# Types of Survey Questions

| Type of Question | Choice | Considerations | Resulting Stats. |
|---|---|---|---|
| **Yes/No (or alternative response)**<br><br>Cats are better than dogs.<br>❏ Yes<br>❏ No<br>❏ No Response (or N/A) | Choose one.<br><br>You may want to add an "other" or "not applicable." | ❖ Need to be exclusive of each other<br>❖ Need to be inclusive of all possible responses<br>❖ Flat data<br>❖ Simple to interpret and aggregate | % yes<br>% no<br><br>% who respond |
| **Multiple Response**<br><br>❏ Cats are better than dogs.<br>❏ Cats and dogs are good pets.<br>❏ Cats and dogs can get along.<br>❏ People have different perspectives on cats and dogs. | Choose one or more responses. | ❖ If data are totaled, sum of responses may equal more than 100% is more than one response is allowed | % of respondents who choose each alternative<br><br>% who respond |
| **Scaled**<br>a. Cats are better than dogs.<br>Agree              Disagree<br>1  2  3  4  5  6  7<br><br>b. Most often, dogs are better pets than cats.<br>never            Always<br>1  2  3  4  5  6  7 | Choose one number from a continuum. | ❖ You can report average<br>❖ Types of scales include: Agreement, comfort level, skill level and frequency.<br>❖ Whether you use a 3, 4…10 point scale may affect your results | You may report % who chose any one particular number, but more often the **mean** is reported<br><br>% who respond |
| **Category or Interval Scale**<br><br>a. Cats are better than dogs.<br>___Agree<br>___Agree a little<br>___Disagree a little<br>___Disagree | Choose one of several choices.<br><br>You may want to add an "other" or "not applicable." | ❖ Whether you use a 3, 4…10 point scale may affect your results<br>❖ Some believe you can report average<br>❖ Need to be exclusive of each other<br>❖ Need to be inclusive of all possible responses | % who chose any one particular category, and though controversial, often the **mean** is reported<br><br>% who respond |
| **Ranking or ordering**<br>Please rank the following from one to four with one being the best and four being the worst.<br>___Cats    ___Dogs<br>___Giraffes    ___Platypuses | Rank the choices with numbers on a scale (e.g. 1-4). | ❖ Direct comparison between choices<br>❖ Sometimes people do not feel comparison is appropriate<br>❖ It is important to choose similar choices | Average number for each choice across participants<br><br>% which make all lists<br><br>% who respond |
| **Open-ended**<br><br>Please explain why cats are better than dogs in the space below.<br><br>_____<br>_____<br>_____ | Write a response. | ❖ Difficult to interpret and aggregate; data must be coded to sort<br>❖ Good for quotes<br>❖ Agreement here means more than agreement with pre-determined choices<br>❖ Question must be clear enough to get the types of answers desired | Categories of responses and report % of responses that fall into each<br><br>% who respond |

# _Stacking the Deck for your Evaluation_

❖ **Start early.**  Leave time for aggregating your data; data collection and aggregation can be very time consuming.

❖ **Design your evaluation paying careful attention to your proposal goals.**

❖ **Consider your project's realm of influence broadly.** Your project is likely to reach many different audiences; think broadly when you are considering who to gather data from.

❖ **Be realistic: Think about measurable outcomes.** Given time and logistical constraints it can be difficult to measure certain impacts or outcomes – so be realistic when you are setting your evaluation goals. Although your project may be successful in changing many things, try to concentrate on those for which you can collect data.

❖ **Start small and keep things simple.**  Brainstorm ideas for evaluation activities which measure the broad scope and specific focus of your goals, then design evaluation tools as simply as possible, documenting how much time it will take to develop, collect, and analyze the data and write the report.  Be realistic.

❖ **Build it in.**  As you plan your evaluation timeline, try to incorporate the administration of all data collection activities into everyday activities.

**http://www.evaluationspringboard.org/science**

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