Ways of increasing benefits of participation: (23, fig 2.3 pg 38)

- provide information about the survey - prenotice letters, announcement in newsletters, ...
- ask for help, service, or advice -> sense of reward - “it would really help us out”
- show positive regard
- say thank you - postcard followup - “many thanks in advance for prompt return of important questionnaire we sent you recently”
- appeal to and support of shared group values
- give tangible rewards - token financial incentive in advance
- make the questionnaire interesting, engaging questions first, make questions easy to understand and answer (particularly the first ones)
- provide social validation, completion actions of other similar people
- inform people that opportunities to respond are limited, explaining how small number of people selected for survey, that their response is important to help meet objectives

Ways of decreasing the costs of participation:

- make it convenient to respond; emailing and including link for convenience; prepaid envelope
- avoid subordinating language -> adult-to-adult appeal “will you please be a part of; your responses can assist; surveyor is dependent on respondent rather than respondent is dependent on surveyor (not subordinating language of parent>child, teacher>student); appropriately changed wording in followups at interval > 10 days
- make the questionnaire short and easy to complete - time to complete survey is respondent's biggest cost -> carefully organized questions in easy-to-answer formats
- minimize requests to obtain personal or sensitive information - provide explanations why it is needed and how confidentiality or anonymity will be maintained; soften question wording
- emphasize similarity to other requests or tasks to which a person has already responded; respondents are more likely to complete a large task if they are first asked to perform a small one

Ways of establishing trust that long run benefits of completion outweigh costs of doing so:

- obtain sponsorship by group recognized as legitimate authority by respondents
- provide a token of appreciation in advance that conveys trust and respect for respondent
- make the task important; that something important will happen as result of survey; personalized cover letters on letterhead; summaries of previous results
- ensure confidentiality and security of information

Threats to trust: (practices of others)

- Fruggling - fundraising under guise of survey research
- Suggling - selling under guise of survey research
• Phishing
• Push-polling - negative campaigning disguised as a political poll

Chap 4 Good Question Guidelines (pg. 105)
• Guidelines for choosing words and forming questions
  1. Make sure the question applies to every respondent of whom it is asked, requires a
     answer from each person, and distinguishes the unmotivated from the doesn’t apply
  2. Make sure the question is technically accurate in respondent's vernacular, such as
     asking horse height in hands rather than feet
  3. Ask one question at a time; e.g., “do you subscribe and regularly read . . ” is 2 questions
  4. Use simple and familiar words
  5. Use specific and concrete words to to clearly define, specify, and communicate the
     concepts
  6. Use as few words as possible to pose a short and to the point question; follow by clearly
     visually separated (e.g., indent, smaller font) qualifying or explanatory information if
     necessary
  7. Use complete sentences with simple sentence structure
  8. Make sure “yes” means yes and “no” means no; avoid double negatives
  9. Be sure the question specifies the response task in the question stem and includes units
     (e.g. hours) if any
• Guidelines for the visual presentation to help respondent progressively organize
  information from page level to question level to response level
  10. Use darker and/or larger print for the question stem and lighter and/or smaller print for
      answer choices and answer spaces
  11. Use spacing to create subgrouping within a question to separate stem from responses
      and use visual proximity to form groups within the 8 to 10 character foveal view
  12. Visually standardize all answer spaces or response options in groups with close vertical
      proximity, equal spacing, and a font style that contrasts with the question stem
  13. Use visual design properties to emphasize elements that are important to the
      respondent and to deemphasize those that are not
  14. Use design properties with consistency and regularity to convey meaning to respondent
      such as bolding question stems, underlining only important words, using rectangular
      boxes as answer spaces, open circles for check one of, square boxes for check all that
      apply
  15. Make sure the words and visual elements that make up the question send consistent
      messages
  16. Integrate special instructions into the question where they will be used rather than as
      free-standing entities, which are likely to be skipped, and make them specific, such
      as providing “MM/ YYYY” rather than “Month/Year” next to two appropriately sized
      rectangular response boxes
  17. Separate optional or occasionally needed instructions from the question stem by font
      or symbol variation and don’t include excessive information that respondent can skip
      because it “trains” them that they can skip things later
  18. Organize each question in a way that minimizes the need to reread portions to
      comprehend the response task; first indicate to respondent what they are being asked
      and then provide instructions on what to exclude or include
  19. Choose line spacing, font, and text size to ensure the legibility of the text; 10-12 point for
      most people, proportionally spaced, serif font for print and sans serif for internet, 3 to 5
      inch line length
Chap 5 Open- and Closed-Ended Question Guidelines (pg. 149)

- Open-ended requests for numerical responses
  1. In the question stem indicate the specific answer units (e.g., days, hrs, . . .)
  2. Because responders judge the answer wanted by the size of the space provided, size answer spaces to fit the response task (e.g., 2 spaces for month and 4 spaces for year, indicated as MM YYYY)
  3. Provide unit labels with the answer spaces, answer guides (e.g. MM YYYY) if useful, and, if applicable, the expected range of values (e.g. Days per week (0 - 7))

- Open-ended requests for a list of items
  4. Specify the number and type of responses desired in the question stem (e.g., “What three . . .”), recognizing that more decrease response rate because more make the task appear larger
  5. Design the answer spaces to support the type and number of responses desired, length indicating the detail desired
  6. Provide labels with answer spaces to reinforce the type of response requested (e.g., “Service #1:”, “Service #2:”, . . ., “Service #5:” at the start of 5 lines)

- Open-ended requests for description and elaboration
  7. Provide extra motivation to respond ("this question is very important to understanding. . . please take your time answering . . .") because response task is more “expensive” and, because response quality is usually poorer than above types, use sparingly only for important topics where
  8. Provide adequate space for respondents to completely answer the question because responders gauge detail desired by the size of space provided
  9. Use scrollable boxes on web surveys and include the instruction “You are not limited in the length of your response by the size of the box"
  10. Consider using programming probes to open-ended responses in Internet surveys that ask for more input or elaboration

- General guidelines for closed-ended questions
  11. Balance the question by providing both positive and negative sides (e.g, favor or oppose, agree or disagree) in the question stem when asking either/or types of questions
  12. So that every responder finds an applicable answer develop lists of answer categories that include all reasonable possible answers but avoid drop down boxes because responders find them more difficult than single step selections
  13. Develop lists of answer categories that are clearly mutually exclusive (e.g., 30 up to 40, 40 up to 50, . . .) and avoid creating individual responses that are a superset of other responses unless they are listed last and preceded by the qualifier “other. . . ”
  14. Because responders use scale midpoints to judge meaning, when using Likert scales equally space the answer category meanings consistent with measurement intent

- Closed-ended nominal (no natural ordering)
  15. For lists ask respondents to rank only a few items at once, such as comparing by pairs, yes/no for each item, or by selecting top three, rather than ranking all the items in a long list
  16. Avoid bias from unequal comparisons due to negative value connotations (e.g. “irresponsible”) by using a response range (e.g., completely responsible, mostly responsible, somewhat responsible, not at all responsible) that excludes the negative connotation
  17. Randomize response options across questionnaires if concerned about response order effects (in long lists earlier choices are selected more frequently than later choices)
18. Unless response options are very factual, use forced-choice (e.g., yes/no choice for each response) instead of check-all-that apply responses in a long list (e.g. which of the following flavors do you like?)

19. Use differently shaped answer spaces (circles vs. squares) to distinguish between single- and multiple-answer questions

- **Closed-ended ordinal (naturally ordered)**

20. Choose an appropriate scale length; limiting unipolar scales (one end is zero with high intensity at other end) to four or five categories and bipolar scales (midpoint is zero with high intensity at both ends - completely satisfied to completely dissatisfied) to five or seven categories

21. Choose direct or construct-specific labels to improve cognition (e.g., ask about the event - accessibility, durability, frequency - rather than responder’s agreement with a statement about event)

22. Because responders interpret the middle response as being the population middle and compare themselves to that, provide scales that approximate the actual distribution of the characteristic in the population

23. Provide balanced scales with categories that are relatively equal distances apart conceptually (e.g., very good, good, fair, poor, very poor or strongly favor, somewhat favor, neither favor nor oppose, somewhat oppose, strongly oppose)

24. Verbally label and visually display all response categories to reduce response ambiguity rather than leaving any categories open to interpretation, such as by only labeling the poles and the middle

25. Because respondents don’t naturally express opinions and attitudes in numbers but numbers are powerful influences (responses to -5 to +5 are significantly different from responses to 0 to 10!), reduce the use of numeric labels in favor of word labels

26. Align response options vertically in one column or horizontally in one row and strive for equal distance between categories

27. Place nonsubstantial but important options (e.g., “don't know,” “doesn't apply,” “no opinion”) at the end of the scale and to avoid biasing the scale midpoint visually separate them from the group of substantive options

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**Chap 6 Questionnaire Development Guidelines (pg. 230)**

- **Ordering the questions**
  1. Group related questions that cover similar topics, and begin with questions likely to be salient and emotionally important to nearly all respondents
  2. Choose the first question carefully because respondents are judging whether to continue; it should be easy to answer, relate clearly to the previously explained survey purpose, and be interesting and engaging to the respondents
  3. Place sensitive or potentially objectionable questions near the end of the questionnaire so they are encountered after trust and investment have developed
  4. Ask questions about events in the order the events occurred, much like a conversation thread would occur naturally
  5. Consider question order effects, which can be huge for opinions, because responses to earlier questions always influence responses to later questions through priming, carryover, anchoring, subtraction, evenhandedness norms, and social moderation of extremeness

- **Creating a common visual stimulus**
6. Visually present the questions consistently across pages and screens, and use vertical alignment (start all stems at same tab and all responses at same indented tab) and vertical spacing (group responses together separate from stem) to organize the information on the page; make clear where respondents should begin and how the questions are organized (how respondent should proceed - “question 5 of 27”)

7. Use color and contrast to help respondents recognize the components of the questions and the navigational path through the questionnaire; light blue, green, or grey background with white answer spaces focuses attention on answer space

8. Visually group related information in regions through the use of contrast and enclosure

9. Consistently identify the beginning of each question and/or section

10. Use visual elements and properties (e.g., font, size, bolding, underlining, all caps, italics) consistently to visually emphasize or deemphasize the same types of information; responders attach a particular meaning to the property

11. Avoid visual clutter; > 10% visual emphasis (bolding, underlining, . . . ) in the visual field reduces emphasis effects and extra logos, lines, and grids distract the respondent

12. Minimize the use of matrices and their complexity; particularly don’t address more than one question on both axes - people can only remember 4 to 5 new items at once

- The mail questionnaire

13. Determine whether keypunching or optical imaging and scanning will be used, and assess the limitations that may impose on designing and processing questionnaires; small circles or ovals encourage filling in, small boxes encourage check marks, larger boxes (3/16”) encourage filling with an “X,” large rectangles and ovals encourage checkmarks, undivided blank spaces encourage cursive writing, one character wide segmented vertical rectangular spaces encourage printing, and white space surrounded by a colored background encourages staying in the white space

14. Construct paper questionnaires in booklet formats, and choose physical dimensions based on printing and mailing considerations; 8.5x14 legal size folds into 8.5x7 that can be folding lengthwise to fit into #10 business envelopes; 11x17 folds into 8.5x11 that fits in 9x12 clasp envelopes.

15. Decide question layout and how questions will be arranged on each page; one column formats on regular paper are more difficult for eye tracking than two column formats

16. Use symbols, contrast, size, proximity, and pagination effectively when designing branching instructions to help respondents correctly execute them; placing responses for questions not requiring branching on the left side and those requiring branching on the right side with the branching instructions within the foveal view halves branching errors (191)

17. Create interesting and informative front and back cover pages that will have wide appeal to respondents; titles need to have broad appeal to respondents as well as being clear and informative

18. Avoid placing questions side by side on a page so that respondents are asked to answer two questions at once

- The web questionnaire
19. Decide whether an electronic alternative to a web survey is more appropriate (e.g., fillable PDF, which can be printed off and shared, or embedded e-mail survey vs. webpage)

20. Choose how the survey will be programmed and hosted commensurate with the needs, skills, and sponsorship of each survey

21. Evaluate the technological capabilities of the survey population - laptops, handhelds, older browser version, no plugins

22. Take steps to ensure that questions display similarly across different platforms, browsers, and user settings - CSS - cascading style sheets, HTML tables with column widths as proportions

23. Decide how many questions will be presented on each web page and how questions will be arranged; with consistently horizontally and vertically aligned single questions respondents learn where to focus their attention but take longer to complete and are more difficult to scroll back through

24. Create interesting and informative welcome and closing screens that will have wide appeal to respondents - survey title that appeals to respondents, brief purpose description, instructions how to proceed, space for individual access code, participant’s rights, contact information for questions about survey, photo that broadly appeals to participants

25. Develop a screen format that emphasizes the respondent rather than the sponsor

26. Use a consistent page layout across screens and visually emphasize question information that respondents will need to complete the survey while deemphasizing information that is not essential to the task

27. Do not require responses to questions unless absolutely necessary for the survey

28. Design survey-specific and item-specific error messages to help respondents troubleshoot any issues they may encounter

29. Evaluate carefully the use of interactive features, balancing improvements in measurement with the impact on respondent burden and the implications for mixed-mode surveys

30. Use audiovisual capabilities of the Web sparingly, and evaluate the differential effect they may have on respondents

31. Allow respondents to stop the survey and finish completing it another time

32. Whenever possible, collect paradata that provide feedback on how the respondent interacts with the questionnaire

33. Test the survey using a variety of platforms, connection speeds, browsers, and user-controlled settings, and test the database to ensure that items are collected and coded correctly

34. Take screenshots of each page of the final questionnaire for testing and documentation

- **Pretesting questionnaires**

35. Obtain feedback on the draft questionnaire from a number of people, each of whom has specialized knowledge of some aspect of questionnaire quality

36. Conduct cognitive interviews of the complete questionnaire to identify wording, question order, visual design, and navigation problems
37. When the stakes are high, consider doing experimental evaluations of questionnaire components.
38. Conduct a small pilot study with a subsample of the population to evaluate interconnections among questions, the questionnaire, and the implementation procedures.

**Chap 7 Implementation Procedures** (pg. 297)
- **Mail Survey Implementation**
  1. To the extent possible, personalize all contacts to respondents, even when names are unavailable.
  2. Send a token of appreciation with the survey request.
  3. Use multiple contacts, each with a different look and appeal.
  4. Carefully and strategically time all contacts.
  5. Select all mail-out dates with the characteristics of the population in mind.
  6. Place information in the mailing exactly where it needs to be used.
  7. Take steps to ensure that mailings will not be mistaken for junk mail or marketing materials.
  8. Evaluate the size and weight of mailing materials on mailing costs.
  9. Assemble the mailings in a way that maximizes the appealing aspects of each element when the package is opened.
  10. Ensure that all addresses in the sample comply with current postal regulations.
  11. Assign an individual ID number to each sample member.
  12. Establish procedures for dealing with undeliverable mail.
  13. Establish procedures for dealing with returned incentives.
  14. Establish procedures for dealing with respondent inquiries.
  15. Evaluate early returns for problems that can be addressed mid-stride.
- **Web Survey Implementation**
  16. To the extent possible, personalize all contacts to respondents.
  17. Send a token of appreciation with the survey request.
  18. Use multiple contacts and vary the message across them.
  19. Carefully and strategically time all contacts with the population in mind.
  20. Consider contacting respondents by another mode (e.g., mail, phone) when possible.
  21. Keep e-mail contacts short and to the point.
  22. Take steps to ensure that e-mails are not flagged as spam.
  23. Carefully select the sender name and address and the subject line text for e-mail communication.
  24. Provide clear instructions for how to access the survey.
  25. Make obvious connections between the opening screen and other implementation features.
  26. Assign each sample member a unique ID number.
  27. Know and respect the capabilities and limits of the web servers.
  28. Establish a procedure for dealing with bounced e-mails.
  29. Establish procedures for dealing with returned incentives.
  30. Establish procedures for dealing with respondent inquiries.
  31. Implement a system for monitoring progress and evaluating early completes.

**Chap 9 Longitudinal and Internet Panel Surveys** (p. 351)
- **Longitudinal surveys**
1. Plan ahead by selecting a longitudinal survey mode that can be used in future years, and adopt a conservative stance on whether to change modes for follow-up data collections.
2. Be especially cautious about switching from a visual self-administered mode of data collection to an aural interviewer-administered mode or vice versa.
3. When changes in visual modes are made, maintain similar visual layouts in order to minimize measurement error due to inadvertent design changes.
4. Avoid offering respondents a choice of survey mode.
5. When Internet or other panels are designed to represent a specific populations, find a means for recruiting respondents in a way that gives all members of the populations a known, nonzero probability of being included.
6. For panels relying only on the internet, provide an alternative mode of response for respondents who lack access or skills for using the internet.
7. Anticipate and evaluate effects from the use of incentives.
8. Anticipate and evaluate the effects of attrition and conditioning.

**Chap 10 Customer Feedback Surveys** (p. 379)
1. Consider randomly sampling portions of the population instead of trying to survey the entire populations, especially when the latter leads to people being surveyed repeatedly and unnecessarily.
2. Develop procedures for ensuring that onsite sampling is carefully executed and will not be affected by personal preference.
3. Actively seek means of using follow-up reminders to reduce nonresponse error.
4. Provide all selected respondents with similar amounts and types of encouragement to respond.
5. Avoid encouraging higher ratings during the delivery of the survey request.
6. Obtains responses from customers when they are best able to provide them.
7. Choose measurement devices that will have credibility with those who will use the results as well as with respondents.
8. Avoid choosing measurement devices primarily because of the potential for improving response rates.
9. Be sure that scales are balanced and the measurement procedure is fully revealed when reporting satisfaction survey results.
10. Carefully evaluate the impact of using both aural and visual modes to measure satisfaction.

**Chap 12 Surveying Businesses and Other Establishments** (p 438)
1. Seek answers to the 16 questions posed in this chapter in order to methodically plan and develop the establishment survey.
   a. How large is the sample or population to be surveyed?
   b. How much variation exists in the size and structure of the survey units?
   c. Does the establishment still exist? Names and ownership change frequently.
   d. What is the name of the establishment? Is the legal business name the same as the public brand name?
e. What is the organizational entity?
f. Where is the establishment located for official vs, business operations purposes
g. Does the establishment have a survey policy?
h. Who should be the respondent?
i. Is it necessary to go through a gatekeeper to reach the proper respondent?
j. Who is the sponsor?
k. Is a response required by law?
l. Does a reporting deadline exist?
m. How difficult are the questions and will records need to be consulted?
n. Are detailed instructions needed?
o. Is the survey repeated at regular intervals with the same respondents?
p. Will the customer orientation of the organization help obtain a response?
   Repeated contacts are less likely to be ignored
2. Plan from the beginning for a mixed-mode data collection process
3. Identify the most appropriate respondent for a business survey and develop multiple ways of contacting that person
4. Develop a printable questionnaire to support completion of electronic questionnaires
5. Use principles of visual design to guide respondents through the pages of questionnaires
6. Apply similar principles of visual layout to both paper and electronic questionnaires, including numbering all questions
7. Incorporate instructions directly into question by shortening them and providing additional detail when necessary on separate web pages
8. Incorporate editing functions into interactive electronic questionnaires, but do so judiciously
9. Tailor the communication strategy toward function and timing as well as response rate concerns
10. Make access codes and passwords for respondents easy to locate and use
11. When supporting information comes from multiple senders, consider limiting the sources of the contacts and use a common return address
12. Use incentives when appropriate, but cautiously