



H E A L T H Y S T A R T S H E R E



Community Engagement Survey Guide

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Community Engagement Survey Guide

Surveys are a useful tool for community engagement in SNAP-Ed. Surveys can inform your work by giving you a sense of what a community thinks about a particular topic or project. Surveys have the advantage of efficiently reaching a larger, more representative sample than one-on-one conversations and focus groups.

This survey guide and question bank will focus on consulting with community residents, caregivers, and students with the aim of advancing policy, systems, and environmental changes that are meaningful and important to the community. While some questions in the bank may ask about strengths and opportunities, the purpose of community engagement surveying is not solely evaluative. This survey guide is not intended to be used for an asset/need assessment, nor is it for designing and conducting research.

Surveys are generally written and distributed on paper and/or digitally. Although it takes much more staff time, it is possible to administer surveys orally over the phone or in person.

Pre-Survey Work

Begin by deciding if a survey the best option:

- ▶ What are the goals of the survey?
- ▶ Can you achieve the goal by using currently available data sources?
- ▶ Who is your target audience?
- ▶ How do you define this particular community of interest? How does the community define itself?
- ▶ Is a survey the best way to reach the target population?
- ▶ How many people will you aim to reach?
- ▶ What is the scale of the survey? Will it be administered locally or regionally?

Once you have considered the goals, advantages and disadvantages of using a survey and concluded that it is the best option, you can move on to survey development and design.

Pros and Cons of Written Surveys

Pros

- Large numbers of people can potentially give their input
- Low cost
- People can respond at their convenience
- Avoids interviewer bias
- Provides a written record
- Easy to list or tabulate responses
- Potentially wide range of respondents
- No training needed as with interviewing

Cons

- Often has low return rate
- Excludes other communication preferences (e.g. verbal feedback)
- Accuracy depends on having a representative sample
- May not truly represent the whole group
- Respondent may skip questions or sections
- Survey fatigue
- Survey developers must be adept in what to do with data once collected

Example Scenario

Throughout this guide, we will follow an AZ Health Zone Local Implementing Agency (LIA) throughout the process of developing and implementing a survey.

The Active Living and Food Systems LIA staff recently had a discussion where they each shared concerns they have heard from the community about transportation safety and access to grocery stores in a community that they serve. The LIA is at the table in a local transportation task force and they want to bring more community voice to the group.

They sat down for a meeting to decide if a survey was the best way to find out from the community what specific opportunities for policy, systems, or environmental (PSE) changes might exist. They identified:

- Goal of the survey: Identify areas of opportunity for PSE changes at the intersection of transportation and access to local grocery stores.
- Target population: Residents of zip code 8XXXX, in the Santo Palomino Community.
- Advantages of using a survey in this case:
 - Can target a wide segment of the target population through LIA work and partnering with site leaders to distribute.
 - Low cost/easier to analyze results.
- Disadvantages of using a survey in this case:
 - May not get a representative sample.
 - May have a low return rate.

After considering the pros and cons, the LIA decides to move forward with survey development and implementation.



Survey Development

Keep the goal of the survey and the target audience in mind throughout the design process.

Sampling Considerations

In the SNAP-Ed community engagement context, surveys will generally not meet rigorous research standards. That is OK!

When planning a survey, consider the demographics of the target population. How will you make sure all voices are heard? How many survey respondents do you need to make sure you have a representative sample?

- If you're not sure about the racial, ethnic, age, and other demographics, check out the [Census Bureau's American Community Survey Data](#).
- You may need to broaden the locations where you distribute the survey or consider multiple methods of distribution to reach a representative sample.
- Consider if parts of the target population will need the survey in a language other than English. If so, make plans to have the survey translated.

The smaller the percentage of the target population that responds to the survey, the less likely it is that the survey will represent the overall views or preferences of that population.

Considering Tribal Data Sovereignty

Indigenous data sovereignty refers to the right of Indigenous nations to manage the collection, ownership, and application of their data, as affirmed by the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP). Being aware of the historical misuse and misrepresentation of data from Indigenous communities is an important part of trauma-informed work. The AZ Health Zone State Evaluation Team provides a resource called "[Understanding Data Sovereignty in Arizona Tribal SNAP-Ed](#)" which details the concept of Indigenous data sovereignty, along with history, examples, and resources. Please review this resource for a deeper understanding.

Survey Distribution Method

There are several ways that surveys can be conducted. Written surveys can be distributed on paper or electronically. Online surveys can be accessed via links in text messages or emails, or via QR codes posted in relevant locations. Surveys can also be administered verbally in-person or over the phone.

When deciding how to distribute and conduct the survey, consider:

- How does the target audience prefer to communicate?
- How comfortable is the target audience with technology? Do they have access to smartphones and/or the internet?
- How many staff members and how much time do they have available?
- Will you be asking sensitive questions? How would the target audience prefer to answer those kinds of questions?

If you need a large sample size or have a diverse target population, consider offering the survey in a few different formats.

Survey Questions

Survey fatigue is real! Be mindful that each respondent is generously giving you their time and viewpoint, usually free of charge. Generally, a survey should not be longer than one to two pages.

There are many types of questions to consider:

- Closed-ended: A “yes” or “no” question.
- Multiple choice: Prompting a choice from a list of possible options. This gives you more insight than a closed-ended question.
- Open-ended: A question that starts with “how” or “why.” It can draw out a longer answer.
- Likert scale: Respondents are asked to read a statement and rate their agreement on a scale of 1-5:
 - 1 - strongly disagree
 - 2 - disagree
 - 3 - undecided
 - 4 - agree
 - 5 - strongly agree

Sometimes the scale is provided as a 1-4 scale without the neutral or undecided option. This forces the respondent to choose one side or the other.

Carefully consider language, order, and layout. The first question should directly relate to the survey topic and it should be easy to answer. Put simpler questions earlier in the survey and save more complex questions for closer to the end. [Use person-centered language](#), especially when addressing sensitive topics. Use a layout and font size that is easy to read for everyone. If using paper surveys, don't break up a question across two pages.

Adaptations for Youth Audiences

Using simpler language or even pictures to survey youth audiences is a great way to involve them in directing programming. Keep the number of questions low and use these examples to inspire your surveys:

- Closed-ended or multiple choice: Use dot or token voting. Remember to use pictures to capture multiple literacy levels.
- Open-ended: Use a graffiti board or poster board and ask kids to write or draw their responses.
- Likert scale: Use emojis instead of the usual Likert scale.



Example Scenario: Designing Survey Questions

The AZ Health Zone LIA considers the two questions below for the survey.

The questions are similar, but are asking something different.

When deciding how to phrase a survey question, work backwards. Think about the data that you need to support decision-making, then make sure that the responses to the question will give you the data you need.

Which store do you go to most often to buy food?

This question is asking **where the resident goes most frequently**, which could be many smaller trips.



Where do you purchase the majority of the food eaten in your home?

This question is asking where a person buys most of their groceries, which may be one big trip, but less frequent.



In this example, the AZ Health Zone LIA wants to know **where residents go most frequently**, so they choose the question on the left.

After considering the phrasing of the questions, the AZ Health Zone Team settles on the questions below for their short survey.

Which store do you go to most often to buy food?

Multiple choice

How do you get to the store most of the time?

Multiple choice

I feel safe going to and from the store

Likert scale

What makes you feel safe or what would make you feel safe going to and from the store?

Open-ended

Accessibility

When planning the survey, consider language, access to technology, tech literacy, and the differing abilities of your target population.

Do your best to offer the survey in the language spoken by each community invited to participate. This may mean having a written survey translated, hiring an interpreter, or using bilingual staff.

Technology can be a big help to increase the distribution of a survey, however using online surveys and QR codes can come at the cost of excluding some members of the community. If you plan to use a survey method that requires having a cell phone or access to the internet, consider who you might be excluding, such as those less familiar with technology or unable to connect reliably to the internet. Think of ways of including this segment of your target audience, or changing the survey distribution method to one that does not exclude them.

Members of the community may have differing abilities that pose barriers to participation. Including these folks may look like hiring an ASL interpreter, reading a survey aloud to a respondent, assisting someone in filling out a questionnaire, or something else. If you're not sure how to accommodate, start by asking the person what they need.

If your agency needs assistance with accessibility, reach out to the AZ Health Zone State Implementation Team for support.

Conducting the Survey

No matter how you conduct the survey, participants must clearly understand how the information will be used. It is just as important that survey respondents know how you plan on sharing these results with others in the community.

Moving Beyond Consulting

Although it's not required to involve community members in survey development and design, it's best practice to include them, along with other partners and those invested in the outcome of PSE work.

[The Urban Institute's Community-Engaged Surveys guidebook](#), these initial guiding questions are recommended for involving the community in survey development:

- Are the parameters, requirements, or other components of your work that you must balance against community input? How will you communicate those must-have items up front?
- Which community members can be most helpful?
 - △ Are there subcommunities that should be included as well?
 - △ How will you ensure that community members feel their voices are valued in the development process?
 - △ Which method or methods will use to gather and document community input (e.g., small work groups, individual work sessions, or large group discussions)? Why have you chose a particular method?
 - △ How will you ensure that community members are adequately compensated for their knowledge, expertise, and participation?
 - △ What work agreement will you put in place for compensating community members?

If you are distributing a written survey, you can provide this information in writing as an introduction. If the survey is oral or spoken, be sure to explain the purpose and feedback plans to each respondent.

Consider using community partners to boost your survey outreach efforts. Neighborhood associations, PTA/PTO, coalitions, wellness committees, work groups, librarians, food pantry leaders, and community center partners can all help out.

Example Scenario

Returning to our example, the AZ Health Zone LIA decides to ask for help distributing the survey at the local community center, the senior center, and at the neighborhood association meeting. Additionally, all LIA staff working in the community will ask residents to complete the survey while they are out at community sites.

Data Analysis

Surveys can give you either qualitative or quantitative data, and often both. Qualitative data gives us the “who, what, where,” and “when.” Qualitative data helps tell the story of the “why” and the “how.” Check the [Data Analysis section of the Community Engagement Toolkit](#) for more on this topic, including example data for the survey described in this section.



Sharing Information with the Community and Beyond

Closing the Feedback Loop

Reporting the results of a survey to the residents that participated and the broader community is essential for maintaining trust. Sharing the information back doesn't have to mean a written report, although that is sometimes appropriate. Sharing results can also take the form of presentations, poster boards, infographics, word clouds, and more. Use a format that will be easily understood by community members.

Of course, survey results should be shared with the respondents, but you can also share results with neighborhood associations, coalitions, and the broader community at community events.

Using the Data to Support PSE Change

Possibly the most important part of survey work is using the data that the community gave you and putting it to work!

Use the data in planning to re-frame objectives, adjust action steps, and spend time on what your communities want and need. You may find that after surveying the community, you want to dive deeper on a topic that came up. You can do so by scheduling interviews with key stakeholders and residents or put together a focus group or listening session.

Bring the data that you reported back to the community to coalition meetings and other spaces where partners are making relevant decisions. Push them to work in the direction that the community wants and advocate for direct involvement from residents.

Using both quantitative and qualitative analysis to tell a story can help you and community partners write more effective grants and get buy-in from local businesses and organizations that you want support from.

Example Scenario

The food access and active living staff decided to make an infographic poster to share with the public. They asked the community partners to share the poster in the places where they previously advertised the survey.

The team also decided to use PhotoVoice to gather more detailed information about the state of the bus route and bus stop near the Basha's store. They decide to recruit participants from customers at the local Basha's and at a local housing site, screening for folks who take the bus to shop at Basha's and live in the 8XXXX zip code. They use prior relationships with the Basha's store manager and housing site apartment manager to gain trust and credibility in their recruitment efforts.

The ultimate plan is to use the survey results and PhotoVoice feedback to present at the local transportation task force to show where needs are in the community. The LIA staff will also encourage the group to add residents to the task force in an advisory role.



Case Studies

University of Arizona Cooperative Extension - Maricopa County (UA Maricopa)

Before embarking on a large-scale food systems project, AZ Health Zone local agency staff at UA Maricopa wanted to consult the community. They decided on a survey because it allowed them to get diverse responses from people living in the neighborhood.

As the team prepared the survey, they consulted with local organizations that work with food producers and business owners, as well as the AZ Health Zone State Evaluation Team (SET).

The survey was centered around access to fruits and vegetables, current shopping habits, food preferences, willingness to purchase food from a local vendor, awareness of farm stands, and an optional question about benefits redemption. The goal was to reach 100 people in a specific neighborhood, so the team planned to go door to door. The survey was accessible in English and Spanish, participants could fill it out on an iPad or on paper, and AZ Health Zone staff offered to go through the survey with each participant or allow them to complete it on their own.

To prepare for administering the survey, staff practiced role-playing, which helped them become more comfortable asking the questions. This step had an added benefit of allowing the team to refine questions that weren't clear enough or were too open-ended. It also helped to troubleshoot some of the Spanish language that was used.

After analyzing the data using Google Forms analysis tools and identifying key themes in open-ended questions, the team took away actionable information to move forward with the project's next steps. They also gained deeper insights into food access and active living in the community that influenced future community action plan objectives for their agency.

Looking back at lessons learned, the team found that role-playing was a really valuable step in the process. They also realized that they could have written more effective questions if they had consulted with someone unfamiliar with the topic to see how questions could be adjusted. Finally, meeting with State Evaluation Team members was helpful in structuring the questions (i.e. multiple choice, short answer, etc.).

Coconino County Health and Human Services

The AZ Health Zone local agency staff at Coconino County Health and Human Services was partnering with Flagstaff Family Food Center, which is a food bank with a community garden. They wanted to connect with SNAP recipients that were interested in participating in services at the Flagstaff Family Food Center. The main goals of the survey were to determine a good time for an upcoming Seed to Supper class and to plan what to plant in the community garden.

The Flagstaff Family Food Center had spent the prior year extensively surveying their participants with an 8-page written survey. This was taken into consideration when planning the AZ Health Zone survey, so it was very short and administered verbally. The team wanted to reach a representative sample of about 200 community members, so they took the survey to various types of food distribution sites in different parts of town.

As data was collected, it was tallied in an Excel workbook. The community members who shared their name, phone and/or email at the time of the survey were contacted directly with the results of the survey, and the results and class schedules were posted on the bulletin board at the Flagstaff Family Food Center.

Yavapai Health Department

The Yavapai County Health Department holds regular active living events called Nature Niños. These family events are at different parks and outdoor recreation areas. The active living team surveys the parents and caregivers of children attending each event with the goal of understanding the value of the event to them, as well as the overall importance of outdoor play. They also include the following question:

Are you interested in any of the following? (select all that apply)

- Being involved in planning or implementing future Nature Niños activities or events
- Receiving information about events, services and resources available for your family
- Connecting with other families with young children outside of Nature Niños events

The active living staff at the health department collaborate with partners at University of Arizona Cooperative Extension Yavapai County to analyze the data collected from the surveys and share it back with the community at the Nature Niños events and through social media.

They have learned that surveying all participants at each event isn't ideal because returning families don't like to answer the same questions. The team updated the survey to include a question about how many events the survey participant has attended that will skip repeated questions for those who are regular attendees.



Data Analysis in Community Engagement for AZ Health Zone

We live in a world saturated with data. In public health, data is frequently used to look at broad health questions and determine policies for positive policy, systems, and environmental (PSE) changes. In the SNAP-Ed field, data gathered from community engagement and other sources can inform your PSE cycles of change, work in coalitions and partnerships, grant writing, community-led initiatives, and more. As AZ Health Zone deepens its work in community-led policy, systems, and environmental change, analyzing, interpreting, and presenting data are essential steps in moving the work forward with your communities.

Steps in a Data Analysis Process

In the process of data analysis, this chapter will focus primarily on the steps of cleaning data, analyzing data, and visualizing and sharing findings. Defining questions and collecting data are covered in various other sections of the Community Engagement Toolkit.



[Adapted from The 5-Step Data Science Project Life Cycle You Need to Be an Effective Data Scientist. Hunter, Madison. towards data science](#)

Cleaning Your Data

Cleaning data is simply the process of looking at the data that you collected and making sure it is ready to analyze. This might include:

- adding necessary information to a set of data,
- removing data you collected but are not going to use,
- separating data that you're going to analyze separately, and
- organizing your data for analysis.

Let's say you collected online surveys from all shoppers at a local farmers' market, but you only want to know more about the shoppers who indicated that they live in SNAP-Ed eligible zip codes. You would want to remove or separate the responses from non-SNAP-Ed and SNAP-Ed eligible shoppers.

Or, perhaps you collected three sets of hard copy dot surveys from parent groups at three different schools. You'll want to organize and label the dot surveys by school before analyzing the data, so that you can learn the highest "dotted" priorities from all the parents who participated, and keep track of how the responses might have been different between parent groups at the three schools.

Another example might be that you interviewed a group of residents about how accessible the streets in their neighborhood are for walking to the park, community center, and library. You record the session using Zoom and collect an automated transcript from the Zoom platform. Perhaps before analyzing the interview transcript to look for the main themes, you will want to remove everyone's names from the transcript to keep the data anonymous. Another step might be to edit out all of the times that someone might have said words like "um" or "like." These are examples of cleaning and organizing the data before you analyze it.

Analyzing Your Data

It doesn't take specific training or academic degrees to analyze data, although specialized training is helpful for more complex statistical and qualitative analyses. What is essential is a thoughtful plan that addresses:

1. what type of data you have,
2. what you want to learn from the data,
3. how you want to analyze your data,
4. what programs or applications you may want to use, and
5. how you want to present it to key users of your findings. Taking 1-2 hours to think through these questions first will help you make the most of your data analysis process.

Types of Data

An important question to answer with your data is whether it is quantitative or qualitative. Below we describe each type of data in AZ Health Zone community engagement.

Quantitative

Quantitative data is measurable, meaning you can aggregate the data points for each question that has been asked in a survey or other tool, and then be able to report information in a numbers-based format. For example, a quantitative survey might ask farmers' market shoppers what day that they prefer to shop there. By collecting and aggregating the answers, a data analysis will be able to calculate how many shoppers prefer to shop on each day given as an option on the survey.

For example, the analysis may tell you that from the total number of shopper responses, "71% of SNAP-Ed eligible farmers' market shoppers at this location prefer to shop on Saturdays, 20% prefer to shop on Sundays, and 9% prefer to shop on Fridays."

In this way, quantitative data often gives us the answers to "who, what, where," and "when" questions. In AZ Health Zone community engagement, activities like dot/token voting and online or digital surveys will give quantitative data. There are also many useful quantitative data sets already available that highlight community data at the local, state, and national levels. See the Reliable Data Sources for AZ Health Zone info sheet for an annotated list. This type of data is helpful for understanding the broad characteristics of a community, such as how many individuals experience food insecurity, as well as more targeted information such as which groups experience more or less food insecurity compared to other groups.

Qualitative

Qualitative data are typically pieces of information that explain something, and are not easy to combine in a measurable way. These pieces of information might be interview or focus group transcripts, the open-ended (narrative) responses in a survey, or they can also be audio clips, photos, videos, or even other types of images such as drawings. Unlike quantitative data, qualitative data isn't numerical. Rather, it helps tell the story of the "why" and the "how" of something your program is interested in learning more about. In this way, qualitative data can also serve a more exploratory function in your community engagement, when you don't know some or all of the possible answers to the questions that you have about an issue.

Let's say that you want to know more about whether residents in a particular SNAP-Ed neighborhood would be interested in having bike lanes installed. You suspect that some residents would be in favor because they want safer bike access to nearby services, while other residents might oppose bike lanes because they could infringe on parking. However, you also wonder if some residents might have a variety of other perspectives on such a policy, some of which are unknown to your team. In this case, hosting a community forum or focus group with residents and asking

them about the “whys” related to their perspectives in a new bike lane policy would potentially yield rich answers to your question to inform your program’s next steps around the potential new bike lane policy. Their answers, captured as a recording or notes taken during the session, represent a form of qualitative data that is exploratory in nature.

How Do You Want to Analyze Your Data?

Each data analysis that you do may look different depending on the type of data you have, what you want to learn from the data, how much time you have, and how you plan to present the data to key users. Later in this section, we will explore an example of a quantitative and qualitative data analysis using sample survey responses. This way of doing data analysis may work well for your data, or you may want to adapt the ideas in this chapter. You may also want to use, or are already familiar with, data analysis software such as SPSS or STATA for quantitative data, or NVIVO or Dedoose for qualitative data. While these data software are very useful for complex data analysis, they typically require you to purchase a licence or subscription. You can also do your analysis using Microsoft Excel and Word if you have access to them.

Analyzing Quantitative Data

When analyzing quantitative data, you will use mathematical and statistical tools. This type of analysis will help you understand trends in multiple choice or Likert-style questions. Likert questions ask respondents to pick from several answers that most reflect their perspective, such as: “The park is a safe place for me and my family to play.” Response options to this question ask respondents to indicate their level of agreement with the statement.

The Likert-style questions are particularly useful when segmenting data. Separating data trends by site or zip code can be helpful when analyzing and sharing results with local partners or changemakers. There is also the option to put all positive responses in one bucket (e.g. agree and strongly agree) or all negative responses in one bucket (e.g. strongly disagree and disagree). Doing this can strengthen your results by simplifying the data.

For surveys conducted as a part of SNAP-Ed work, you will likely use percentages most often, such as “54% of respondents agreed or strongly agreed that their local park was a safe place to play as a family.”

Example AZ Health Zone Survey

1. Which store do you go to most often to buy food?
 - a. Basha’s
 - b. Dollar General
 - c. Fry’s
2. How do you get to the store most of the time?
 - a. I drive myself
 - b. Someone else drives me
 - c. I take the bus/light rail
 - d. I walk
 - e. I use a taxi/Uber/Lyft
3. I feel safe going to and from the store?
 - a. Strongly disagree
 - b. Disagree
 - c. Strongly agree
4. What makes you feel safe or what would make you feel safe goint to and from the store?

Imagine that there were 47 respondents:

Which store do you go to most frequently to buy food?	
Dollar General	15
Fry's	9
Basha's	23

How do you get to the store most of the time?	
I drive myself	12
Someone else drives me	8
I walk	4
I ride my bike	0
I take the bus/light rail	22
I use a taxi/Uber/Lyft	1

I feel safe going to and from the store	
Strongly agree	14
Agree	15
Disagree	10
Strongly disagree	8

At first glance, the data seems to indicate that the majority of respondents feel pretty or very safe getting to and from the store - and it does show that.

Let's look at the data store by store:

Which store do you go to most frequently to buy food?	How do you get to the store most of the time?	I feel safe going to and from the store.
Dollar General	Someone else drives me	Strongly disagree
Dollar General	I walk	Disagree
Dollar General	I drive myself	Agree
Dollar General	I walk	Agree
Dollar General	I walk	Agree
Dollar General	Someone else drives me	Agree
Dollar General	Someone else drives me	Agree
Dollar General	Someone else drives me	Agree
Dollar General	Someone else drives me	Agree
Dollar General	I drive myself	Strongly agree
Dollar General	I drive myself	Strongly agree
Dollar General	I drive myself	Strongly agree
Dollar General	I drive myself	Strongly agree
Dollar General	I drive myself	Strongly agree
Dollar General	Someone else drives me	Strongly agree

Here we see that people who most frequently go to the Dollar General generally feel safe getting there.

Here is the Fry's data:

Which store do you go to most frequently to buy food?	How do you get to the store most of the time?	I feel safe going to and from the store.
Fry's	I take the bus/light rail	Disagree
Fry's	I take the bus/light rail	Agree
Fry's	I take the bus/light rail	Agree
Fry's	I take the bus/light rail	Agree
Fry's	I use a taxi/Uber/Lyft	Agree
Fry's	I drive myself	Strongly agree
Fry's	I drive myself	Strongly agree
Fry's	I drive myself	Strongly agree
Fry's	I take the bus/light rail	Strongly agree

Looking at people who go to Fry's, the vast majority of respondents also feel safe on their trips to the store.

Finally here is the Basha's data:

Which store do you go to most frequently to buy food?	How do you get to the store most of the time?	I feel safe going to and from the store.
Basha's	I take the bus/light rail	Strongly disagree
Basha's	I take the bus/light rail	Strongly disagree
Basha's	I take the bus/light rail	Strongly disagree
Basha's	I take the bus/light rail	Strongly disagree
Basha's	I take the bus/light rail	Strongly disagree
Basha's	I take the bus/light rail	Strongly disagree
Basha's	I take the bus/light rail	Strongly disagree
Basha's	I take the bus/light rail	Disagree
Basha's	I take the bus/light rail	Disagree
Basha's	I take the bus/light rail	Disagree
Basha's	I take the bus/light rail	Disagree
Basha's	I take the bus/light rail	Disagree
Basha's	I take the bus/light rail	Disagree
Basha's	I take the bus/light rail	Disagree
Basha's	I take the bus/light rail	Disagree
Basha's	I drive myself	Agree
Basha's	I drive myself	Agree
Basha's	I take the bus/light rail	Agree
Basha's	Someone else drives me	Agree
Basha's	I drive myself	Strongly agree
Basha's	I take the bus/light rail	Strongly agree
Basha's	Someone else drives me	Strongly agree
Basha's	Someone else drives me	Strongly agree

In this segment of the data, we see that the majority of respondents that shop most often at Basha's do not feel safe getting to and from the store.

Let's look at the data another way and focus just on folks that feel unsafe when they visit the store:

Which store do you go to most frequently to buy food?	How do you get to the store most of the time?	I feel safe going to and from the store.
Fry's	I take the bus/light rail	Disagree
Basha's	I take the bus/light rail	Disagree
Basha's	I take the bus/light rail	Disagree
Basha's	I take the bus/light rail	Disagree
Basha's	I take the bus/light rail	Disagree
Basha's	I take the bus/light rail	Disagree
Basha's	I take the bus/light rail	Disagree
Basha's	I take the bus/light rail	Disagree
Basha's	I take the bus/light rail	Disagree
Basha's	I take the bus/light rail	Strongly disagree
Basha's	I take the bus/light rail	Strongly disagree
Basha's	I take the bus/light rail	Strongly disagree
Basha's	I take the bus/light rail	Strongly disagree
Basha's	I take the bus/light rail	Strongly disagree
Basha's	I take the bus/light rail	Strongly disagree
Basha's	I take the bus/light rail	Strongly disagree
Dollar General	I walk	Disagree
Dollar General	I walk	Strongly disagree

This data indicates that there may be some relationship between unsafe commuting and taking the bus or light rail to Basha's. This gives you a good direction to go in when analyzing and creating a summary of the data.

Analyzing Qualitative Data

Qualitative data analysis can be more time consuming, because it is necessary to sift through each piece of information that on the surface do not appear to be combinable together. Although qualitative data takes longer to analyze, it can provide valuable insights that help connect the dots on the issue or matter that you're interested in understanding better. That said, as we'll see in the example later on, common themes and descriptions in the data can be combined to answer, or help answer the questions you are using qualitative methods to learn about.

To engage in the most common form of qualitative data analysis, you'll want to theme and code your results. You can use these steps to theme and code your data. In our example, we will be theming and coding open responses in an example set of survey results:

1. Do the quantitative analysis first when applicable. This can help you come up with possible themes to look for when analyzing the open-ended responses.
2. Read all the responses at one time, without trying to analyze or code them. Think about what elements in the responses stick out to you as most unique, commonly mentioned, or important to the issue you're exploring. Consider themes that emerge across multiple survey responses. Take notes on this as you go.
3. Write a list of possible themes and give them working definitions based on the quantitative results, your first read of the narrative survey responses, and your notes. Creating theme definitions allows multiple people to work together to code the data with a shared understanding of what to look for.
4. Code the survey responses according to the themes that you identified. This can be done in a word processor or spreadsheet software by highlighting each theme in a different color, or on paper with highlighters. As you read through the responses, highlight words or phrases that match up with one or more of the themes. You can then count the number of times each color was used to count the frequency of each theme. This allows you to compile the data by theme, and identify the most commonly mentioned themes.
5. Complete the analysis. Be sure to discuss the importance of the themes, how they were coded, and provide a clear definition or summary of each theme. When sharing out results, provide specific examples, including direct quotes. If you promised to keep each participant's comments or responses anonymous, be sure that direct quotes do not inadvertently identify respondents through mention of locations or other identifying characteristics.

Example Survey

Our example survey had one open-ended question, "What makes you feel safe or what would make you feel safe going to and from the store?" After reading through the responses, the LIA staff noticed the following themes:

- More lighting adding safety - feeling safe due to existing lighting or wanting more lighting for safety
- Bus stop location - feeling unsafe because the bus stop is far from the store
- Walking conditions - condition or size of the walking path or sidewalk
- Presence of persons panhandling or unsheltered individuals - either the presence of described individuals contributing an unsafe feeling or the absence of such individuals making respondents feel safe
- Traffic and parking conditions - the speed of traffic or the condition of the parking lot contributing to feeling safe or unsafe

Two different staff members reviewed the open-ended responses and coded them. When they were finished, they compared their coding results to see if they were similar. The walking conditions and the presence of persons panhandling/unsheltered individuals were coded seven times by each LIA coder. Both coders also identified the next biggest contributor to feeling safe or unsafe, which was the presence or absence of lighting.

Which store do you go to most frequently to buy food?	How do you get to the store most of the time?	I feel safe going to and from the store	What makes you feel safe or what would make you feel safe going to and from the store?	Key
Basha's	I take the bus/light rail	disagree	No more homeless at bus stop	Lighting
Fry's	I drive myself	strongly agree	No one ever approaches me in the parking lot	Bus stop location
Basha's	I take the bus/light rail	strongly disagree	Kick homeless off the bus	Walking conditions
Basha's	I drive myself	agree	No panhandlers	Panhandlers/Unsheltered
Basha's	Someone else drives me	agree	Usually no one bugs me by the door	Traffic/parking
Basha's	I take the bus/light rail	strongly disagree	Get rid of bums	Other
Dollar General	Someone else drives me	agree	No one bothers me in the parking lot	
Basha's	I take the bus/light rail	disagree	The street is very busy, I wish the cars would drive slower	
Basha's	Someone else drives me	strongly agree	I want more shade in the parking lot	
Dollar General	I walk	strongly disagree	Slow down cars	
Fry's	I take the bus/light rail	agree	Wider sidewalk would be better	
Basha's	I take the bus/light rail	disagree	Fix side walk	
Basha's	I take the bus/light rail	disagree	New side walk	
Basha's	I take the bus/light rail	disagree	Bigger sidewalk	
Basha's	I take the bus/light rail	strongly disagree	Clean up trash and fix the sidewalk	
Basha's	I take the bus/light rail	strongly disagree	Better side walk at bus stop	
Dollar General	I walk	disagree	Widen sidewalk	
Basha's	I take the bus/light rail	disagree	I wish the bus stopped closer to the Basha's	
Basha's	I take the bus/light rail	disagree	Bus stop closer to store	
Basha's	I take the bus/light rail	strongly disagree	Shorter walk to the store	
Fry's	I take the bus/light rail	disagree	More lights at bus stop	
Basha's	I take the bus/light rail	disagree	Lights near bus stop	
Basha's	I take the bus/light rail	strongly disagree	More street lights	
Fry's	I take the bus/light rail	strongly agree	Good lighting at bus stop	
Dollar General	I drive myself	strongly agree	Good lighting	
Dollar General	I drive myself	agree	N/A	
Dollar General	I walk	agree	I walk with my husband	
Dollar General	I walk	agree	Security at the store	
Dollar General	Someone else drives me	agree	I go with my husband	
Dollar General	Someone else drives me	agree		
Fry's	I take the bus/light rail	agree	I feel agree	
Fry's	I take the bus/light rail	agree	Good bus drivers	
Fry's	I use a taxi/Uber/Lyft	agree		
Fry's	I drive myself	strongly agree	I'm safe	
Fry's	I drive myself	strongly agree	Locking my car	
Basha's	I drive myself	agree		
Basha's	I take the bus/light rail	agree	Bus driver	
Basha's	I drive myself	strongly agree		
Basha's	I take the bus/light rail	strongly agree	Using the cross walk	
Basha's	Someone else drives me	strongly agree	Nothing	

Presenting Your Analyzed Data

How you choose to present your data results depends on the type of data you have, who you are sharing the data with, and what you hope to achieve by sharing your data.

Consider whether you're presenting quantitative data, qualitative data, or both. For quantitative data, you may want to present percentages, pie charts, bar charts, or other data visualizations. Many of these can be made in Microsoft Excel using the Insert → *Recommended Charts* function. Tutorials on how to do this can be found on [YouTube](#). Once you have your data visualizations, you can use them as part of your presentation materials such as summaries, reports, social media posts, or PowerPoint presentations.

With qualitative data, you may want to make a list of the most frequent themes that you identified in your data analysis from the source material (e.g. focus group or interviews) that you collected. Representative quotes and stories also help explain the "how" and "why" of an issue or topic that are so well suited to qualitative methods. You can also create word clouds to demonstrate common themes, words, or concerns from your source materials. Learn more about making word clouds in Microsoft Word on [YouTube](#). Once you have your qualitative results ready, you can use them as part of your presentation materials such as summaries, reports, social media posts, or PowerPoint presentations.

Consider your audience, setting, and timeframe when choosing the format for presenting your results, including:

- What do you hope to achieve through the data presentation, and what formats or settings will most likely support your goals?
- Are you mostly informing stakeholders of the data that you collected, or will you involve them in consultation or collaboration on next steps based on the data findings?

- How important to the group that you're presenting to - whether it is in person or through a written report - to have a dynamic format with a high level of graphic design?
 - For example, is this a professional audience who may want a complete report with a lot of background data and sources? Or is this a group of residents in a neighborhood who may want to receive a briefer, more visual summary of the data that you collected for just their area?
- What are the ideal language(s) to present the data in? Will you need additional time for translation?
- Is the group you're presenting to likely to respond best to a digital presentation such as a PowerPoint, or to hard copies of the data to take with them?
- If you will be presenting remotely, how will your presentation and materials be best received in the digital format?
- How much time will you have to present? If your time runs short, what are the most essential pieces of information that you want to make sure you've presented or discussed?

Spending some time considering the questions above on your own or with your team during a data meeting will help you make the most of the data that you've spent time planning, collecting, and analyzing in order to take action toward your goals.



Example Survey

The food access and active living staff decided to make an infographic poster to share with the public. They asked the community partners to share the poster in the places where they previously advertised the survey.

The team also decided to use PhotoVoice to gather more detailed information about the state of the bus route and bus stop near the Basha's store. They decide to recruit participants from customers at the local Basha's and at a local housing site, screening for folks who take the bus to shop at

Basha's and live in the 8XXXX zip code. They use prior relationships with the Basha's store manager and housing site apartment manager to gain trust and credibility in their recruitment efforts.

The ultimate plan is to use the survey results and PhotoVoice feedback to present at the local transportation task force to show where needs are in the community. The LIA staff will also encourage the group to add residents to the task force in an advisory role.



References

[American Community Survey Data, Census Bureau](#)

[Community Engaged Surveys: From Research Design to Analysis and Dissemination, Eona Harrison, Matthew Mizota, Hannah Daly, and Elsa Falkenburger](#)

[The Language of Health: An Editorial Style Guide to Effectively Communicate to the Public, Cori Lorts, PhD, RDN](#)

Example data and other supplementary documents can be found in the Survey Guide chapter folder.

Reliable Data Sources

This list is not exhaustive. Much of this resource list is taken from the CRED Team's Resources page at the University of Arizona Norton School of Human Ecology.

- The CRED Team also has a useful handout: [Helpful Data Resources to Explore](#). Data from the [Community Research, Evaluation & Development \(CRED\) Team](#) at the University of Arizona
 - [AZ Health Zone SNAP-Ed Interactive Maps](#) (video tutorial, [Extension publication](#))
 - [ADHS Public Health Data Portal](#)
 - [MAG AZ Demographic Viewer](#)
 - [Gallup Arizona Project](#)
 - [Centers for Disease Control and Prevention \(CDC\) PLACES Interactive Map](#)
- [United States Census Bureau Data](#)
 - [American Community Survey Data](#) provides census data related to social, economic, housing, and demographic characteristics
 - [My Tribal Area](#)
- [Map the Meal Gap](#) from Feeding America
- [USDA Food Access Research Atlas](#)
- [Policy Map](#) (some features only available in paid version)
- [BRFSS](#) data provides long term trends on nutrition and physical activity behaviors (and more!) at state and local levels
- [The Medical Expenditure Panel Survey](#) provides children's health, access to care, and healthcare disparities





H E A L T H Y S T A R T S H E R E