Updated and revised from the original “Questionnaire Design
Asking Questions with a Purpose” developed by Mary G. Marshall
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>3</td>
</tr>
<tr>
<td>Questionnaires: Part of the Survey Process (The Big Picture)</td>
<td>4</td>
</tr>
<tr>
<td>Using a Questionnaire: Pro and Cons</td>
<td>5</td>
</tr>
<tr>
<td>Modes of Delivering a Questionnaire</td>
<td>6</td>
</tr>
<tr>
<td>Constructing a Questionnaire: A Step-By-Step Approach</td>
<td>7</td>
</tr>
<tr>
<td>Starting Point Guidelines</td>
<td>8</td>
</tr>
<tr>
<td>Developing the Program Impact Section</td>
<td>10</td>
</tr>
<tr>
<td>Developing the Program Improvement Section</td>
<td>15</td>
</tr>
<tr>
<td>Developing the Attribute Information Section</td>
<td>16</td>
</tr>
<tr>
<td>Appendices A: Wording the Question</td>
<td>23</td>
</tr>
<tr>
<td>Appendices B: Types of Questions</td>
<td>29</td>
</tr>
<tr>
<td>Appendices C: Rating Scales</td>
<td>36</td>
</tr>
<tr>
<td>Appendices D: Formatting the Questionnaire</td>
<td>41</td>
</tr>
<tr>
<td>Appendices E: Questionnaire Examples</td>
<td>44</td>
</tr>
<tr>
<td>References</td>
<td>58</td>
</tr>
</tbody>
</table>
INTRODUCTION

Questionnaires Defined

For many evaluation activities in Cooperative Extension (hereafter “Extension”), asking questions of program participants will be the primary source of information. Questionnaires are used by evaluators to ask questions of participants in an efficient, systematic, and consistent manner.

The questionnaire is a tool for getting similar information from people which can be tabulated and discussed numerically. Specifically, questionnaires are documents that ask the same questions of all individuals in a sample or population (Gall, Borg & Gall, 1996).

Note that a questionnaire is not defined by a particular mode of delivery although it is most often associated with a paper document such as a mail survey. Questionnaires can be delivered in a variety of ways – mail, phone, web, in-person, etc.- and may be self-administered or interviewer-administered.

Questionnaires & Evaluation in Extension

The questionnaire is one of many data collection methods available to Extension faculty - others being direct observation, individual measurement, testing, focus groups, case studies, etc. However, questionnaires have been a major source of information for evaluation purposes and will continue to be so into the foreseeable future. Questionnaires have proved to be an efficient – and often the only – means of gathering evidence on program impact, gaining insight into program improvement, and knowing more about the target audience.

In Extension, most questionnaires are self-administered (completed by program participants using written instructions and/or minimal verbal instructions) and delivered to participants via mail after an event or completed in-person at the conclusion of an event. Participants control the data collection process in two ways. First, participants decide which questions they will answer or not answer. Second, participants (not an interviewer) record a written response to each questionnaire item.

This Publication

Developing a sound questionnaire is not a quick or easy task. It takes time and focused attention – typically involving forethought, peer review, working through several drafts, and pretesting before a final version emerges.

Although the process of developing a questionnaire does not fit into a step-by-step approach as neatly as other processes do, this publication will attempt to present it as such – with some general guidelines to help you along the way.
QUESTIONNAIRES: PART OF THE SURVEY PROCESS (THE BIG PICTURE)

It is helpful to put questionnaires in context. Questionnaires are a small part of the overall survey process that may be used in an evaluation. As part of this process, questionnaires are sometimes interchangeably referred to as “survey instruments.”

The figure below presents an overview of the survey process. Note that the process encompasses all aspects of data collection, processing, and analysis.

[INSERT NICE FIGURE HERE WITH AT LEAST THE FOLLOW ELEMENTS]

Defining the objectives of information gathering
Define sampling frame
Assemble a sampling frame (list of name)
Generate a sample
Develop protocols and delivery procedures

**Questionnaire design**

Questionnaire testing

Administering the questionnaire

Develop and implement follow-up efforts to increase response

Incoming forms handling

Data quality checks
Data processing
Data analysis
USING A QUESTIONNAIRE: PROS AND CONS

As with any data collection method, questionnaires have both advantages and disadvantages:

Advantages of using a questionnaire

a. Questionnaires are efficient as a means of collecting data. Generally, it takes less time and resources to develop and administer a questionnaire compared to directly observing or interviewing participants individually. This is the primary reason for its popularity in Extension. Questionnaires become even more efficient as the number of potential respondents increases.

For evaluations involving a large numbers of participants (i.e., 1,000 or more), a questionnaire used in conjunction with sampling, is often the most practical and efficient means of data collection.

b. Questionnaires can be used with any of the three primary evaluation strategies: post only, pre-post, or retrospective post.

c. It is possible to administer questionnaires so that participants provide responses in strict confidence or with anonymity. Participants feel more secure in providing frank and complete information if they are not face-to-face with an interviewer or if responses cannot be easily linked back to them.

d. Certain types of questionnaires (i.e., mail, web) allow participants to respond at their own convenience - within a data collection period that typically last several weeks or months.

Disadvantages of using a questionnaire

a. Questionnaires are limited in the number and scope of questions they can ask. They cannot easily or spontaneously probe deeper into a participant’s opinions or experience on a specific topic as an in-person interviewer can. Space considerations and the risk of survey fatigue tend to limit branching opportunities (asking a more specific set of questions based on a previous response).

b. Questionnaires rely on participants clearly comprehending what is being asked of them, their willingness to answer, their willingness to consider and reflect, and their honesty, forthrightness, and accuracy of recall in providing responses. Failure on any of these counts may result in no response or inaccurate responses.
As mentioned earlier, questionnaires can be administered (or delivered) in a variety of ways. These include:

- Postal (traditional mail)
- Phone
- Web
- E-mail
- In-person
- Mixed mode (using more than one method to deliver a questionnaire)

There are a number of factors to consider in deciding on a mode of delivery. These include anticipated response rates, ability to follow-up or probe, speed of data collection, and availability of a sampling frame.

Be aware that the mode of delivery you select may affect questionnaire design to some extent. For example, if the questionnaire is administered by phone, response categories may need to be less numerous and less verbose than on a written questionnaire. Or, if you need data quickly and most or all participants have access to the Internet, delivering a questionnaire via the web may be the most viable means of collecting data in a short period of time.

Mixed Mode

Mixed mode delivery of questionnaires is becoming more popular as a means of increasing response rates (Dillman, 2000). One form of mix mode delivery involves sending a questionnaire to participants in multiple ways. For example, a portion of participants may be mailed a questionnaire while the remaining participants are administered the questionnaire by phone or perhaps sent an invitation via email to complete a web-based version of the questionnaire.

Another form of mixed mode delivery involves giving participants options in completing a questionnaire. For example, a survey packet may be mailed to program participants with instructions that allow them to complete and return the paper questionnaire or to access and complete the same survey on the web.

If you use mixed mode delivery, care must be taken to ensure that wording is consistent so that the results from all modes can be tabulated and analyzed together in a valid and meaningful way.

Although mix mode delivery is becoming more common, most questionnaires in Extension today are still delivered to participants single mode – administered either in person (at the conclusion of an event), by mail (after the conclusion of an event), or via the web.
CONSTRUCTING A QUESTIONNAIRE:  
A STEP-BY-STEP APPROACH

The following is a step-by-step process and checklist for developing a questionnaire. Any “guidelines” are sound practices that apply to any questionnaires. The three suggested sections of a questionnaire – Steps 4, 5, and 6 – should be adequate for most Extension evaluations.

1. Review and adhere to the STARTING POINT GUIDELINES (next page). This involves thinking about the questionnaire before you write questions. This is a valuable first step that will facilitate the remainder of the process. Most critical is:
   - deciding what you need or want to know
   - knowing the desired client change of your program
   - knowing the outcome indicators for your program
   - knowing the evaluation strategy you are employing

2. Review the guidelines in APPENDIX A: WORDING THE QUESTION to be aware of proper phrasing and avoid common mistakes.

3. Review the guidelines in APPENDIX B: TYPES OF QUESTION to be aware of different question structures available to you. Frequency tables and percentage are available with any question structure. However, the structure of the question dictates the level of data you collect (nominal, ordinal, interval) and this, in turn, dictates the types of analysis that can be done.

4. Write a first set of draft questions for the PROGRAM IMPACT SECTION of the questionnaire (page 9).

5. Write a first set of draft questions for the PROGRAM IMPROVEMENT SECTION of the questionnaire (page 14).

6. Write a first set of draft questions for the ATTRIBUTE INFORMATION SECTION of the questionnaire (page 15).

7. Review the three sections to again ensure that questions adhere to the guidelines specified in APPENDIX A: WORDING THE QUESTION.  

8. Review the three sections to again ensure that questions adhere to the guidelines specified in APPENDIX B: TYPES OF QUESTIONS.

9. Review the questionnaire format and modify it to adhere to the guidelines specified in APPENDIX D: FORMATTING THE QUESTIONNAIRE.

10. Have a colleague review the questionnaire. Make any modifications.

11. Pretest the questionnaire with staff, friends, or clients. Make final modifications.
STEP I. STARTING POINT GUIDELINES

The starting point in constructing a questionnaire is to know: what kind of evidence is needed to meet the purpose of the study and how the information will be used. Before you actually start developing questions, review and adhere to the following guidelines:

- **Make a list of what you want to know.** What do you really want to find out? What do you want to be able to say or demonstrate? What are your outcome indicators? How can the questionnaire be used to measure these?

- **From the beginning, think through what you will actually do with each piece of information.** Do you expect to use frequencies, percentages, means, rankings, multivariate analysis? Think about what analysis you want to do - as this dictates the level of data you collect. For example, if you want to run OLS regression using age as part of your analysis, ask for a specific age so that the data are interval rather than using age categories (which are nominal data).

- **Be aware of the type of client change your program aims to achieve.** Is it knowledge gained, skills acquisition, behavior change or something else? This will help you focus on the type of questions to ask. Types of client change are discussed in greater detail in the next section.

- **Be aware of the outcome indicators you specified as part of your outcome plan.** As part of the program development (planning) process, you may have listed some specific indicators of program success or outcome obtainment. If so, think about how items on a questionnaire might be used as your outcome indicators. For example, one outcome indicators for a successful food safety program might be for participants to “always” wash raw fruits and vegetables before eating them. Asking participants that on a questionnaire can serve as the outcome indicator.

- **Know the type of evaluation strategy you will be using (pre-post, post-only, or retrospective post) and whether your post measure will be at the conclusion of the event (immediate post) or some period of time after the event concludes (longer-term post).** To some extent, this will determine the types of questions you ask in the Program Impact Section of the questionnaire.

- **It is important to know the target audience.** In writing questions, look through the participants’ eyes:
  - Will they understand the question?
  - Will the question be seen as reasonable?
  - Will the question infringe on the participant’s privacy?
  - Will participants be willing and able to tell you what you want to know?
• Keep the information you are collecting as short and directed as possible. Include a question only if it relates directly to the purpose of the study. Do not ask questions you do not plan to use. Eliminate “nice to know” items.

• Questionnaires used for an evaluation typically have three sections: Program Impact, Program Improvement, and Attribute Information.

  The program impact section includes questions that measure client change or other types of impact.

  The program improvement section typically asks participants what they liked about the program, what they disliked, and their suggestions for improvement.

  The attribute information or participant background section includes questions about the participants themselves (who they are, how much of something they have, etc.). A profile of participants can be built with this information.

  Each of these three sections will be covered in greater detail in subsequent steps.

In summary, be selective, realistic, and keep it simple. Know what information is needed, why it is wanted, and how you will use the information. The information you obtain is only as good as the questions you ask. So, take great care in asking the right questions and structuring them appropriately!
DEVELOPING THE PROGRAM IMPACT SECTION
(1st SECTION OF A QUESTIONNAIRE)

This section of the questionnaire is used to collect information for demonstrating the impact of your program. This relates to “client change” or “evidence of impact.”

Extension outcome programs should address one or more levels of client-change. They are defined below, each with example questions. Think about the level(s) of client change your program will address.

**LEARNING - KNOWLEDGE** - what participants know; learned information; accepted advice; how well they understand or comprehend something.

Questions that measure knowledge gained ask what participants know, are aware of, or understand. There are two approaches to measuring knowledge.

The first approach is preferred because it is stronger in demonstrating impact. It involves developing what essentially looks and functions like a traditional test of knowledge in a school setting. Response categories using this approach include true/ false, multiple choice, and fill in the correct response. There are right and wrong answers associated with each question. Some examples include:

- The most effective weight loss includes exercise. (true – false)
- Broccoli is particularly good for:
  a) your muscles
  b) your eyes
  c) your metabolism
  d) your bones and teeth
- The ideal refrigerator temperature is ______.

The second approach is weaker, relying on self-perception. If this approach is used, it makes the most sense with a retrospective post evaluation strategy. Participants are not tested on actual knowledge. Rather, participants express what they perceive to be their own level of understanding before and after the program (with any increase being an indicator of knowledge gained).

At the conclusion of the event, participants are asked about their level of understanding related to the topics covered, before vs. after the event. Here is an example:
Please circle the number (using the scale below) for each statement that best describes your level of knowledge before, and then after, the Regional Cotton Conference.

1 = Very Low       2 = Low       3 = Moderate       4 = High       5 = Very High

<table>
<thead>
<tr>
<th>Statements</th>
<th>Before</th>
<th>After</th>
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<tbody>
<tr>
<td>What is your level of knowledge pertaining to “White Weed &amp; Standard Weed Control in Conventional Cotton?”</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>What is your level of knowledge pertaining to “The Cotton Market Outlook?”</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>What is your level of understanding pertaining to “New Technology &amp; value of BT cotton varieties in North Central Texas?”</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
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**LEARNING - SKILLS** - individuals’ mental and physical abilities to use new and/or alternative processes.

Measuring skills acquisition through a questionnaire can be done but is challenging, indirect, and relies on participant self-perception. For example:

I learned enough at this workshop to successfully scout for the Pecan Nut Casebearer in my own orchard.

<table>
<thead>
<tr>
<th>Strongly agree</th>
<th>Agree</th>
<th>Uncertain</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>Agree</td>
<td>Uncertain</td>
<td>Disagree</td>
<td>Strongly disagree</td>
</tr>
<tr>
<td>I am confident that I can apply the knowledge and tools I gained today to develop my own budget.</td>
<td></td>
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</table>

Skills acquisition is more accurately measured through instructor observation or an assessment of a participant actually demonstrating a skill. The measure might be dichotomous (i.e., success/fail) or a skills level on a scale.

Remember, a participant can learn a skill but never use it. If the goal of your program is solely to teach a skill, then measure for that, not for behavior change.
LEARNING - ATTITUDES/BELIEFS - how participants feel about something; what participants think is true; an opinion, preference, or perspective.

Beliefs are judgments of what people think is true or false, what one thinks exists or does not exist. Choices implied in belief questions include what did or did not happen. Questions may seek perceptions of past, present, or future reality. This type of question is used frequently in needs assessments.

In your opinion, does positive self-esteem among adolescents prevent drug abuse?

Do you think that lower beef prices would increase beef consumption?

Attitude questions ask people to indicate whether they have a positive or negative feeling about a subject or what they value. Words typically used in attitude questions include: prefer/ not prefer, desirable/ undesirable, favor/ oppose, should/ should not, satisfactory/ unsatisfactory.

Do you favor or oppose controlled calving for your operation?

Do you agree or disagree that eating beef causes heart disease?

APPLICATION - BEHAVIOR CHANGE - sustained change in a participant’s actions or usual mode of operation.

Behavior change typically happens after knowledge is gained or a skill acquired and, in light of being newly equipped, a change in behavior is deemed as necessary or desirable. Questions dealing with behavior change ask people about what they have done in the past, what they are doing now, or what they plan to do in the future. For example:

As a result of this Extension event, have you treated your cotton for bollworms?

As a result of this Extension event, do you plan to treat your cotton for bollworms?

As a result of this Extension event, have you developed a budget?

There are two important points to remember in asking about behavior change. First, phrase the question such that, to the greatest extent possible, the focus is Extension education as the potential cause of behavior change. A program participant can change behavior but it may or may not because of the Extension educational event. One or more intervening factors, such as reading an article in a trade publication or the advice of a neighbor, may have played a role in convincing the participant to actually change.
To help control for this, preface the question with something similar to “As a result of the Extension-sponsored event, did you change . . .” or make it clear in the questionnaire instructions that you are asking about what happened as a result of the Extension program. The probability of intervening factors causing behavior change (rather than Extension) will be greater for some events than others.

Second, often behavior change is not immediate. It takes time to happen. Therefore, it may be preferable in terms of measuring impact to ask about behavior change months after the conclusion of an event (longer-term post) – to give the participant time to adopt the desired behavior. The exception may be a program delivered over the course of several months. By the end of the program, some behavior change may be possible and expected.

If you administer an immediate post-event evaluation (i.e. as the event concludes) and behavior change is not expected at that point, asking about intent or plans to change is an option. The results will be more meaningful and favorable compared to asking about actual behavior change but not as strong as providing evidence of actual behavior change later.

**APPLICATION – BEST PRACTICE – when a participant decides that a new practice is preferred over the current practice and adopts the new.**

Question wording about best practices will be similar to those for behavior change. The same issues (controlling for intervening factors and allowing time for adoption to occur) apply as well.

As a result of the Extension event, have you added wildlife as a component of your ranch operation?

As a result of the Extension event, have you adopted IPM as part of your operation?

As a result of the Extension workshop, which of the following practices (if any) have you implemented to help control sedimentation from your operation? (select all that apply)

- **Erosion and sediment controls**
  - Temporary seeding
  - Permanent seeding
  - Mulching

- **Structural control measures**
  - Earth dikes
  - Silt fences
  - Sediment traps
  - Sediment basins

- **Storm water management controls**
  - Retention ponds
  - Detention ponds
  - Infiltration
  - Vegetated swells and natural depressions
APPLICATION - NEW TECHNOLOGY - when a participant adopts new technology as a result of an Extension program

Question wording about new technology will be similar to those for behavior change. The same issues (controlling for intervening factors and allowing time for adoption to occur) apply as well.

As a result of the Extension event, did you plant new transgenic corn this year?

As a result of the Extension event, have you started using yield monitors in your operation?

Summary of Client Change

Remember, evidence you collect for the purpose of demonstrating impact should match what the program was designed to do in terms of client change. For example, if the program was designed strictly to increase knowledge then ask questions that measure knowledge gained; do not ask questions about behavior change.

The timing of data collection is important as well. For the application-based client changes (behavior change, adoption of best practices, adoption of new technology), do not collect data until you can reasonably expect the client change to occur. Also, be aware that asking about intentions or planned changes is an option if you conduct an immediate post-event evaluation.
DEVELOPING THE PROGRAM IMPROVEMENT SECTION
(2nd SECTION OF A QUESTIONNAIRE)

It is beneficial to have a section of your questionnaire devoted to program improvement - to reveal what participants liked about the program, what they disliked, and suggestions for improvement. The goal is to use the information from this section to make modifications in the next program and, as a result, realize overall improvements in impact and participant satisfaction. Program improvement questions can address any aspect of an event including impact, satisfaction, content, delivery, logistics, and future direction.

Typically, program improvement questions are structured as free-form open-ends such as the following examples:

- What did you like most about this workshop?
- What did you like least about this workshop?
- How can we improve this workshop in the future?
- What can we do differently to make this workshop better in the future?
- What topics would you like this newsletter to address more often?
- Is there anything else you want to let us know about this event?

Program improvement questions can be closed-ended as well, such as this customer satisfaction question used as part of an output program:

- Overall, how satisfied are you with this event?
  - Completely
  - Mostly
  - Somewhat
  - Slightly
  - Not at all
DEVELOPING THE ATTRIBUTE INFORMATION SECTION
(3rd SECTION OF A QUESTIONNAIRE)

In addition to questions about program impact and improvement, typically you will ask about the participants themselves – what they are and what they have – rather than what they do. Also called “demographics” or “participant background information,” attributes are a person’s personal characteristics such as age, education, occupation, ethnicity, income, etc.

Knowing attribute information on program participants is important for several reasons:

- **It tells you who you’re reaching.**

  Who participated in your program? Attribute information will tell you. If the program has more than one primary focus, you might ask why they participated.

  A question about how participants heard about the program can be helpful for future marketing efforts. Of course, the response categories should correspond to how the program was actually marketed, along with avenues common to any event (i.e., word of mouth).

- **It tells you to what extent you’re reaching the program’s target audience.**

  Not everyone who attends your program is part of your target audience. Of course, the extent to which that is the case will vary by event. Asking one or more questions to determine if a participant is part of the target audience may be useful as a way to gauge the effectiveness of your marketing efforts.

  This is helpful in terms of adjusting marketing of the program and more precisely measuring program impact (i.e., you may not want to include participants outside the target audience in calculations about impact).

- **It allows you to examine differences between groups.**

  First, you can analyze how the program is performing across various groups – has program impact been uniform or do differences exist between groups? For example, you might discover that the program has been more successful with younger participants than with older participants. Program changes to address group differences can be made if desired or required.

  Second, differences between groups on interests, perceptions, intentions, etc. can be uncovered, allowing for more effective planning of future programs.

It is worth noting again, in the interest of minimizing both survey burden and intrusion on personal lives, collect only relevant, useful, and actionable attribute information. If it’s simply “nice to know” information or you don’t have plans to use it, don’t ask for it.
General Guidelines

- Put attribute questions in one section – at the end of the questionnaire.
- Have a short introduction to the section explaining how the information will (or will not) be used.

  If anonymous (no names or other individual identifiers on the form):
  Please tell us about yourself. Remember, your responses are anonymous and cannot be traced back to you. All information collected in this section will be reported in summary form and used for program improvement purposes only.

  If confidential (id allows responses to be traced individuals but not easily):
  Please tell us about yourself. Any information you provide will be held in strict confidence, reported in summary form, and used for program improvement purposes only.

- Sometimes it is desirable to use response categories from other sources for comparison purposes (i.e., census data or previous surveys).

Specific Guidelines

The following are specific guidelines for approaching common attribute questions.

Gender / Sex

In asking whether a respondent is female or male, should the question be worded as “gender” or “sex?” Although “gender” may be viewed culturally as more sensitive and is commonly used today, “sex” is actually the more precise term and is the wording used by the Census Bureau.

To avoid the issue altogether, consider adopting this generic wording:

You are . . .
  ? Female
  ? Male

Another consideration is the order of response categories. Traditionally, for maximum readability, response categories for sex were ordered to match what one was accustomed to hearing in everyday life. In the past, that has meant hearing “male” first and “female” second. However, this societal norm has dissipated over time. As a general rule for sensitive questions, consider arranging the categories in alphabetical order (as above) to eliminate any implied importance of categories associated with order.
Race / Ethnicity

Knowing respondents’ racial and ethnic identity can be important in looking at program impact; however, asking about it can be a sensitive and dedicate matter. Remember, Hispanic origin is classified as an ethnicity (not race) by the Census Bureau so, typically, you will be asking for race/ethnicity, not just race.

To avoid any issues in what you are asking for, consider adopting the following generic wording used by the Census Bureau:

How would you describe yourself? (select one or more)
- Black / African American (Non-Hispanic)
- Hispanic
- White (Non-Hispanic)
- Other

Of course, “Asian”, “Native American”, or any other race/ethnicity can be separated from “Other” and given their own response categories (see below).

How would you describe yourself? (select one or more)
- Asian / Asian American / Pacific Islander
- Black / African American (Non-Hispanic)
- Hispanic
- Native American
- White (Non-Hispanic)
- Other

Note that the categories are arranged in alphabetical order to eliminate any implied importance associated with ordering. The exception is “OTHER” which traditionally (and logically) is placed at the end.

Also note that instructions such as “select one only” or “circle one” have been replaced with “select one or more.” Today, many respondents want to identify themselves as belonging to two or more races and/or ethnicities.

A different approach is to ask about Hispanic origin separately from race, as done by the Census Bureau and on the 2004 – 2005 Texas 4-H Member Enrollment Form:
Are you of Hispanic ethnicity?

- Yes
- No

What is your racial group(s)? (Select all that apply)

- Asian / Asian American / Pacific Islander
- Black / African American
- Native American
- White
- Other

Age

For some participants, revealing their exact age is a sensitive matter – something they are reluctant to do. Reluctance often translates into a refusal to answer the question or giving an incorrect age – both adversely affect data analysis.

If you do not need an exact age for statistical analysis or programming planning purposes, use age categories, as program participants are more likely to give their correct age if it falls within a category. For example:

What is your age?

- Under 25
- 25 - 34
- 35 - 44
- 45 - 54
- 55 - 64
- 65 - 74
- 75 - 84
- 85 and over

These eight categories work well if you have a sizable number of program participants with a wide distribution of ages. Having eight categories, compared to few categories, has at least two advantages. First, there are many ways to equitably collapse categories - using all eight or the six “in the middle.” Second, mean and median calculations using grouped data (categories) will be more precise than with fewer categories.

Another suggestion that might encourage more accurate and complete reporting of age is to include a category higher than most program participants you expect to attend – the theory being that more participants on the higher end will provide a correct age category if they do have to select the highest (oldest) age category.
All of that said, select the age categories that make the most sense given your particular program needs. The categories should be equitable and have a logical basis.

Sometimes a specific age is needed for statistical analysis, precise trending, or programming purpose. If so, asking “what is your age?” is preferable (softer) phrasing compared to “how old are you?” Example:

What is your age? _____ years

Alternatively, you can ask for year born although your age calculation will be off by one year for some respondents - depending on what month of the year you tabulate your survey data. Only if you collected and tabulated your survey data on December 31 would all the ages be correct. Example:

In what year were you born? _____

Do not ask for month and/or year of birth unless it is absolutely necessary. Doing so will mean a lot of computational work for you to do later.

Income

People are especially sensitive about revealing income. Therefore, keep two things in mind as you develop income questions:

First, never ask for a specific dollar amount. Instead, always use broad income ranges as your response categories. They should be precise enough to be useful to you yet broad enough that most respondents will feel comfortable enough to provide a correct answer.


Who is included in household income? Respondent plus spouse (if married)? Unmarried partners? Roommates? Teenage children with jobs?

Asking for the gross income of the respondent or household is probably the least problematic in terms of recall and accuracy. Most people can recall their current salary (gross income - before taxes and other deductions) although those in sales or who own businesses will have more difficulty in providing a single “annual” figure.

Which of the following best describes your gross household income in 2004 (before taxes and deductions)? (please include just yourself and other head of household - if applicable)
Education

For consistency, ask for highest level of education obtained. Otherwise, respondents may select a category that they are currently working on and plan to complete.

Response categories may be relatively few or numerous, depending on your particular information needs:

Example 1:
- Some high school (or less)
- High school degree or GED
- Associate or technical school degree
- 4-year college degree
- Graduate or professional degree

Example 2:
- Some grade school (1 - 8)
- Some high school (9 - 12)
- High school degree or GED
- Some college or technical school
- Associate or technical degree
- Bachelor degree
- Masters degree
- Ph.D.
- Professional degree (M.D., D.V.M., J.D., E.D.)

Where do you live?

Here are some generic response categories to consider:

- Farm or ranch
- Rural area, not a farm or ranch
- Town under 5,000
- Town or city between 5,000 and 25,000 persons
- Town or city between 25,000 and 100,000 persons
- Town or city between 100,000 and 250,000 persons
- Town or city over 250,000 persons
APPENDICES
APPENDIX A: WORDING THE QUESTIONS

Question wording is a balance between two competing goals: collecting information at sufficient detail to answer the study questions vs. simplicity for maximum understandability and reliability. In writing questions, consider three things: 1) the target audience for whom the questionnaire is being designed, 2) the purpose of the questionnaire, and 3) how questions will be placed in relation to each other in the questionnaire.

Some general guidelines include:

* **Use simple wording.**
  Adapt wording to the vocabulary and reading skills of people who will be asked for information, but don’t talk down to them. Do any words have double meanings or are any words confusing?

* **Be specific.**
  A question about older youth should specify what age or grade is considered as “older.” A question such as “How many times has your 4-H club met?” does not provide a time frame as a basis for responding (i.e., since its inception, in the past two years, past six months, etc.). Even the question “How many times did your 4-H club meet last year?” should be more specific. Does “last year” mean 2003, or the last 12 months, or a fiscal year such as September 2003 through August 2004?

* **Avoid using abbreviations, jargon, or foreign phrases.**
  Will respondents understand what is meant by such terms as client change, learning experiences, outcome programs, pre-post, or other technical terms that professionals commonly use as short-cuts?

* **Use clear wording.**
  Words such as “regularly” and “occasionally” mean different things to different people. Avoid such words if possible or at least provide a definition or example of what is meant by it. Other examples of vague terms include: majority [more than half of what?], often [daily, twice weekly, weekly?], governmental [city, county, state, federal?], older people [how old?].

* **Include all necessary information.**
  In some cases, respondents may not know enough to adequately answer the question. For example: Do you agree or disagree with the county’s new environmental policy? Respondents may not know what the policy is or whether it is the most recent one. Provide a statement summarizing distinguishing points of the policy.

* **Avoid questions that may be too precise.**
  People’s lives are usually not so ordered that they can recall exactly how many times they ate out last year or how many Extension meetings they attended in 2004. Logical response categories, such as 0 – 5, 6 – 10, 11 – 15, etc, can be used to help respondents formulate an answer.
Other pieces of specific information, such as number of irrigated acres or heads of cattle owned, are likely to be known by most respondents. Knowledge of the target audience and experience with previous questionnaires will help you decide whether a particular piece of information is too precise.

* **Phrase any personal or potentially incriminating questions in less objectionable ways.**

Being asked to indicate income level, ethnic background, drug use, or eating habits may be objectionable to some participants. One method is to ask participants to select from among broad categories [income less than $10,000, $10,000 to $19,999, $20,000 to $29,999, $30,000 and over, etc.] instead of specifying precise information. Also, a series of questions may be used to soften or overcome the questionable nature of certain information.

* **Avoid questions that are too demanding and time consuming.**

Examples are: Rank the following 15 items in order of their importance to you. In 25 words or less, what is your philosophy of 4-H leadership?

A better approach in the ranking example is to ask participants to select their top five items from the list of 15 and rank those only. This will reduce survey burden on the respondent while producing more meaningful results for you.

* **Use exhaustive, mutually exclusive categories.**

For questions that ask for one response ("select one only"), response categories need to be exhaustive and mutually exclusive.

**Exhaustive**

Exhaustive means that all possible response categories are listed. A question with age categories provides a simple example:

Which of the following categories includes your age?

- 25 - 34
- 35 - 44
- 45 - 54
- 55 - 64

The list above is not exhaustive as participants under age 25 or over age 64 lack an accurate response category to select. Adding categories to cover the low and high ends makes the list exhaustive.

Which of the following categories includes your age?

- Under 25
- 25 - 34
- 35 - 44
- 45 - 54
- 55 - 64
- 65 or over
If the list of potential response categories is lengthy (i.e., beyond 12 in number) think about a finally category called “other” or a partially-closed structure with an “other, please specify” option. Or, if you want participants’ preference in just a few categories of interest to you, consider this question wording:

Of the five vegetables listed below, which one taste best to you?
- Broccoli
- Carrots
- Corn
- Potatoes
- Spinach

Mutually exclusive
Mutually exclusive means that categories do not overlap. Unless a question specifically allows for multiple responses, make sure that only one answer is possible. Using the age example:

Which of the following categories includes your age?
- Under 25
- 25 - 35
- 35 - 45
- 35 - 55
- 45 - 65
- 65 or over

Here, participants age 35, 45, 55, or 65 have two response categories to choose from.

Another example:

How did you first hear about this Extension workshop? (select one only)
- at my Extension office
- at another Extension event
- at work
- newspaper
- on the web
- someone told me about it

If a participant heard about the workshop from a friend at work, more than one answer is possible. Even the distinction between “newspaper” and “on the web” may be unclear for a participant who first learned about the event in an online version of newspaper.

This question asked about sources but offered location categories as well – creating the potential for overlapping responses. Questions about sources and locations should be separated – each with an exhaustive set of response categories.
* **Avoid making assumptions.**
A question such as "Do you prepare beef when you have friends in to eat?" makes an assumption - that the respondent has friends in to eat. Develop two questions. Use the first question to establish the situation, followed by the question of concern. For example: "Do you ever have friends in to eat?" Yes/No [If yes, "have you ever prepared beef for them?"]

* **Avoid double questions.**
Two questions written together does not allow for participant to respond in favor of one part or the other. In this example - "Did the poultry production seminar help you to identify ways to improve sanitation and increase the nutrition of your cage bird operation?" The answer may be “yes” on the first point but “no” on the second point, or visa versa. Ask about sanitation and nutrition separately.

Other double questions may be unduly ambiguous. This example- "Do you favor legalization of marijuana for use in private homes but not in public places?" gives respondents no way to say whether they favor both places, oppose both places, oppose home but favor public use, or oppose legalization as a concept in general. Ask about legalization of marijuana in the home and in public places separately.

* **Avoid bias in questions.**
Such questions influence people to respond in a way that does not accurately reflect their position. A question can be biased in several ways: 1) when the question implies that the respondent should be engaged in a particular behavior, 2) when unequal response categories are given or the responses are loaded in one direction, 3) when words with strong positive or negative emotional appeal are used, such as bureaucratic, boss, equality, etc.

Some examples of biased questions are shown here:

1. How would you rate the housing in which you live?
   ? Fair
   ? Good
   ? Excellent
   **No negative options, such as “poor,” are provided.**

2. More farmers in Greater County are using Superb than any other variety of wheat. Do you use Superb?
   ? Yes
   ? No
   **This question suggests that the respondent should be using Superb.**
3. Do you agree that funding for Extension in your county should be increased?
   ? No
   ? Yes
   This is an unbalanced and leading question. A better question would state:

4. Do you agree or disagree that Extension funding should be increased? (Circle one)
   ? Strongly agree
   ? Agree
   ? Disagree
   ? Strongly disagree

* Make the response categories clear and logical.

Too often the answers are confusing, not in logical order, or improperly spaced on the page. For example:

<table>
<thead>
<tr>
<th>POOR LOGIC</th>
<th>POOR SPACING</th>
<th>BETTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>≥ 1000 acres</td>
<td>≥ 10 acres</td>
<td>≥ 0 acres</td>
</tr>
<tr>
<td>≥ 999-500 acres</td>
<td>≥ 1-9 acres</td>
<td>≥ 1-200 acres</td>
</tr>
<tr>
<td>≥ 499-100 acres</td>
<td>≥ 10-99 acres</td>
<td>≥ 201-400 acres</td>
</tr>
<tr>
<td>≥ 99-10 acres</td>
<td>≥ 100-499 acres</td>
<td>≥ 401-600 acres</td>
</tr>
<tr>
<td>≥ 9-1 acres</td>
<td>≥ 500-999 acres</td>
<td>≥ 601-800 acres</td>
</tr>
<tr>
<td>≥ 0 acres</td>
<td>≥ 1,000 acres</td>
<td>≥ 801-1000 acres</td>
</tr>
<tr>
<td></td>
<td></td>
<td>≥ Over 1000 acres</td>
</tr>
</tbody>
</table>

For questions that ask about quantities, try to create response categories in the middle with the same amount within each category (i.e., 200 acres) and such that you expect there to be a roughly even distribution of responses across all categories. In other words, try to avoid all responses falling into just one category.

* Use complete sentences.
Trying to keep sentences simple and concise may result in questions being too cryptic and misunderstood. Check for any incomplete sentences.

* Is changing a question acceptable to the survey sponsor?
A questionnaire may already be written and available to you. Perhaps your survey is sponsored by another organization or agency. Or, a specialist has already developed a questionnaire as part of an evaluation plan for a program.

Sometimes questions (even flawed one) are retained year after year in order to replicate a previous survey and compare results. It is recommended that you inquire with survey sponsors or program leaders to determine if changing questions on an existing questionnaire is acceptable.
Does the question require an answer?
It should. Ensure that anyone completing a questionnaire has an opportunity to answer each question asked of them.

Problem: 1. If you purchased certified wheat seed last year, did you plant it?
  ? Y es
  ? N o

It is impossible to distinguish those who did not purchase certified wheat seed ("does not apply") from true missing (those who purchased certified wheat seed but did refused to answer).

Better: 1. If you purchased certified wheat seed last year, did you plant it?
  ? Y es
  ? N o
  ? D id not purchase certified wheat seed last year

Best: 1. Did you purchase certified wheat seed last year?
  ? Y es (go to question 2)
  ? N o (go to question 3)

2. Did you plant the certified wheat seed you purchased last year?
  ? Y es
  ? N o
APPENDIX B: TYPES OF QUESTIONS

Questions come in a variety of forms. Some questions have answers that fall along an implied continuum (rating scales). Others have answers in no particular order (lists). Some questions have multiple choice options (select all that apply). Others ask respondents to select one answer only, or provide relevant response categories but allow respondents to add another answer. Some questions ask respondents to write in a number. Others allow the respondent to answer freely without restriction.

Question types are defined by how respondents are asked to provide an answer. Generally, questions fall into one of three type categories: open-ended, closed-ended, or partially closed-ended. Each has certain advantages and disadvantages.

**Close-ended questions** have response categories (possible answers) provided and ask respondents to select either one answer or multiple answers from what is given. These questions have greater uniformity in responses but depend on you knowing and including all relevant responses.

Generally, a question that asks for a single response must provide a list of responses that are exhaustive (include all possible answers) and mutually exclusive (no overlap; that is, a response should appear to belong to just one answer from the list of all possible answers). An exception to the “exhaustive” rule is the case of measuring knowledge gain in which some of your questions are structured as multiple choice (with one correct answer).

**Partially close-ended questions** have the same attributes as a closed-ended question but provide an open-ended response category such as “other, please specify” or “something else”. This protects against leaving out an important answer category or other unanticipated responses.

**Open-ended questions** ask respondents to provide their own answers to the question. No response categories are provided. These are fill-in-the-blank responses. Some are more structured (i.e., what is your age? ___ ) where a number within a reasonable range is expected. Others are more free-form (i.e., what did you like most about this event?). They allow respondents to express their own thoughts and comments but require more work of both the respondent and the person doing the analysis.

Further explanation and more detailed examples that fall under each type of question are provided in the next section.
CLOSE-ENDED QUESTIONS

ONE CHOICE ANSWERS (SELECT ONE ONLY)

This type of closed-ended question provides a list of answers and asked respondents to select the one answer that they feel is best.

- **Two Option Response** - This is the simplest question format, having just two response options. These might include: Yes-No, Agree-Disagree, True-False, Favor-Oppose. For example:

  Currently, do you raise stocker cattle?
  - Yes
  - No

  Depending on the purpose of the information, this may be the most appropriate format and is often used as a first question in a series on the same topic. However, using a rating scale or a ranking (when appropriate) offers more information.

- **One Best Answer** - This type of question can be used to solicit information or to test knowledge. They are appropriate when all relevant answer choices are known and can be listed. Respondents are provided with the list of answers and asked to check or circle the choice they feel is the best. Responses are independent of one another, instead of being gradations along a continuum. An example follows:

  What does the work "nutrition" mean to you? [Select one only]
  - Getting enough vitamins.
  - The food I eat and how my body uses it.
  - Having to eat foods I don't like.
  - Having good health.

- **Rating Scale** - Rating scales are commonly used to measure attitudes, knowledge, perceptions, values, and behavior changes. Respondents are asked to provide a single choice at the most appropriate point on a scale. Here is an example:

  How effective was the workshop in making you aware of new markets in which to sell your cattle?
  - Not at all
  - Slightly
  - Somewhat
  - Quite
  - Extremely

  Rating scales are among the most frequent type of question used in Extension questionnaires but they should be developed with forethought and care. There are numerous decisions to make concerning rating scales including the number and order of points, whether to have a midpoint, number of points to label, and how to
label them. Also, you must ensure that the scale used matches the wording of the question (what’s being asked for). Because of their importance and the length of discussion associated with them, rating scales are presented in greater detail in the Appendix C.

- **Items In A Series** - When various questions use the same response category, it is possible to present the responses in tabular form. Identify the answer choices with a horizontal bracket which guides respondents to the answer choices, as in the example below.

  How often do you eat the following meats? (Select one number for each meat)

<table>
<thead>
<tr>
<th></th>
<th>NEVER</th>
<th>LESS THAN</th>
<th>1-3 TIMES</th>
<th>4-6 TIMES</th>
<th>DAILY</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Beef</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>B. Lamb</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>C. Pork</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>D. Poultry</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>E. Fish</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

- **Paired Comparisons** - Respondents are asked to compare one item to another, usually expressed in terms of “either/or” or one item “versus [vs]” another.

  In comparing beef to other meats, which does your family use more often?
  [Choose one from each comparison, circling the number on that line.]
  1 BEEF  OR  2 POULTRY
  3 BEEF  OR  4 LAMB
  5 BEEF  OR  6 PORK
  7 BEEF  OR  8 WILD GAME (VENISON, ETC.)

- **Matching** - Respondents are asked to match responses to a list of items.

  Match each food to the proper food group by putting the correct lower case letter in the blank. For example: A. ___ d. WHOLE WHEAT BREAD

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A. ____</td>
<td>WHOLE WHEAT BREAD</td>
<td>a. Meat and meat products</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. ____</td>
<td>NECTARINE</td>
<td>b. Milk and milk products</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. ____</td>
<td>HAM</td>
<td>c. Fruits and vegetables</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D. ____</td>
<td>YOGURT</td>
<td>d. Breads and cereals</td>
<td></td>
<td></td>
</tr>
<tr>
<td>E. ____</td>
<td>PUMPKIN</td>
<td>e. Sweets</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F. ____</td>
<td>OATMEAL</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
CLOSE-ENDED QUESTIONS WITH MULTIPLE CHOICE ANSWERS

- **Check All That Apply** - This common response format is actually a series of YES-NO items. It is a fast and easy way to obtain such information which also saves space. There is a risk, however, that the respondent will not consider each item - so don’t make the list too long. Here are two examples. The first example does not put any restrictions on the respondent. The second example ask for up to three responses as a way to prioritize topics.

  How do you currently market your cattle? [Circle all that apply.]
  A. Local auction barn
  B. Local meat packer
  C. Terminal market
  D. Hedging
  E. Direct sales contract (selling forward)
  F. Livestock dealer

  What Information Would You Most Prefer Be Covered In The Next Extension Workshop? (Select up to three from the list below)
  ? Cow health
  ? Calf diseases
  ? Internal parasites
  ? Brucellosis
  ? Grubs or ticks
  ? Reproductive diseases

  Some scholars have suggested structuring a “check all that apply” question as a series of “Yes/No” to encourage a response to each item.

  How do you currently market your cattle? [Please indicate “yes” or “no” for each of the following]
  ? Yes ? No Local auction barn
  ? Yes ? No Local meat packer
  ? Yes ? No Terminal market
  ? Yes ? No Hedging
  ? Yes ? No Direct sales contract (selling forward)
  ? Yes ? No Livestock dealer
• Lists - A list provides a series of answers. Respondents may choose one or more answers, depending on the instructions.

Listed below are some adjectives that might be used to describe a person. Please indicate for each adjective, whether it does or does not describe you.

<table>
<thead>
<tr>
<th>DESCRIBES</th>
<th>DOES NOT DESCRIBE ME</th>
<th>DON'T KNOW</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Ambitious</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>B. Happy</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>C. Idealistic</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>D. Outgoing</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

From the list provided, select TWO adjectives which best describe you. (Place the letter of the alphabet on the lines provided.)

1. _______ a. Ambitious
2. _______ b. Happy
da. Idealistic
d. Outgoing

• Ranking - Rank ordering is a multiple-choice option. Respondents are given various responses and asked to rank them in order of importance or indicate a "top three." See the examples below.

What would you like to know more about? Select three responses from the list and rank them in order of 1, 2, 3.

1. _______ a. What to eat to look better
2. _______ b. How food affects me
c. Weight control
d. Health foods
e. Physical conditioning through diet
f. Vitamins

What would you like to know more about? Select up to four responses from the right hand column and rank them in order of first, second, third, fourth choice.

1. _______ first choice a. What to eat to look better
2. _______ second choice b. How food affects me
c. Weight control
d. Health foods
e. Physical conditioning through diet
f. Vitamins
g. Reading labels to find the fat content
h. Saving costs in food buying
PARTIALLY CLOSED-ENDED

- "Other, Please Specify" - Here the respondent is offered a choice of answers plus an open-ended response category such as "Other (please specify)." This protects you against leaving out an important answer choice. It also means that you will have narrative text to analyze, so think about what you will do with these responses. Examples follow with open-ended choices included:

Which of these community recreational facilities do you use the most? (select one only)
- Parks
- Tennis courts
- Swimming pools
- Other (please specify) _________________________

What do you consider the main responsibilities of your county 4-H agent? (select all that apply)
- Work with people who request help
- Work with 4-H members
- Work with volunteer 4-H leaders
- Plan and organize county youth events
- Organize and expand new 4-H clubs
- Other (Please Specify) __________________________

For youth audiences, less stale phrases such as "here's something you didn't list" or "something else" may be more appealing than "other, please specify."

Always review the responses you get for this type of question before entering any data. On occasion, a respondent will write in a response that actually corresponds to an existing (predefined) response category. In that case, simply code the correct response category rather than the "other, please specify" category. Also, reviewing responses first will help guide your efforts to categorize them.
OPEN-ENDED QUESTIONS

**Fill In The Blank** - An open-ended question is often the easiest way to ask a question but the responses are not easy to analyze. Answers are likely to vary but generally must be categorized and summarized to be useful. The computer or data entry person can't "magically" tabulate open-ended questions, so think about how you will analyze the responses. Here are some other important points to consider:

* Most often used to stimulate free thought, solicit creative suggestions, or recall information learned [See examples 1 and 2 below.]

* Can be used as a probing question to elicit more detail. For example,

  1. What do you think should be done to improve the Family and Consumer Science program in this county?
  2. Name the five basic food groups.
  3. Please say how you intend to use the information you gained during the workshop.
  4. We are interested in knowing any other comments you might have concerning the 4-H program and your role as 4-H leader. Please write in the space below any thoughts you'd like to share with us.

* When asking for a numeric response, include the unit which is to be used.

  5. Please list the number of acres, if any, of temporary pasture you planted in 2004. Indicate "0" if you did not plant any for a particular category.

     A. ____ Acres of wheat
     B. ____ Acres of oat
     C. ____ Acres of rye grass
     D. ____ Acres of clover
     E. ____ Acres of summer annuals
     F. ____ Acres of other (please specify): ____________________________

* Useful when respondents are asked to supply a specific answer and a large array of responses is possible (example 3 above) or when all possible answers are not known.

* Often used at the end of a questionnaire to ask respondents for any additional comments they might have (example 4 above).
APPENDIX C: RATING SCALES

There are numerous decisions to make concerning rating scales including the number and order of points, whether to have a midpoint, number of points to label, and how to label them. Also, you must ensure that the scale used matches the wording of the question (what’s being asked for) and your requirements for statistical analysis. Let’s look at each issue separately:

Number of points / Statistical Analysis

Most scales in an Extension evaluation will have between three and seven points. Five-point scales tend to be the most popular and can sufficiently differentiate responses for most evaluation purposes. However, 5-point unipolar scales tend to differentiate better than 5-point bipolar scales (see discussion on Agreement vs. How Much).

Scales with limited labeling (i.e., endpoints only) are easier to extend beyond five points. For example:

Please rate your skill level in regard to identifying pests in your vegetable garden.

Novice 1 2 3 4 5 6 7 8 9 10 Expert

And, in terms of statistical analysis, generally the greater the number of points on the scale, the greater the spread in responses received. In turn, the greater spread of responses, generally the greater accuracy in statistical analysis.

The challenge with this structure (numerous points without labels) is interpretation – both on part of the respondent and the researcher (see discussion on Labels).

For bipolar scales, another decision is whether to provide an even or odd number of response options. An odd number of categories provide a middle or neutral position for selection. An even number of categories forces the respondent to take a side. This is appropriate when you want to know in what direction the people in the middle are leaning.

Order of Points (“Order Effects”)

Starting with either positive or negative (high or low) response options appears to have little impact on responses. However, for unipolar scales, it seems more logical to start with the absence of something and work progressively higher from there. Neither does it matter whether Yes or No is listed first. But you must be consistent in the order followed throughout the questionnaire.
Labels

Generally, it's better to label every point on a scale so that all respondents have a common reference point. For example,

\[
\begin{array}{cccccc}
\text{Not at all} & \text{Slightly} & \text{Somewhat} & \text{Quite} & \text{Extremely} \\
1 & 2 & 3 & 4 & 5 \\
\end{array}
\]

... is better than ... 

\[
\begin{array}{cccccc}
\text{Not at all} & \text{Slightly} & \text{Somewhat} & \text{Quite} & \text{Extremely} \\
1 & 2 & 3 & 4 & 5 \\
\end{array}
\]

Without labels it's not clear what 2, 3, and 4 represent on the scale. Respondents must take time to interpret the scale—increasing survey burden while decreasing reliability. Two respondents who would otherwise select the same point with a fully labeled scale may select different numbers on the partially labeled scale.

Agreement vs. How Much (or Bipolar vs. Unipolar)

Consider the following statement:

\[\text{I received good service at the hospital.}\]

\[
\begin{array}{cccccc}
\text{Strongly disagree} & \text{Disagree} & \text{Neutral} & \text{Agree} & \text{Strongly Agree} \\
\text{very ineffective} & \text{ineffective} & \text{uncertain} & \text{effective} & \text{very effective} \\
\end{array}
\]

This seems like a clear statement that anyone can answer in a straightforward manner. But consider if your quality of service was "somewhat good" or "good in some ways but poor in other ways." Responses of "agree" and "disagree" do not sufficiently reflect the totality of your thought about quality of service. Some respondents may mark "agree" while some may mark "disagree." Still others may mark "neutral" in order to be in the middle even though they are not actually neutral—and, further complicating matters, now there is no way to distinguish those from respondents who are truly neutral. Or, a respondent may mark "disagree" or "strongly disagree" because they felt the service was not just good, it was "excellent!"

The ambiguity in the middle of the scale is again apparent in the following effectiveness scale:

\[\text{How effective or ineffective was the workshop in ...?}\]

\[
\begin{array}{cccccc}
\text{Very ineffective} & \text{ineffective} & \text{uncertain} & \text{effective} & \text{very effective} \\
\end{array}
\]

For respondents who assessed the workshop as "somewhat" effective, which response category do they mark? Again, they are forced to select one of the three categories in the middle, none of which really fit. Other phrases in the middle such as "Neutral" or "Neither effective nor ineffective" don't seem to solve the dilemma.
The problem is the nature of the scale; it is bipolar (having a middle point with amounts that increase in both ways as you move toward the ends).

The same problem occurs with an agreement scale. Consider this example:

The workshop was effective at . . . ?

Strongly disagree  Disagree  Neutral  Agree  Strongly agree

Again, if the workshop was somewhat effective, which response option works best? The most accurate response is not obvious.

What works better is a unipolar scale (a scale that starts with the absence of something and increases toward all of something). Here are some examples:

Overall, how effective was the workshop in . . . ?

Not at all  Slightly  Somewhat  Quite  Extremely

Overall, how satisfied are you with the workshop?

Not at all  Slightly  Somewhat  Mostly  Completely

Note that if a respondent assessed the workshop as “somewhat” effective in this particular area or is “somewhat” satisfied; there is an obvious response category to select.

In sum, the agreement scale seeks to discern how effective (valuable, practical, etc.) various aspects of the program were to participants. But it’s an indirect way to get there. Asking the question in the “how . . .” format gets to the heart of the matter directly and lends itself to a scale that works better.

Examples

Below are examples of scales for measuring different aspects of a program. Some measures (i.e., effectiveness, satisfaction, etc.) have unipolar (uni) and bipolar (bi) versions. Where there are two versions, participants will most likely find the unipolar easier to use.

<table>
<thead>
<tr>
<th>Effectiveness (uni)</th>
<th>Effectiveness (uni)</th>
<th>Effectiveness (bi)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extremely effective</td>
<td>Completely effective</td>
<td>Very effective</td>
</tr>
<tr>
<td>Quite effective</td>
<td>Mostly effective</td>
<td>Effective</td>
</tr>
<tr>
<td>Somewhat effective</td>
<td>Moderately effective</td>
<td>Neither effective nor ineffective</td>
</tr>
<tr>
<td>Slightly effective</td>
<td>Not very effective</td>
<td>Ineffective</td>
</tr>
<tr>
<td>Not at all effective</td>
<td>Not at all effective</td>
<td>Very ineffective</td>
</tr>
</tbody>
</table>
### Satisfaction (uni)
- Completely satisfied
- Mostly satisfied
- Somewhat satisfied
- Slightly satisfied
- Not at all satisfied

### Satisfaction (uni) (5 pt. bi + undecided)
- Strongly agree
- Tend to agree
- No preference
- Tend to disagree
- Strongly disagree
- Undecided

### Satisfaction (uni) (7 pt. bi + undecided)
- Strongly agree
- Agree
- Tend to agree
- No preference
- Tend to disagree
- Disagree
- Strongly disagree
- Undecided

### Satisfaction (bi)
- Very satisfied
- Satisfied
- Neither satisfied nor dissatisfied
- Dissatisfied
- Very dissatisfied

### Agreement (5 pt. bi + undecided)
- Strongly agree
- Agree
- Tend to agree
- No preference
- Tend to disagree
- Disagree
- Strongly disagree
- Undecided

### Agreement (7 pt. bi + undecided)
- Strongly agree
- Agree
- Tend to agree
- No preference
- Tend to disagree
- Disagree
- Strongly disagree
- Undecided

### Agreement (5 pt. bi without undecided)
- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

### Importance (uni)
- Extremely important
- Quite important
- Somewhat important
- Slightly important
- Not at all important

### Importance (4-point uni)
- Very important
- Important
- Somewhat important
- Not important

### Importance (bi)
- Very important
- Somewhat important
- No opinion
- Somewhat unimportant
- Very important

### Comparative (bi)
- The best
- Better than most
- Average
- Worse than most
- The worst

### Behavior (bi)
- Definitely
- Probably
- Might or might not
- Probably not
- Definitely not

### Requirements (uni)
- Exceeded
- Met
- Nearly met
- Missed

### Performance (uni)
- Exceptional (or Outstanding)
- Very good
- Good
- Fair
- Poor

### Performance (4-pt. uni)
- Excellent
- Good
- Fair
- Poor

### Performance (uni)
- Excellent
- Good
- Fair
- Poor
- Very poor

### Expectations - Quantity
- Much more than expected
- More than expected
- As expected
- Less than expected
- Much less than expected

### Expectations - Performance
- Much better than expected
- Better than expected
- As expected
- Worse than expected
- Much worse than expected
<table>
<thead>
<tr>
<th>Frequency (uni)</th>
<th>Frequency (uni)</th>
<th>Frequency (uni)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All the time</td>
<td>Always</td>
<td>At least once a week</td>
</tr>
<tr>
<td>Most of the time</td>
<td>Often</td>
<td>A few times per month</td>
</tr>
<tr>
<td>Some of the time</td>
<td>Sometimes</td>
<td>At least once a month</td>
</tr>
<tr>
<td>Seldom</td>
<td>Rarely</td>
<td>Less than once a month</td>
</tr>
<tr>
<td>Never</td>
<td>Never</td>
<td>Never</td>
</tr>
</tbody>
</table>

**Three Point Scales**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Too little</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>O K as is</td>
<td>Maybe</td>
<td></td>
</tr>
<tr>
<td>Too much</td>
<td>Yes</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX D: FORMATTING THE QUESTIONNAIRE

Once the questions have been developed, a series of decisions must be made about the questionnaire format: its appearance, length, and order of questions. The questionnaire should be pleasing to the eye, easy to complete, and flow logically.

The following guidelines are offered to help format the questionnaire.

- Place a survey title at the top of the questionnaire and format it so that it stands out (i.e., using a larger, bold font). Keep it descriptive but simple. Most titles mention some combination of location, target audience and/or type of survey. Examples include:

  Fort Bend County - New Landowner Survey
  Healthy Harvest Course Assessment
  Survey of Texas Hunters
  Trans-Pecos Beef Producer Survey
  IPM School Coordinators Needs Assessment

- If possible, for visual appeal and easy identification of the program, include a program or organization logo at the top of the survey – near the title of the survey.

- Just below the title, provide an introduction that includes the questionnaire’s purpose, who is conducting it, how the information will be used, and confidentiality. In mailed questionnaires, reinforce important points made in the cover letter.

- Make the first questions non-provoking, interesting, and easy to answer. They should be clearly related and useful to the topic of the questionnaire. Avoid open-ended questions or long lists of answer choices.

- Try to place the more important questions at the beginning - if they logically fit - since some respondents experience “survey fatigue” and fail to complete the entire survey.

- Order the questions to achieve continuity and a natural flow. Try to keep all questions on one subject together in sections. In each section, put general questions first, followed by a more specific question. For example, if you want to find out about a person’s knowledge of insurance, start with questions about types of insurance, purpose of the different types, followed by questions about costs of these various types.
• If possible, use the same type of question/responses throughout a particular train of thought. It disrupts the attention span to have a multiple choice question following a YES/NO question, then an open-ended question.

• Place demographic questions (age, sex, race/ethnicity, etc.) at the end of the questionnaire.

• Use quality print and an easy-to-read type face. Allow sufficient open space so the questionnaire does not feel crowded and is easy to read.

• Be consistent in ordering response categories throughout the questionnaire. For example, if you begin with:

  ? Yes
  ? No

then don’t switch later to:

  ? No
  ? Yes

• Keep the entire question and its response categories on the same page. Don’t force respondents to turn a page in the middle of a question or between the question and its answers.

• Ensure that questions are distinguishable from instructions and answers. This might be accomplished in one of two ways. First, have sufficient spacing (i.e. a half or full blank line) between the question and answers. Second, instructions or questions might be displayed in boldface or italics. For example:

(spacing only)
Are you interested in receiving additional information on safe food handling practices?

  ? Yes
  ? No

(boldface and spacing)
Are you interested in receiving additional information on safe food handling practices?

  ? Yes
  ? No

• Number your questions. This is useful in at least three ways. First, it helps respondents distinguish one question from another. Second, any skip patterns you plan to incorporate must reference question numbers. Third, having question
numbers facilitates data analysis as it provides an easy way to link variables in a raw data set to questions on the form.

- If possible, arrange answer choices in a **vertical flow**. This way, the respondent moves easily down the page, instead of side to side.

  Example: Instead of horizontally:
  
  ![Horizontal Example]
  
  Format vertically:
  
  ![Vertical Example]

- **Give directions on how to answer.** Place directions in parentheses immediately after the question. It is better to repeat directions too often than not enough. Specific instructions may include: (Select one only.) (Select all that apply.) (Please fill in the blank.) (Enter whole numbers.) (Please do not use decimals or fractions.)

- **Use transitional statements** to build continuity. Transitional statements are used in three ways: 1) to signal the start of a new topic or section, 2) to begin new pages, and 3) to break up the monotony of a long series of questions.

  Example transitional statements:

  Next we would like to ask you several questions about the community organizations you belong to.

  Another important purpose of this survey is to learn how you feel about the work of service organizations in your community.

  Finally, we would like to ask a few questions about you to help us in interpreting the results.

- It may be useful to make sure that the respondent is referring to the same program and defining it similarly. A validation item [Bennett, 1982] at the beginning of the questionnaire identifies the program and sets the stage for the questions to follow. It is a brief summary of the program’s activities and people involved, such as:

  Thank for attending the Trans-Pecos New Landowner Conference – Extension’s one-day workshop held last month to educate new landowners about property right issues.

- As an **overriding goal**, make the questionnaire as short as possible while still collecting information in sufficient detail to answer the study questions. As a general rule, as a questionnaire becomes longer, a respondent is more likely to “satisfice” – that is, just getting through the survey by marking responses haphazardly – without thoughtful consideration given to each question and response categories, thus degrading the quality of data.
E valuation Strategies
This appendix presents an example of a questionnaire for each of three evaluation strategies commonly used in Extension: post-only, pre-post, and retrospective post.

The pre-post strategy involves administering a questionnaire (pretest) before a program starts and then administering another questionnaire (posttest) after the program concludes. Typically, the posttest will have the same questions as the pretest (program impact) with an option to include additional questions related to program improvement, satisfaction, attribute information, etc. Responses to each question (pre vs. post) are compared, and changes calculated, determine program impact.

The retrospective post (or post-pre) strategy involves administering a questionnaire at the conclusion of a program (similar to a post-only) but allowing respondents to answer questions for both before and after the program. In a sense it’s similar to the pre-post strategy except that the pretest is taken at the same time as the posttest.

The post-only strategy involves administering a questionnaire (posttest) after a program concludes. It does not take “pre-program” measures of participants but still aims to measure program impact. It is considered the weakest of the three strategies since no pretest (baseline) data is collected to help measure change – but is still better than doing nothing.

Examples
For each example, a summary page will follow the actual questionnaire. The summary highlights the strengths and weaknesses of the questionnaire in terms of the design principles covered in this publication.
Your input is very valuable to Lone Star County. Please take a brief moment of your time to help us gain an understanding of where your knowledge level is on the subject of rangeland / rescue management. These are completely anonymous. Thank you!

Please answer the following questions by circling the most appropriate answer.

1. There are both Vegetation and Soil indicators of Rangeland Health.
   
   True or False

2. Energy capture, water cycling, nutrient turnover, and vegetation dynamics are ecological processes that determine Rangeland Health.
   
   True or False

3. The paths that water can take on rangeland are:
   
   (a) runoff
   (b) deep percolation
   (c) evaporation
   (d) transpiration
   (e) all of the above

4. The ecological processes that help determine Rangeland Health are: (circle one)
   
   (a) water cycles
   (b) nutrient turnover
   (c) energy capture and flow
   (d) vegetation dynamics
   (e) all of the above

5. The categories of Risk that have to be managed on Rangeland are: (circle one)
   
   (a) climatic
   (b) financial
   (c) biological
   (d) political
   (e) all of the above

6. In Texas, private farms & ranches account for 84% of the state. This amounts to how many acres?
   
   (a) 144,000
   (b) 32 million
   (c) 144 million
   (d) 73 million
7. What is the primary motivating factor driving the market for rural lands in Texas?
   (a) livestock prices
   (b) price speculation
   (c) wildlife associated recreation
   (d) vacation properties

8. The two most common private water well contaminants are:
   (a) gasoline and oil
   (b) nitrate and gasoline
   (c) bacteria and oil
   (d) nitrate and bacteria

9. The US-EPA has set a maximum contaminant level (MCL) for nitrates for public water suppliers for drinking water at:
   (a) 12 ppm
   (b) 15 ppm
   (c) 20 ppm
   (d) 10 ppm

10. Water is essential to life and is required for body temperature regulation, digestion, metabolism, excretion, lubrication of joints, and conducting sound and sight.
    True or False

Other questions.
What are you hoping to gain from participating in this program?

Describe the problems you are having associated with water.

How many acres do you farm or ranch? _______ Total Acres

Do you hold a private or commercial pesticide applicators license? Please check the most appropriate response.
   ___ Yes     ___ No     ___ Not applicable
Lone Star County
Rangeland / Rescue Management Program
Post Measurement

Your input is very valuable to Lone Star County. Please take a brief moment of your time to help us make our programs more effective for you. Thank you!

Please answer the following questions by circling the most appropriate answer.

1. There are both Vegetation and Soil indicators of Rangeland Health.
   True or False

2. Energy capture, water cycling, nutrient turnover, and vegetation dynamics are ecological processes that determine Rangeland Health.
   True or False

3. The paths that water can take on rangeland are:
   (a) runoff
   (b) deep percolation
   (c) evaporation
   (d) transpiration
   (e) all of the above

4. The ecological processes that help determine rangeland health are: (circle one)
   (a) water cycles
   (b) nutrient turnover
   (c) energy capture and flow
   (d) vegetation dynamics
   (e) all of the above

5. The categories of Risk that have to be managed on Rangeland are: (circle one)
   (a) climatic
   (b) financial
   (c) biological
   (d) political
   (e) all of the above

6. In Texas, private farms & ranches account for 84% of the state. This amounts to how many acres?
   (a) 144,000
   (b) 32 million
   (c) 144 million
   (d) 73 million
7. What is the primary motivating factor driving the market for rural lands in Texas?

   (a) livestock prices  
   (b) price speculation  
   (c) wildlife associated recreation  
   (d) vacation properties

8. The two most common private water well contaminants are:

   (a) gasoline and oil  
   (b) nitrate and gasoline  
   (c) bacteria and oil  
   (d) nitrate and bacteria

9. The US-EPA has set a maximum contaminant level (MCL) for nitrates for public water suppliers for drinking water at:

   (a) 12 ppm  
   (b) 15 ppm  
   (c) 20 ppm  
   (d) 10 ppm

10. Water is essential to life and is required for body temperature regulation, digestion, metabolism, excretion, lubrication of joints, and conducting sound and sight.

    True or False

11. For each of the topics covered in the program (below), in the LEFT column, circle the ONE number that best reflects you BEFORE your participation in this program. Then, in the RIGHT column, circle the ONE number that best reflects you after this program.

    **LEVEL OF UNDERSTANDING**

    | Poor | Fair | Good | Excellent |
    |------|------|------|-----------|
    | 1    | 2    | 3    | 4         |

    **STATEMENTS**

    | General drought management | BEFORE Program | AFTER Program |
    |------------------------------|----------------|---------------|
    | 1 2 3 4                     | 1 2 3 4        |

    | Rangeland recovery strategies | BEFORE Program | AFTER Program |
    |-------------------------------|----------------|---------------|
    | 1 2 3 4                      | 1 2 3 4        |

    | Decisions on destocking      | BEFORE Program | AFTER Program |
    |-------------------------------|----------------|---------------|
    | 1 2 3 4                      | 1 2 3 4        |

    | Monitoring my rangeland      | BEFORE Program | AFTER Program |
    |-------------------------------|----------------|---------------|
    | 1 2 3 4                      | 1 2 3 4        |

    | Identifying noxious plants   | BEFORE Program | AFTER Program |
    |-------------------------------|----------------|---------------|
    | 1 2 3 4                      | 1 2 3 4        |

    | Controlling noxious plants   | BEFORE Program | AFTER Program |
    |-------------------------------|----------------|---------------|
    | 1 2 3 4                      | 1 2 3 4        |

    | Alternative rangeland production decisions | BEFORE Program | AFTER Program |
    |---------------------------------------------|----------------|---------------|
    | 1 2 3 4                                    | 1 2 3 4        |

    | Wildlife management techniques             | BEFORE Program | AFTER Program |
    |--------------------------------------------|----------------|---------------|
    | 1 2 3 4                                    | 1 2 3 4        |

    | Watershed management practices             | BEFORE Program | AFTER Program |
    |--------------------------------------------|----------------|---------------|
    | 1 2 3 4                                    | 1 2 3 4        |

48
12. Please rate today’s event in the following areas:

<table>
<thead>
<tr>
<th>STATEMENTS</th>
<th>Not at all</th>
<th>Slightly</th>
<th>Some what</th>
<th>Quite</th>
<th>Extremely</th>
</tr>
</thead>
<tbody>
<tr>
<td>How <em>timely</em> was the subject matter for you?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How <em>effective</em> were the speakers?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How <em>practical</em> was the information for your cattle operation.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall, how <em>educational</em> was this program.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

13. What were some of the biggest strengths of the *Lone Star County Rangeland & Rescue Management Program*?

14. From this program, which practice(s) will you or have taken home and implemented?

15. What other beef cattle topics would you like further information about?

*****Thanks so much for your time!!!*****
Questionnaire Summary

Program: Lone Star County - Rangeland / Rescue Management Program
Strategy: Pre-Post

Overview: “Knowledge gained” appears to be the client change associated with this program. A pre-post strategy is well suited for measuring knowledge gained. Since it was a pre-post strategy, two questionnaires were used. The pretest included 10 knowledge questions – some true/false; others multiple choice. The posttest contained the same 10 knowledge questions plus additional questions dealing with level of understanding and program improvement. No attribute information questions (demographics) were included. Question 11 on the posttest is actually a retrospective post item.

Strengths: Survey title, instructions, mentions respondent anonymity, questions are numbered, questions stand out in bold, spacing between questions, spacing between question and response categories, most response categories arranged vertically, used unipolar scale instead of agreement scale (question 12 on posttest), plenty of space for open-ended responses (questions 13 – 15 on posttest)

Weaknesses: No logo, some questions are “double-barreled” - not optimal but workable for knowledge question that has a correct answer.
Skills for Success

In order to improve Skills for Success, please tell us about your experience with the course. Do not write your name on this form so that your responses are anonymous. Thank you!

1. Overall, how would you rate this course?
   - Excellent
   - Good
   - Fair
   - Poor

2. Overall, how effective was this course in equipping you with new skills that you will use in the coming years?
   - Not at all
   - Slightly
   - Somewhat
   - Quite
   - Extremely

3. Overall, how effective was this course in giving you more confidence in yourself?
   - Not at all
   - Slightly
   - Somewhat
   - Quite
   - Extremely

4. Overall, how effective was this course in giving you more confidence in the workplace?
   - Not at all
   - Slightly
   - Somewhat
   - Quite
   - Extremely

5. Are you currently employed with a paying job?
   - Yes ----> If “yes,” are you better equipped to excel in your current workplace as a result of this course?
     - Yes
     - No

   - No ----> If “no,” are you better equipped to get a job as a result of this course?
     - Yes
     - No
6. Which part of the course was most useful to you?

7. Which part of the course was least useful to you?

8. What could be added to the course to make it better?

9. For each statement listed below, in the LEFT column, circle the number that best reflects you before the Skills for Success course. Then, in the RIGHT column, circle the number that best reflects you after the Skills for Success course.

If you did not attend a particular session, skip the statements under it and proceed to the next session.

<table>
<thead>
<tr>
<th>STATEMENT</th>
<th>BEFORE Course</th>
<th>AFTER Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>SESSION 1: FIRST IMPRESSIONS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I dress appropriately in order to make a good first impression.</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>I practice good grooming habits in order to make a good first impression.</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>My body language makes a good first impression.</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>SESSION 2: BEST FOOT FORWARD</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am confident in my communication skills.</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>I am confident in my interviewing skills.</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>I prepare a resume as part of my employment search.</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>I research a job as part of my employment search.</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>SESSION 3: PROACTIVE vs. REACTIVE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I resolve conflicts in a positive manner.</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>SESSION 4: WINNING RELATIONSHIPS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I respect others.</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>I set boundaries for myself that I expect others to respect.</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>I respect other people's boundaries.</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>SESSION 5: EATING WITH STYLE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I use proper table etiquette.</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>I eat each food type properly.</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>I use appropriate table conversation.</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>
Questionnaire Summary

Program: Skills for Success

Strategy: Retrospective Post

Overview: “Skills acquisition” and “behavior change” appear to be the client changes associated with this program. A retrospective post strategy was used to measure program impact. This questionnaire was administered one time only – at the conclusion of the program. The questionnaire includes general program effectiveness questions, program improvement questions, and an extensive program impact question (#9) that asks about frequency of skills/behaviors before vs. after the program.

Strengths: Survey title, Extension logo, instructions, mentions respondent anonymity, questions are numbered, questions stand out in bold, spacing between questions, spacing between question and response categories, response categories arranged vertically, “Effective” is underlined in questions 2 – 4 to emphasize what is being measured, directional arrows help guide respondent through branching (question 5), labeling of all points on 5-point scale (question 9), seemingly equal increments of frequency (question 9), statements arranged by session to aid recall (question 9).

Weaknesses: None apparent.
Texas Cooperative Extension
Participant Survey
New Landowners Conference

Your views on the quality and effectiveness of Extension programs are extremely important. Please take a few minutes to tell us about your experience with this conference. Your answers to the following questions will help us better meet your needs in the future. Thank you!

1. Overall, how satisfied were you with the conference?

   9 Not at all   9 Slightly   9 Somewhat   9 Mostly   9 Completely

   If not “completely satisfied,” please tell us what we could have done better in order for you to have been “completely satisfied?”

2. How satisfied were you with the following aspects of the conference . . .

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Not at all</th>
<th>Slightly</th>
<th>Somewhat</th>
<th>Mostly</th>
<th>Completely</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of course materials</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>Location of the activity</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>Length of the activity</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>Information being accurate</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>Information being new to you</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>Information being easy to understand</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>Range of topics covered</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>Completeness of information given on each topic</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>Timeliness of Information (received in time to be useful)</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>Helpfulness of the information in decisions about your own situation</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>Knowledge level of presenters on the subject</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>Overall value compared to the $20 registration</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
</tr>
</tbody>
</table>

3. Would you recommend this course to other new landowners in the area?

   9 Yes
   9 No
4. For each of the following topics covered at the conference, please tell us how useful the information was in relation to your future plans.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Not at all</th>
<th>Slightly</th>
<th>Somewhat</th>
<th>Quite</th>
<th>Extremely</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Agricultural Land Appraisal</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How to qualify for ag &amp; wildlife exemptions</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>How land values change with what an owner does with the property</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>Ways to increase your property value</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td><strong>Soils and Forages</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Soil variations and how it affects crops/rangeland sites</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>Forages that do well in the area</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td><strong>Rangeland Capabilities</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How to manage brush</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>Identify species and their usefulness in your operations</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>Using forage to support wildlife</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td><strong>Livestock</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Types of livestock production suitable for small acreage property</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>Co-op or lease opportunities with neighbors</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>Sheep/goat options</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>How to market livestock</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td><strong>Fruits, Nuts, and Grapes</strong></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>Varieties of fruits and nuts that do well in the area</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>Varieties of grapes that do well in the area</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>Pierce's and other grape diseases</td>
<td>9</td>
<td>9</td>
<td>9</td>
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<td>9</td>
</tr>
</tbody>
</table>

5. Please tell us how you have used the information gained at the conference, or you plans do to so in the future.

6. Which topic(s) covered by the conference, if any, would you have liked discussed in greater detail?
7. What topic(s), if any, did you have a particular interest in but was not covered by the conference?

Please provide the following information about yourself. The information you provide will be combined with all others, reported in summary form only, and used strictly for improving future events.

The following questions assume you have just one property in the area. If you have more than one property in the area, please respond for the property you had the greatest interest in applying the conference information to. Thank you.

8. How many acres is your property? ______ acres

9. How many years you have owned the property? ______ (enter “0” if less than one year)

10. Currently, is your permanent residence (homestead) on this property?

   9 Yes
   9 No
   9 Not sure

   If “no,” do you plan to make it your permanent residence in the next three years?

   9 Yes
   9 No

11. What is your age?

   9 Under 30
   9 30 - 39
   9 40 - 49
   9 50 - 59
   9 60 - 69
   9 70 +

12. At the time of the conference, did you have any of the following operations on your property and, if so, were they designed to produce income?

<table>
<thead>
<tr>
<th>Operation</th>
<th>On your property</th>
<th>Designed for income</th>
</tr>
</thead>
<tbody>
<tr>
<td>Livestock</td>
<td>9 Yes 9 No</td>
<td>9 Yes 9 No</td>
</tr>
<tr>
<td>Forage</td>
<td>9 Yes 9 No</td>
<td>9 Yes 9 No</td>
</tr>
<tr>
<td>Crops</td>
<td>9 Yes 9 No</td>
<td>9 Yes 9 No</td>
</tr>
<tr>
<td>Wildlife or Hunting</td>
<td>9 Yes 9 No</td>
<td>9 Yes 9 No</td>
</tr>
</tbody>
</table>

13. Currently do you have an ag exemption from the assessor’s office? 9 Yes 9 No

   If “no,” are you interested in obtaining an ag exemption? 9 Yes 9 No

14. Currently do you have a wildlife exemption from the assessor’s office? 9 Yes 9 No

   If “no,” are you interested in obtaining a wildlife exemption? 9 Yes 9 No

56
Questionnaire Summary

Program: New Landowner Conference
Strategy: Post-only
Overview: This appears to be an output program (as opposed to outcome) as it does not measure client change. Rather, participant satisfaction and usefulness of the information appear to be the primary focus of inquiry. This is a post-only measure – administered at the conclusion of the program. The questionnaire includes sections for satisfaction, program improvement, and attribute information.

Strengths: Survey title, Extension logo, instructions, questions are numbered, questions stand out in bold, spacing between questions, spacing between question and response categories, major sections logically flow together, explanation of how demographic information will be used, individual satisfaction questions can be related to overall satisfaction, scales are unipolar (questions 1, 2, and 4) instead of bipolar; topics arranged logically on question 4, question 9 instructions, branching in question 10, question 12 asked for yes/no on each items instead of a standard “mark on that apply”, underlines help with emphasis but not overused.

Weaknesses: No logo, most response categories arranged horizontally – this is acceptable is it is done to fit all critical questions within a required space (i.e., if your required to have a questionnaire no longer than a single sheet – front and back).
REFERENCES


Cronbach, L. J. (1963). Course improvement through evaluation. Teachers College Record, 64, 672-683.


