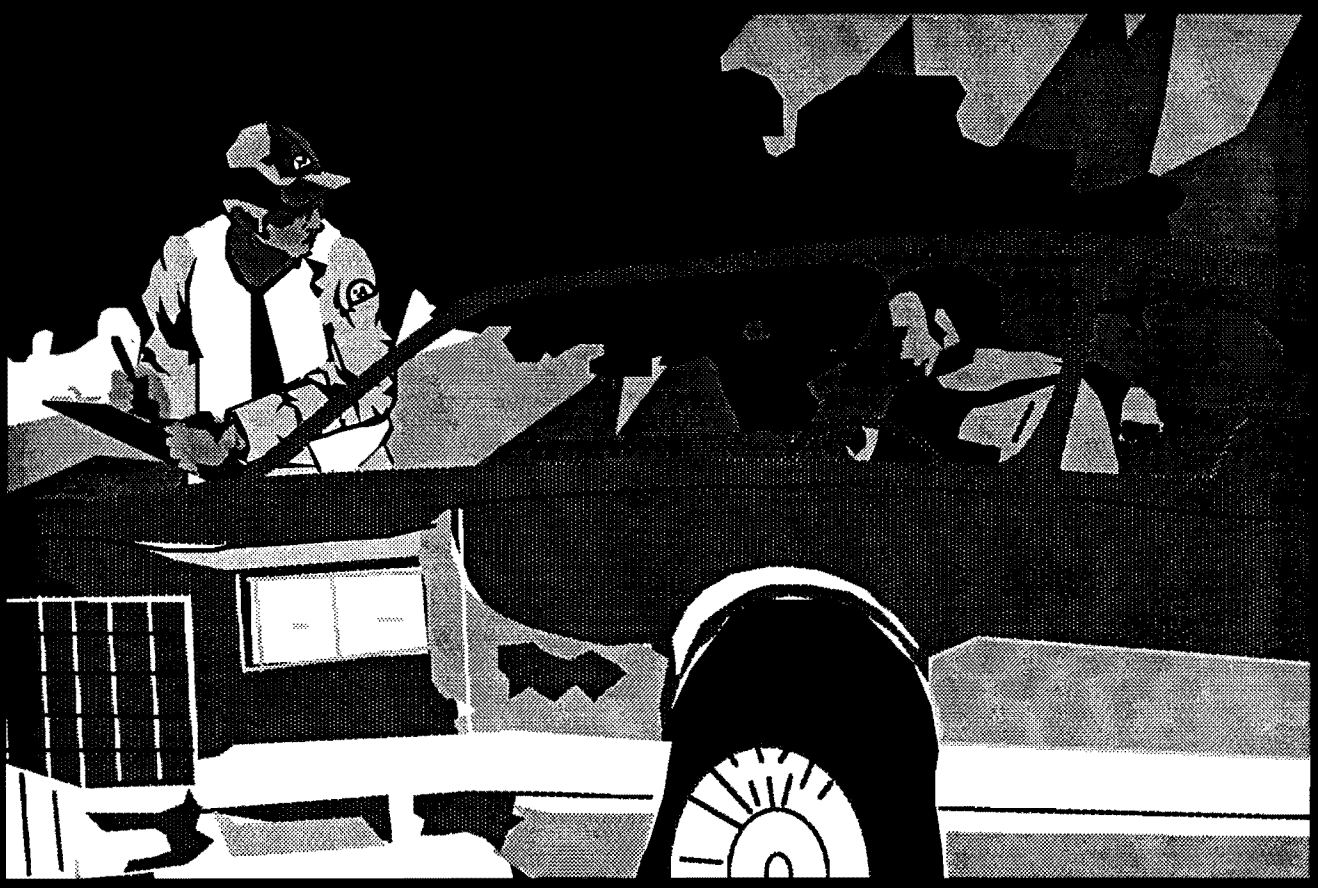
US Army Corps
of Engineers
Huntsville Division



VISITOR SURVEYS FOR DEVELOPED RECREATION AREAS

FACILITATOR'S GUIDE

VISITOR SURVEYS FOR DEVELOPED RECREATION AREAS

POSTTEST

STUDENT: _____

GRADE/JOB SERIES: _____

JOB TITLE: _____

ORGANIZATION: _____

DISTRICT/DIVISION: _____

DATE: _____

FACILITATOR _____

ORGANIZATION: _____

DISTRICT/DIVISION: _____

Instructions: This test is designed to measure your overall knowledge of performing visitor surveys after you have completed this training program. Do not worry if you do not know all the answers on the test. Do the best you can and answer all the questions.

Multiple Choice: The following questions are presented in multiple choice format. There is a correct answer listed for each question. On the answer sheet provided, using a No. 2 pencil, completely blacken the oval indicating your response. If you wish to change an answer, erase your first answer thoroughly.

NOTE: The information requested on the first page and the top of the second page of the answer sheet should also be completed with a No. 2 pencil.

POSTTEST

1. What is the proper procedure for exiting the computer survey program?

   a. Turn off computer.
   b. Control, alternate, delete.
   c. Escape to quit at the total number of axles prompt.
   d. Escape to quit at the number of vehicles prompt.

2. If the following were recorded: 5 people were in the car
   4 of these people had been swimming
   2 were sightseeing, 1 was waterskiing -
   Which of the following categories is a range error?

   a. Boating.
   b. Swimming.
   c. Sightseeing.
   d. Waterskiing.

3. At the end of the survey period, the student will:

   a. Depart the survey location.
   b. Scan the park for vehicles that did not exit.
   c. Report to the project coordinator's office for exit interview.
   d. Take down and secure all survey materials and equipment.

4. A Project Survey Coordinator should be contacted if:

   a. More than 15 people are interviewed.
   b. Difficulties are encountered with the survey site.
   c. Little or no traffic occurs.
   d. If the time block is cancelled because of rain.

5. The proper order for survey forms to be turned in is:

   a. As collected.
   b. By ID number.
   c. Survey site name, project activities, zip code and season.
   d. Survey site name, for weekday and weekend, in order by ID and by season.

POSTTEST

6. Where should an interviewer stand when conducting a traffic stop interview?

   a. On shoulder of road, in direction of exiting traffic.
   b. On shoulder of road, in direction of entering traffic.
   c. On the side of the road, at the top of the hill.
   d. On the side of the road as vehicles exit the boat ramp.

7. You have the responsibility of providing the summer survey data files to the Project Survey Coordinator for Oak Park Recreation Area. Which of the following should be delivered?

   a. 20AKPARK.DAY and 20AKPARK.END.
   b. Merged file 20AKPARK.LFA.
   c. 30AKPARK.DAY and 30AKPARK.END.
   d. Merged file 20AKPARK.DBF.

8. The proper way to introduce a visitor survey:

   a. Ask if the visitor has been surveyed before; if not, proceed with the introduction.
   b. Read the prepared introduction on either the paper form or computer screen.
   c. Memorize introduction from Project Survey Coordinator.
   d. Be friendly and courteous.

9. If a threat to the personal safety of an interviewer occurs, whom should the interviewer notify as soon as possible?

   a. Project Manager.
   b. COR.
   c. The nearest ranger.
   d. Project Survey Coordinator.

10. Visitors are camping overnight at the project, not at the recreation area being surveyed. What information should be collected?

    a. Number of nights camping at the area.
    b. Number of nights camping at the project.
    c. Day use hours at the area.
    d. Day use hours at the project.

POSTTEST

11. When is computer data recorded by the surveyor?

    a. When visitor enters the park.
    b. At the end of the survey time period.
    c. After the visitor has left the park.
    d. After the visitor responds to the question asked.

12. Questions about materials to be assembled for visitor surveys should be referred to:

    a. Contract Park Attendant.
    b. Project Survey Coordinator.
    c. Park Ranger.
    d. Project Manager.

13. A survey is scheduled for 9:45 am - 12:10 pm, at Beach Cove. What time should you arrive at the survey site to begin setup of the site?

    a. 8:30 am.
    b. 9:45 am.
    c. 9:35 am.
    d. 10:00 am.

14. At the completion of the survey, the survey data will be delivered:

    a. As specified by the Project Survey Coordinator.
    b. By air express or certified mail.
    c. The day following the last survey time period.
    d. To the nearest project manager's office.

15. If during a traffic stop survey, a visitor begins a lengthy conversation about a problem, the proper response would be.

    a. Be courteous, refer them to the project manager and continue interviewing other visitors.
    b. Pull the vehicle over to the side and continue the discussion.
    c. Go get help.
    d. Promise to correct the situation and complete the interview.

POSTTEST

16. Choose the correct file name for the weekend survey for Oak Park Recreation area during the summer season.

    a. 4OAKPARK.END.
    b. 2OAKPARK.END.
    c. OAKPARK.DAY.
    d. 5OAKPARK.DAY.

17. Choose the best response to clarify a question about the number of persons in the vehicle being surveyed:

    a. How many people are with you?
    b. How many people are physically in this vehicle at this time?
    c. How many persons are in your household?
    d. How many people are in your party?

18. A survey is scheduled for 9:45 am - 12:10 pm at Beach Cove. What time should you begin to take down the survey site?

    a. 12:20 pm.
    b. 11:45 am.
    c. 12:00 pm.
    d. 12:10 pm.

19. The three meter readings always required for each survey site are:

    a. Beginning Monday, ending Monday, following Friday.
    b. Weekly, monthly and on holidays.
    c. Beginning Sunday, ending Friday, the following beginning Sunday.
    d. Beginning Monday, ending Friday, the following beginning Monday.

20. A survey site can best be defined as:

    a. Interview locations designated by the survey plan.
    b. A gatehouse.
    c. Park entrance.
    d. Where the interviewer chooses to stand to conduct the interview.

POSTTEST

21. When should header information be recorded on ENG Form 4835?

    a. At the end of survey week.
    b. Prior to beginning of the survey.
    c. At end of survey season.
    d. During the actual survey.

22. Computer-generated header data must be verified with:

    a. Operational Management Plan.
    b. Contract scope of work.
    c. Survey Schedule
    d. Project Master Plan.

23. In which of the following documents would you find specific survey site instructions relevent to a visitor survey?

    a. Contract scope of work.
    b. Master Plan.
    c. Operational Management Plan.
    d. Project survey plan.

24. A project can best be defined as:

    a. All water associated with water and flood control.
    b. Land, water, and park resources.
    c. Natural Resource Manager's Office and surrounding land.
    d. City park.

25. The key data elements on ENG Form 4835 are:

    a. Vehicle class, length of stay, project and area activities.
    b. ID, zip code, and survey log.
    c. Vehicle class, zip code, survey site name.
    d. Area activities, ID, zip code.

POSTTEST

26. What is the easiest way of insuring personal visibility during a survey?

    a. Wear blaze orange vest.
    b. Wear a personal flotation device (PFD).
    c. Stand on the road's yellow line.
    d. Wear appropriate identification tags and hats.

27. Visitor surveys are important because:

    a. Visitation determines project budgets.
    b They identify what the visitor does at the project.
    c. They determine what hours the project will remain open.
    d. They determine the GS rating of the project manager.

28. Definitions of recreational terms can be found in:

    a. Engineering Regulation (ER) 1130-2-430.
    b. Your Student Study Guide Glossary.
    c. Engineering Pamphlet (EP) 1080-6.
    d. Project folder map.

29. Appropriate attire for a contract interviewer during the summer season is:

    a. Cut-off jeans, open sandals, and a hat stating the name of the Corps project.
    b. Personal flotation device (PFD), swimwear and mirrored sunglasses on Corps operated docks.
    c. Lightweight shirts and slacks, mirrored sunglasses and proper, visible identification.
    d. Lightweight shirts and slacks, enclosed shoes and proper, visible identification.

30. Which of the following is the preferred method of locating a survey site?

    a. Consult USGS quad sheets.
    b. Consult the project map and survey plan.
    c. Consult the project brochure.
    d. Check with the county agent.

POSTTEST

31. Choose the courteous and correct response to a visitor's question: "Why are you stopping me?"

    a. "I already told you that."
    b. "Because they pay me to do this!"
    c. "We need your assistance to better manage this park."
    d. "Sorry, I really don't know."

32. Which of the following are possible causes for the traffic meter to fail.

    a. Improperly grounded meter.
    b. Broken hoses or wires.
    c. Low battery charge.
    d. All of the above.

33. As the visitor exits the recreation area, which of the following should the visitor see first?

    a. Lake.
    b. "Warning - Survey Ahead" sign.
    c. "Stop" sign.
    d. Surveyor.

VISITOR SURVEYS FOR DEVELOPED RECREATION AREAS

PRETEST

STUDENT: _____

GRADE/JOB SERIES: _____

JOB TITLE: _____

ORGANIZATION: _____

DISTRICT/DIVISION: _____

DATE: _____

FACILITATOR: _____

ORGANIZATION: _____

DISTRICT/DIVISION: _____

Instructions: This test is designed to measure your overall knowledge of performing visitor surveys before you get involved in this training program. Do not worry if you do not know all the answers on the test. Do the best you can, but it is better if you do not guess. Leave an answer blank if you do not know it.

Multiple Choice: The following questions are presented in multiple choice format. There is a correct answer listed for each question. On the answer sheet provided, using a No. 2 pencil, completely blacken the oval indicating your response. If you wish to change an answer, erase your first answer thoroughly.

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PRETEST

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   d. Lightweight shirts and slacks, enclosed shoes and proper, visible identification.

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   a. Be courteous, refer them to the project manager and continue interviewing other visitors.
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   c. Go get help.
   d. Promise to correct the situation and complete the interview.

5. In which of the following documents would you find specific survey site instructions relevent to a visitor survey?

   a. Contract scope of work.
   b. Master Plan.
   c. Operational Management Plan.
   d. Project survey plan.

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   What time should you arrive at the survey site to begin setup of the site?

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    d. On the side of the road as vehicles exit the boat ramp.

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    b. "Warning - Survey Ahead" sign.
    c. "Stop" sign.
    d. Surveyor.

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    b. Difficulties are encountered with the survey site.
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    c. Memorize introduction from Project Survey Coordinator.
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    d. During the actual survey.

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    a. Vehicle class, length of stay, project and area activities.
    b. ID, zip code, and survey log.
    c. Vehicle class, zip code, survey site name.
    d. Area activities, ID, zip code.

23. The proper order for survey forms to be turned in is:

    a. As collected.
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    c. Survey site name, project activities, zip code and season.
    d. Survey site name, for weekday and weekend, in order by ID and by season.

24. Choose the correct file name for the weekend survey for Oak Park Recreation area during the summer season.

    a. 4OAKPARK.END.
    b. 2OAKPARK.END.
    c. OAKPARK.DAY.
    d. 5OAKPARK.DAY.

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    a. Operational Management Plan.
    b. Contract scope of work.
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    a. Turn off computer.
    b. Control, alternate, delete.
    c. Escape to quit at the total number of axles prompt.
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28. A survey is scheduled for 9:45 am - 12:10 pm at Beach Cove. What time should you begin to take down the survey site?

    a. 12:20 pm.
    b. 11:45 am.
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    a. Depart the survey location.
    b. Scan the park for vehicles that did not exit.
    c. Report to the project coordinator's office for exit interview.
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30. Visitors are camping overnight at the project, not at the recreation area being surveyed. What information should be collected?

    a. Number of nights camping at the area.
    b. Number of nights camping at the project.
    c. Day use hours at the area.
    d. Day use hours at the project.

31. If the following were recorded: 5 people were in the car
    4 of these people had been swimming
    2 were sightseeing, 1 was waterskiing -
    Which of the following categories is a range error?

    a. Boating.
    b. Swimming.
    c. Sightseeing.
    d. Waterskiing.

32. You have the responsibility of providing the summer survey data files to the Project Survey Coordinator for Oak Park Recreation Area. Which of the following should be delivered?

    a. 20AKPARK.DAY and 20AKPARK.END.
    b. Merged file 20AKPARK.LFA.
    c. 30AKPARK.DAY and 30AKPARK.END.
    d. Merged file 20AKPARK.DBF.

33. At the completion of the survey, the survey data will be delivered:

    a. As specified by the Project Survey Coordinator.
    b. By air express or certified mail.
    c. The day following the last survey time period.
    d. To the nearest project manager's office.

Cntrl #750

January 1992

VISITOR SURVEYS FOR DEVELOPED RECREATION AREAS

Facilitator's Guide

Produced By:
U.S. Army Corps of Engineers
Nontraditional Training and Planning Division

Unless otherwise noted, the words, "he, him, or his" refer to both men and women.

Regulations and forms referenced in this guide were current as of January 1992. Students are cautioned to update their guides with current regulations and forms as they become available.

FOREWORD

This training has been developed to assist Natural Resource Project Managers in training their personnel to survey visitors in developed recreation areas.

This student study guide was designed to be used as a workbook during the training session. It is intended that it be retained by the student as reference material.

The content of this study guide was developed based on the experience of Corps of Engineers personnel who have years of experience in surveying the visitor and who have assisted in the development of the Visitation Estimation and Reporting System (VERS) that utilizes the computer based Direct Data Entry System (DDES).

The US Army Engineer Waterways Experiment Station (WES) has been instrumental in the development of this training course. Specific inquiries about VERS or DDES should be directed to:

US Army Engineer Waterways
Experiment Station
ATTN: CEWES-EP-L
3909 Halls Ferry Road
Vicksburg, MS 39180-6199

Questions pertaining to interpretation and explanation of this guide and suggestions and improvements should be sent to:

Commander
USAED-Huntsville
ATTN: CEHND-TD-NT
P.O. Box 1600
Huntsville, AL 35807-4301

FACILITATOR'S GUIDE
TABLE OF CONTENTS

VISITOR SURVEYS FOR DEVELOPED RECREATION AREAS

STUDENT STUDY GUIDE
TABLE OF CONTENTS

FACILITATOR'S GUIDE
PART 1
GENERAL GUIDANCE

A. Introduction

This guide was designed to assist you in your duties as a Facilitator for this training course. The Facilitator's main job is to make it easier for the students to attain the training objectives. A Facilitator is much like a teacher, with two important differences: a Facilitator does not have to be a subject matter expert, and does not actually present the training material. The training materials have already been assembled in this training package. We recommend that the Facilitator be someone with a broad overview of the student's responsibilities for the subject matter in this package.

The first step to becoming a Facilitator is to become familiar with this training material. As you do, you will see that most of the training preparation has been eliminated. But, remember, your understanding of and enthusiasm for the material will strongly influence the effectiveness of this training.

B. Background

This training course was developed by the Corps of Engineers Nontraditional Training and Planning Division of the Huntsville Division. The primary purpose of this training course is to train Corps of Engineers personnel at their Division/ District/Field Office.

This Facilitator's Guide (FG) provides the information you will need to introduce, discuss, and summarize each module and submodule. Each submodule should be viewed separately, with the viewing preceded by a brief introduction from you and followed with exercises. The exercises, found in the FG and the Student Study Guide (SSG), are designed to reinforce training objectives as well as provoke thought and interchange between class members. Solutions to the exercises are in the back of this guide and the SSG.

C. Exportable Training Course Description

1. Concept

This Exportable course is Facilitator-led, visual-based, and student-active. This means that it is a complete package that can be sent to the student. In other words, instead of the student going to school in a central location, the

school goes to the student. The Visual Content Carrier(VCC), usually a video cassette, takes the place of the traditional instructor in the presentation of subject matter to the student. The SSG contains the VCC material, supporting subject matter materials, pre- and posttests, exercises, exercise key, reference materials, and suggestions for further study.

The course is divided into modules, each of which may have one or more submodules. The modules are the major divisions of the training material. The submodules are the basic units of instruction. Submodules are deliberately short to aid learning and to keep the students' attention.

Exportable packages are designed for either continuous full-day presentations or presentations in shorter periods of time. This allows each Corps element maximum flexibility in scheduling, taking workload and individual needs into account. On the other hand, using these shorter periods could reduce training effectiveness by interrupting the flow of information. Therefore, we recommend that you should complete an entire module in one uninterrupted session.

2. Course Components

A typical course consists of the following components:

a. The Facilitator's Guide (FG)

The first section of this guide is designed to acquaint you with the training material, package design, and desirable facilitating methods. The second section of the guide is the SSG, which serves as a subject matter guide. Although it contains all of the SSG material, the FG also provides introductory and summary material which should be presented by you, the Facilitator. WHILE MUCH OF THIS MATERIAL IS WRITTEN OUT IN SENTENCE FORM, YOU ARE ENCOURAGED NOT TO READ STRAIGHT FROM THE TEXT. Please study this material before the training session. Underline key phrases to jog your memory and keep you on the right track. You, and the students, will benefit and be more comfortable if you use your own words while using the FG as a guide. While going over the material, you should note any questions you may have about the course. Then contact your Training Officer for clarification.

In addition to serving as an information source for the subject matter, the FG also suggests the physical arrangements necessary to conduct the training. Needed materials, information regarding breaks, time limita-

tions, and other pertinent matters are explained in detail. The arrangements outlined are not arbitrary, but are designed to enhance the learning process.

The SSG pages in the FG retain their page numbering from the SSG. The Facilitator-specific materials are numbered with the letter "F" preceding the page number (e.g., F-4). The Facilitator information pages are printed on buff-colored paper. The materials for the SSG are on white paper.

The Table of Contents and Suggested Training Schedule in this FG are valuable aids to managing the training sessions. You should use them throughout the training as a quick reference as to what has been covered and what remains to be accomplished. The schedule contains:

- The video cassette tape number (e.g. cassette 1 of 6), the module and submodule numbers, and their titles.
- The approximate time of the VCC modules and submodules.
- The estimated time needed to complete the exercises.
- The estimated total time for completion of each module (to be used as a guide in planning). This time was determined during package validaton; it may take your students more or less time, based on their experience. However, do not rush through the training.

b. The Student Study Guide (SSG)

The SSG contains a pretest to be administered before the training begins, the material on the VCC, supporting subject matter materials, reference materials, exercises with each submodule, an exercise key containing solutions to the exercises, and suggestions for further study. It also contains a posttest to be administered after the training is completed.

The SSG relieves students of note-taking, allowing them to devote full attention to the VCC and discussions. It is not intended to be used as a textbook. Rather, it is reference material, to be used during training and as a reference manual on the job. At the end of each submodule, students are usually asked to write out answers to the exercises. They may use the material in their SSG in answering these questions. After the students have completed the exercises, the Facilitator should lead them in discussing their answers. Answers to the questions are in the back of the FG and

the SSG. However, the students should formulate their own answers as much as possible. Much of what we learn is reinforced through repetition; therefore, this is an important part of the training and should not be neglected.

Discussion of the students' answers will correct any misconceptions about the material covered and provide them with immediate positive reinforcement.

c. The Visual Content Carrier (VCC)

This component usually consists of a set of video tapes which presents the information in a way that gets and holds students' attention. It is this aid that relieves you of the need to prepare lectures. The VCC is divided into modules and submodules. The approximate time (minutes) of video for each module and its submodules vary; these times are listed on the Suggested Training Schedule provided in Part 3 of the Facilitator's Instructions.

Because counters on video cassette players vary, we have not included counter times. We suggest you mark your Suggested Training Schedule with the counter number of each submodule while you are previewing the package. This information is especially useful if you need to find one specific submodule within a video cassette tape.

d. Additional Materials

Some training courses have additional materials provided, such as Engineer pamphlets, technical manuals, textbooks, etc. Part 3 of the Facilitator's Instructions will give you details on any specific materials provided with this course or additional information needed to conduct the training. The submodules define specific information or materials to be assembled by the facilitator.

e. Pretest and Posttest

Both the pretest and posttest are located in the front of the SSG and the FG. The tests contain identical questions but are arranged differently. This arrangement allows for the comparison of pre- and post-training. Therefore, the students should NOT be told that the test questions are the same. The pretest remains in the SSG when distributed to the students, but the posttest should be removed prior to distribution and retained by you to be given to the students after the training.

The pretest is designed to determine the areas that students already know or don't know prior to training. By studying the students' responses on the pretest, you can pinpoint the areas that will require emphasis during the training, or the areas where students won't need much training reinforcement.

Prior to the students completing the pretest, you should tell them that the pretest is simply a way for you to determine their familiarity with the material to be covered. If a student is late and misses the pretest, give the pretest as soon as possible. Do NOT give the student the pretest to complete at home or by using the SSG. This invalidates the purpose of the test.

The purpose of the posttest, as stated earlier, is to gauge the effectiveness of the training and the video training method. It is not to evaluate you as a Facilitator, but rather to assess the students' increase in knowledge resulting from the training.

The student information requested on the pretest and posttest (and evaluation) is important to the Nontraditional Training and Planning Division, Huntsville Division. The student information helps identify division/district/field operating agency, grade, job series, job title, dates of training and facilitator(s). The Nontraditional Training and Planning Division uses this information for reporting numbers of persons trained, effectiveness of the packages, facilitator recognition program, and to establish if target audiences are being trained. It is, therefore, important to have students furnish all the information requested. If student names are an option in your area, assign numbers to the students to aid in the assembly of the pretest, posttest, and evaluation at the conclusion of the training session.

On the Suggested Training Schedule, you will find the approximate time to allow for the pretest and posttest. Be sure to allow sufficient time for the students to take the tests. However, feel free to shorten or lengthen the time, as required for your students.

The pretest should not be discussed following its administration, as any discussion will invalidate the training results. However, the posttest should be discussed with the students after you, the Facilitator, have graded it. In this way, the students can discuss their answers and learn the correct solutions to any questions they missed.

Again, do NOT inform the students that the tests are identical.

D. Samples

1. General

a. The pretest and posttest answer sheets and end-of-course evaluations are machine scored forms. The answer sheet for the pretest and for the posttest are the same form. Whether the test is a pretest or posttest is indicated in the block "Type of Test." The evaluation sheets are the same for both the facilitator(s) and the students. Block 14 is for identification of a facilitator or student.

b. Examples of the test answer sheets and the end-of-course evaluation are located in this section of your Facilitator Guide. The test answer sheets and evaluation sheets should be obtained from your Training Officer prior to the start of the training.

c. Instruct your students to use a No. 2 pencil when completing these forms. Mark only one response per question. The oval should be filled in completely. If the student should change his mind, the first mark should be erased completely, and then make a new mark.

Please do not mark on the test answer sheets when grading the pre/posttests.

DO NOT BEND, FOLD, STAPLE OR MUTILATE

TEST ANSWER SHEET

US Army Corps of Engineers

INTRODUCTION

The CE Training Management Division, Huntsville Division, has the responsibility for developing effective training to meet Corps of Engineers needs. In order to accomplish this mission, an analysis of the course test data will be made to determine if the course materials do what they were designed to do.

PRIVACY ACT STATEMENT

Authority: Title 5, United States Code, Section 301

Purpose: To promote valid instructional programs by assuring students achieve the course objectives.

Routine Use: To provide data to be used in assessing the effectiveness of training programs.

Disclosures: Access to data will be limited to authorized training and supervisory personnel.

SAMPLE

GENERAL INFORMATION

USING A NO. 2 (SOFT LEAD) PENCIL, completely blacken the circle indicating your response. If you wish to change an answer, erase your first thoroughly.

CLASSROOM PROGRAM - If you are in Session 91-01, RE Condemnation, Course Control Number 133, you would indicate your Course Control Number and Session No. by writing 133-9101 in the spaces provided and then filling in the appropriate circles in each column.

EXPORTABLE PROGRAM - If you are taking Construction Quality Management, Course Control Number 734, you would indicate your Course Control Number by writing 734 in the space provided and then fill in the appropriate circles in each column. DO NOT fill in the session number.

COURSE CONTROL NUMBER		
0	0	0
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9

SESSION NUMBER			
0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

DAY	
0	0
1	1
2	2
3	3
	4
	5
	6
	7
	8
	9

MONTH	
JAN	JUL
FEB	AUG
MAR	SEP
APR	OCT
MAY	NOV
JUN	DEC

YEAR	
8	0
9	1
	2
	3
	4
	5
	6
	7
	8
	9

DO NOT MARK IN THIS AREA

08729

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01 May 90

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DO NOT BEND, FOLD, STAPLE OR MUTILATE

NAME: _____ (LAST) _____ (FIRST) _____ (MIDDLE INITIAL)

TYPE OF TEST
PRETEST
POSTTEST

CIVILIAN					GS		WG	
1	2	3	4	5	6	7	8	9
10	11	12	13	14	15			

SERIES			
0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

OFFICER
01 02 03 04 05 06

TEST MARKING DIRECTIONS: Mark only one response per question.
Fill in response circle completely. If you change your mind, erase your first mark completely, then make a new mark.

EXAMPLE: A ● C D

SAMPLE

1	A	B	C	D	41	A	B	C	D	81	A	B	C	D	121	A	B	C	D
2	A	B	C	D	42	A	B	C	D	82	A	B	C	D	122	A	B	C	D
3	A	B	C	D	43	A	B	C	D	83	A	B	C	D	123	A	B	C	D
4	A	B	C	D	44	A	B			84	A	B	C	D	124	A	B	C	D
5	A	B	C	D	45	A	B			85	A	B	C	D	125	A	B	C	D
6	A	B	C	D	46	A	B	C		86	A	B	C	D	126	A	B	C	D
7	A	B	C	D	47	A	B	C	D				C	D	127	A	B	C	D
8	A	B	C	D	48	A	B	C	D				C		128	A	B	C	D
9	A	B	C	D	49	A	B	C	D	89	A		C		129	A	B	C	D
10	A	B	C	D	50	A	B	C	D	90	A	B	C		130	A	B	C	D
11	A	B	C	D	51	A	B	C	D	91	A	B	C	D	131	A	B	C	D
12	A	B	C	D	52	A	B	C	D	92	A	B	C	D	132	A	B	C	D
13	A	B	C	D	53	A	B	C	D	93	A	B	C	D	133	A	B	C	D
14	A	B	C	D	54	A	B	C	D	94	A	B	C	D	134	A	B	C	D
15	A	B	C	D	55	A	B	C	D	95	A	B	C	D	135	A	B	C	D
16	A	B	C	D	56	A	B	C	D	96	A	B	C	D	136	A	B	C	D
17	A	B	C	D	57	A	B	C	D	97	A	B	C	D	137	A	B	C	D
18	A	B	C	D	58	A	B	C	D	98	A	B	C	D	138	A	B	C	D
19	A	B	C	D	59	A	B	C	D	99	A	B	C	D	139	A	B	C	D
20	A	B	C	D	60	A	B	C	D	100	A	B	C	D	140	A	B	C	D
21	A	B	C	D	61	A	B	C	D	101	A	B	C	D	141	A	B	C	D
22	A	B	C	D	62	A	B	C	D	102	A	B	C	D	142	A	B	C	D
23	A	B	C	D	63	A	B	C	D	103	A	B	C	D	143	A	B	C	D
24	A	B	C	D	64	A	B	C	D	104	A	B	C	D	144	A	B	C	D
25	A	B	C	D	65	A	B	C	D	105	A	B	C	D	145	A	B	C	D
26	A	B	C	D	66	A	B	C	D	106	A	B	C	D	146	A	B	C	D
27	A	B	C	D	67	A	B	C	D	107	A	B	C	D	147	A	B	C	D
28	A	B	C	D	68	A	B	C	D	108	A	B	C	D	148	A	B	C	D
29	A	B	C	D	69	A	B	C	D	109	A	B	C	D	149	A	B	C	D
30	A	B	C	D	70	A	B	C	D	110	A	B	C	D	150	A	B	C	D
31	A	B	C	D	71	A	B	C	D	111	A	B	C	D	151	A	B	C	D
32	A	B	C	D	72	A	B	C	D	112	A	B	C	D	152	A	B	C	D
33	A	B	C	D	73	A	B	C	D	113	A	B	C	D	153	A	B	C	D
34	A	B	C	D	74	A	B	C	D	114	A	B	C	D	154	A	B	C	D
35	A	B	C	D	75	A	B	C	D	115	A	B	C	D	155	A	B	C	D
36	A	B	C	D	76	A	B	C	D	116	A	B	C	D	156	A	B	C	D
37	A	B	C	D	77	A	B	C	D	117	A	B	C	D	157	A	B	C	D
38	A	B	C	D	78	A	B	C	D	118	A	B	C	D	158	A	B	C	D
39	A	B	C	D	79	A	B	C	D	119	A	B	C	D	159	A	B	C	D
40	A	B	C	D	80	A	B	C	D	120	A	B	C	D	160	A	B	C	D

DO NOT BEND, FOLD, STAPLE OR MUTILATE

END-OF-COURSE EVALUATION

US Army Corps of Engineers

INTRODUCTION

This questionnaire has been designed so that as an instructor, facilitator, or student, you may help determine what the CE Training Management Division, Huntsville Division, can do to improve training courses. We need your input to initiate action(s) for improvement. Please answer all questions based on your personal experience in the course.

PRIVACY ACT STATEMENT

Authority: TITLE 5, United States Code, Section 301.

Purpose: To provide feedback on the effectiveness of the US Army Corps of Engineers Classroom and Exportable Training Programs.

Routine Use: To provide data to be used in assessing the effectiveness of training materials and implementation.

Disclosures: Names are required for accountability only. No data is recorded by name. Information obtained will not be used against any individual under any circumstances.

SAMPLE

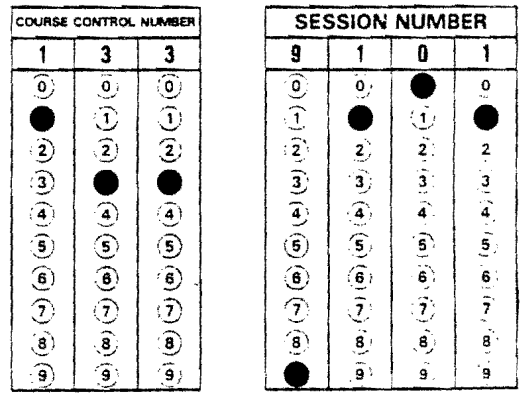
GENERAL INFORMATION

USING A NO. 2 (SOFT LEAD) PENCIL, completely blacken the circle indicating your response. If you wish to change an answer, erase your first mark thoroughly. In some cases, you will fill in a series of circles. Please see example below.

EXAMPLE:

CLASSROOM PROGRAM – If you are in session 91-01, RE Condemnation, Course Control Number 133, you would indicate your Course Control Number and Session No. by writing 133-91-01 in the spaces provided and then filling in the appropriate circles in each column.

EXPORTABLE PROGRAM – If you are taking Construction Quality Management, Course Control Number 734, you would indicate your Course Control Number by writing 734 in the space provided and then fill in the appropriate circles in each column. DO NOT fill in the session number.



CORRECT MARK ●
INCORRECT MARKS ✓ ✗ ⊙

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01 May 90

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PART I

1. NAME: _____ (Last) _____ (First) _____ (Middle Initial)

2. DATE:

DAY		MONTH		YEAR	
0	0	JAN	JUL	8	0
1	1	FEB	AUG	9	1
2	2	MAR	SEP		2
3	3	APR	OCT		3
	4	MAY	NOV		4
	5	JUN	DEC		5
	6				6
	7				7
	8				8
	9				9

3.

SUPERVISOR
YES
NO

4.

DIV/DIST		
A	A	A
B	B	B
C	C	C
D	D	D
E	E	E
F	F	F
G	G	G
H	H	H
I	I	I
J	J	J
K	K	K
L	L	L
M	M	M
N	N	N
O	O	O
P	P	P
Q	Q	Q
R	R	R
S	S	S
T	T	T
U	U	U
V	V	V
W	W	W
X	X	X
Y	Y	Y
Z	Z	Z

5.

CIVILIAN						GS		WG
1	2	3	4	5	6	7	8	9
10	11	12	13	14	15			

SAMPLE

SERIES			
0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

7.

OFFICER					
01	02	03	04	05	06

8.

TIME IN CAREER FIELD
1 - 6 months
6 - 12 months
1 - 2 years
2 - 3 years
3 - 4 years
4 - 8 years
8 - 14 years
Over 14 years

9.

TIME IN PRESENT ASSIGNMENT
1 - 6 months
6 - 12 months
1 - 2 years
2 - 3 years
3 - 4 years
4 - 8 years
8 - 14 years
Over 14 years

10.

TIME IN GRADE
1 - 6 months
6 - 12 months
1 - 2 years
2 - 3 years
3 - 4 years
4 - 8 years
8 - 14 years
Over 14 years

11.

EDUCATION LEVEL
H/S Diploma
GED
Did not complete H.S.
Credits toward BA/BS
Bachelor's Degree
Credits toward MA/MS
Master Degree or higher

12.

COURSE CONTROL NUMBER		
0	0	0
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9

13.

SESSION NUMBER			
0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

14.

CATEGORY	
INSTRUCTOR	○
FACILITATOR	○
STUDENT	○

INSTRUCTIONS FOR COMPLETING THE FOLLOWING QUESTIONS

Fill in the circle under the one heading (STRONGLY AGREE, AGREE, DISAGREE, STRONGLY DISAGREE) that most clearly expresses your response to the statements that follow. If your response is STRONGLY DISAGREE, we need further information to help determine the cause of the problem and to initiate action for its resolution. Please turn to the last page and record the statement number and your comments. If any statement pertains to an area not applicable to the type of training you received, fill in the area under the N/A column.

PART II **TO BE COMPLETED BY STUDENTS ONLY**

INSTRUCTORS/FACILITATORS

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	N/A
1. Instructors/facilitators appeared interested in doing a good job (showed motivation)	○	○	○		
2. Instructors/facilitators maintained a professional atmosphere in the classroom	○	○	○		
3. Instructors/facilitators appeared well organized	○	○	○		
4. Instructors/facilitators appeared well versed in their subject matter	○	○	○		
5. Instructors/facilitators spoke clearly and were easily understood	○	○	○		
6. Instructors/facilitators stated objectives at the beginning of the lesson	○	○	○		
7. Instructors/facilitators asked thought-provoking questions to reinforce learning	○	○	○		
8. Instructors/facilitators performed a review after each lesson	○	○	○		

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	N/A
9. Instructors/facilitators were tactful in unpleasant situations involving students	○	○	○	○	○
10. Voluntary/remedial training was available for students having difficulties	○	○	○	○	○
11. Instructors/facilitators made an effort to help students with difficulties keep up with the class pace	○	○	○	○	
COURSE CONTENT					
12. Course content was easily understood	○	○	○	○	
13. Course content was current	○	○	○	○	
14. Course content contained no obvious omissions	○	○	○	○	
15. Course content contained no unnecessary information	○	○	○	○	
16. Course content was presented logically	○	○	○	○	
17. Course content was relevant to student needs	○	○	○	○	
TESTING					
18. Testing instructions were clear and easily understood	○	○	○	○	
19. Test questions reflected the material covered during classroom presentations	○	○	○	○	
20. Questions on written tests were easily understood	○	○	○	○	
21. Time allowed for written tests was adequate	○	○	○	○	
22. Feedback on posttest was received from instructors/facilitators	○	○	○	○	
COURSE MATERIALS					
23. Technical content of audiovisual material was current	○	○	○	○	
24. Audiovisual materials were effective and easy to understand	○	○	○	○	
25. Visuals were easy to read	○	○	○	○	

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	N/A
26. Handouts were clearly written and printed	○	○	○	○	○
27. Handouts were helpful during the instruction	○	○	○	○	○
28. Students notebooks were helpful	○	○	○	○	○
29. Manuals and reference materials were current	○	○	○	○	○
30. Reference materials were well organized	○	○	○	○	○
31. Adequate number of reference materials were available for study	○	○	○	○	○
32. Reference materials issued to students were used during instruction	○	○	○	○	○
SCHEDULING					
33. Classes were held at the location/date scheduled	○	○	○	○	○
34. Classes began and ended on time according to the schedule	○	○	○	○	○
35. Instructors/facilitators listed on training schedule actually taught the classes	○	○	○	○	○
36. Instructors/facilitators had enough information to complete the scheduled classroom presentation	○	○	○	○	○
37. Instructors/facilitators had too much information to complete the instruction according to schedule	○	○	○	○	○
PHYSICAL CONDITIONS					
38. Space within training areas was sufficient to work in without congestion	○	○	○	○	○
39. Lighting in training area was good	○	○	○	○	○
40. Classrooms were quiet, encouraging concentration on training	○	○	○	○	○
41. Classroom temperatures were comfortable	○	○	○	○	○
42. Classroom contained no visibility obstructions	○	○	○	○	○

STUDENTS STOP HERE

PART III **TO BE COMPLETED BY INSTRUCTORS AND FACILITATORS ONLY**

GENERAL

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	N/A
1. Lesson materials adequately prepared me for my role as instructor/facilitator	○	○	○	○	○
2. Students participated in the classroom activities	○	○	○	○	○
3. Learning experiences have prepared the students to better perform their assigned duties	○	○	○	○	○
4. Student workbook/student study guide will be a useful future reference for the student	○	○	○	○	○
5. Course materials were available prior to class start	○	○	○	○	○

PHYSICAL CONDITIONS

6. AV equipment at training site was adequate	○	○	○	○	○
7. Classroom facilities were adequate	○	○	○	○	○
8. Space within training areas was sufficient to work in without congestion	○	○	○	○	○
9. Lighting in training area was good	○	○	○	○	○
10. Classrooms were quiet, encouraging concentration on training	○	○	○	○	○
11. Classroom temperatures were comfortable	○	○	○	○	○
12. Classroom contained no visibility obstructions	○	○	○	○	○

COMMENT SHEET (Please stay within outlined areas)

STATEMENT NUMBER	COMMENTS

COMMENT SHEET (Please stay within outlined areas)

STATEMENT NUMBER	COMMENTS
	SAMPLE

DO NOT MARK IN THIS AREA

6203

FACILITATOR'S GUIDE
PART 2
FOUR STEPS TO BEING A FACILITATOR

The success of this Exportable Training Course depends upon you, the Facilitator. No matter how well informed you may be about the subject, if you are unfamiliar with, or fail to apply certain principles, methods, and techniques of good facilitating, the sessions will not be as successful as they could be. To be an effective Facilitator, you should understand and use the four-step approach to facilitating:

- Planning
- Preparing
- Facilitating
- Follow-up

A. Planning

1. Overview

Planning is a critical element in assuring a successful training program. It is conducted prior to and during the later three steps. Your initial planning activities include the following:

- Read the ENTIRE Facilitator's Guide (FG). In this way, you will get a feel for the overall package, and can identify the specific requirements you will have to satisfy. If you have any questions about anything in this training package, contact your local Training Officer.

- Determine the number of students. The local Training Officer or the person coordinating the training will have this information. Once you know the size of the class, you then can determine the facilities you will need to conduct the training.

- Prepare a pre-session checklist. Don't trust things to memory—there are a lot of details involved, and you could easily forget some things. Prepare the checklist of requirements, and write down the status (e.g., on-hand, due-in, borrowed from, etc.). As you work through each step, add to and modify your checklist. Part 2, Section A2 on page F-19 has a checklist that you can use as a guide to develop a planning checklist.

- Check on a classroom. Make sure an adequate room is available. Check the size of the room; entrance, exits, and accessibility; lighting; electrical connections; etc.

- Make sure the necessary equipment and supplies are available. Check the amount and condition of all equipment (including furniture) and materials. You must assure that the video cassette player and monitor are available. Take action to obtain anything that is needed, but not on hand, or needs to be replaced.

- Suggested Training Schedule.

  A Suggested Training Schedule for this package is in Part 3 of this Facilitator's instructions. This schedule is for your guidance; strict adherence to the days and times is not required. Some exercises and discussions will exceed the times shown, while others will not use all the time. The schedule is included so that you will know what to expect, how long the submodules run, and how to plan breaks, lunch periods, and end-of-day closings. Suitable break points are indicated. Since presentations will begin at different times, what may be indicated in the schedule as a fifteen-minute break may be more appropriately designated as a longer break for lunch. Use your own discretion in this area. Breaks should be limited to fifteen minutes and lunch periods to one hour. You are urged to break only at the end of a module, whenever possible. The modules are arranged to stand as separate, although interrelated units. Breaking in the middle of a unit could be unsatisfactory.

- Determine training content. You should use your own judgment in deciding what content areas to cover in detail and what areas merely need to be reviewed. The pretest can assist you in identifying these needs. If you know that all of the students are knowledgeable in an area and that little reinforcement is needed, you may just show the video tape and then go over the exercise(s) orally. Remember to verify your decision by reviewing the pretest results.

- Prepare Grading Template. A pretest answer key and a posttest answer key are located in the Facilitator Guide behind the tab "Pretest/Posttest Answer Key." To make a grading template: (1) copy the premarked answer sheet using transparency film (vugraph acetate). 2. Overlay template on each test answer sheet to determine response. <u>DO NOT MARK ON THE PREMARKED ANSWER SHEET NOR ON THE INDIVIDUAL ANSWER SHEETS</u>. The answer sheets will be scanned by a computer.

2. Pre-Session Checklist.

Before the students arrive for the first session, make certain that the following needs have been filled. Do not waste valuable class time and risk "turning off" your students at the onset by not having properly prepared for the physical necessities of the training. Use the following checklist to make certain that all preparations have been carried out.

a.__Is all furniture/equipment available and arranged comfortably?

(1)__Tables
(2)__Chairs
(3)__TV and video cassette player
(4)__Stand(s)
(5)__Lectern
(6)__Chalkboard or equivalent

b.__Is the television monitor placed for comfortable viewing?

c.__Are the SSGs, pens, pencils, and other necessary materials in sufficient numbers, and ready for distribution?

d.__Are all video tapes of the package present, in order, and rewound to begin at the beginning of each tape?

e.__Is the first tape in the video cassette player and set to begin on Module 1, Submodule 1?

f.__Are you comfortable with operating the video cassette player and monitor? NOTE: Most video cassette players automatically rewind for a few seconds when the tape is stopped. At the end of each submodule, the words "Stop Tape" (or a similar phrase) will appear on the screen. If you stop the tape immediately, you may view part of the previous submodule when it is restarted, because of this rewinding action. To avoid this distraction and irritation, allow the tape to play until the next submodule begins, then stop the tape. This will allow you to begin viewing at the proper point on the tape.

g.__Is the equipment, including the monitor, player, lights, etc., in working order?

h.__Are the room lights adjusted for comfortable viewing?

i.__Are all of the supplies on hand?

(1)__FG, Grading Template
(2)__Chalk, eraser
(3)__Name tags, if desired
(4)__Your copies of student materials, SSGs, handouts, Test Answer Sheets, End-of-Course Evaluations, etc.
(5)__Training-specific material

j.__Have you removed the posttests from the SSGs?

B. Preparing

1. Overview

Once you have completed your plans, you need to move to the next step—preparing. The following preparatory actions should be carried out carefully and will make your role as a Facilitator easier.

- Become familiar with the operation of the video cassette player and monitor. Practice their use while you view the VCC. (Precise fine tuning of the video player and monitor—particularly the monitor—can do much to enhance the training. Get technical help, if necessary, to ensure peak output from these components. This makes viewing easier for the students, as well as improving their receptivity to the training. If your class is going to be more than nine students, you will need two monitors. Experience has shown that some extra time and effort here will result in long-run benefits several times greater than the extra effort involved.).

- View the VCC, answer the questions and do the exercises. Don't just look at the VCC; study each submodule and try to answer the questions without looking at the answers provided.

- Go back and look at all the VCC material from start to finish. In this way you will more fully understand the relationship of each module to all the others.

  For your future reference and use, record the cassette tape counter number at the start of each submodule.

- Gather input from others. Talk with other Facilitators who have used this training package, or a similar one, about their ideas and experiences.

Also, you are encouraged to obtain local, more specific examples for use in discussions.

- Review your presentation and discussion-leading techniques and obtain advice from an experienced trainer, if possible. Another way to prepare is to rehearse your presentation. Tape-record parts of your remarks to the students and then critique yourself.

- Review the Pre-Session Checklist. Before the students arrive, make certain that the needs listed in the pre-session checklist have been filled. Do not waste valuable class time and risk "turning off" your students at the onset by not having prepared properly for the physical necessities of the training. Use your checklist to make certain all preparations have been carried out.

- Make final preparation. Make sure you have a copy of the Student Study Guide (SSG) and any supplemental references for each student. Remove the posttest from the SSG, if you have not already done so.

2. Suggestions for Speaking.

   a. Speak clearly.

      - Make a conscious effort to enunciate clearly.

      - Punctuate your speaking. It is hard for the students to understand you whenyourunallyourwordstogether.

      - Practice speaking into a tape recorder. Play it back to see if you can understand what you are saying.

      - Always talk to the group and not to the chalkboard, wall, video monitor, floor, or out the window. If you must turn your back to the students, wait until you face them and establish eye contact before speaking.

      - Avoid putting hands, pencils, or other objects over your mouth while talking.

   b. Maintain enthusiasm.

      - Nothing generates enthusiasm like enthusiasm. If you are enthusiastic about the training session, the students will be likewise.

- Always look for feedback from your students. This is the best means of finding out whether or not you are communicating.

c. Maintain constant visual feedback.

To measure your facilitating ability, watch the class reaction.

- Are they staying alert? If not, why? Is the room too hot? Is the room too dark? Have you done too much in one session without a break?

- Are the students responding at the proper places and with correct or reasonable answers? If not, maybe you are going too fast for them to keep up.

- Do they appear bored (shifting around in their chairs)? If so, why? Put yourself in their position and look around.

3. Classroom Supplies and Equipment

a. Classroom Supplies You Will Need:

- One SSG for each student.

- Enough pencils (No. 2) and pens for each student, with extras (also a pencil sharpener).

- Copies of information/materials needed for exercises and discussions. (See Part 3 of this Facilitator's Instructions).

- Test Answer Sheets and End-of-Course Evaluations.

b. Classroom Equipment, Furniture, and Setup

For best results, you will need:

- Tables with six square feet (area 2 x 3 ft.) of working space for each student. An extra table to display references is desirable.

- A chair for each student and for yourself.

- Lecture stand or desk lectern.

- Chalkboard, chalk, and eraser (or easel, tablet, and markers).

- For the video cassette tapes in the package, you will need:

  A television monitor connected to a 1/2" VHS or 3/4" U-matic video cassette player. We suggest no more than nine students per 19-inch monitor. A larger screen, or additional monitors, will allow comfortable viewing for more students.

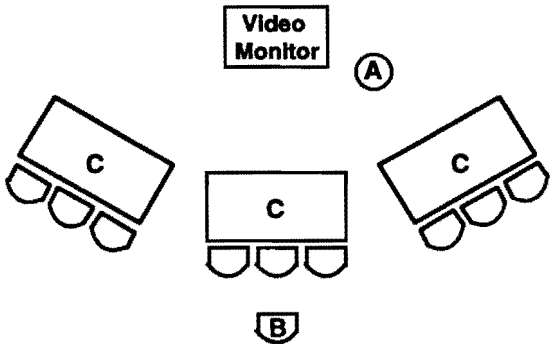
- Stand(s) for the monitor and player. Be sure that the monitor is at a proper height to assure comfortable viewing from a seated position.

4. Classroom Organization

The suggested maximum number of students per monitor is nine. The following arrangements are provided with a class of nine students or less. Keep in mind that students should be able to see the monitor and one another without difficulty. All tables should be at least six feet long, if possible.

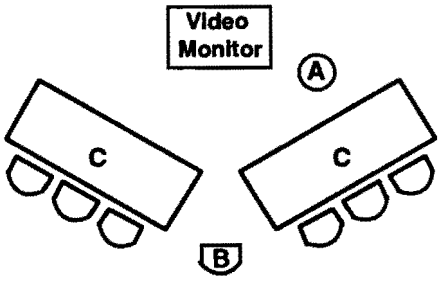
Arrange three tables in a semi-circle, with one table projecting at a 45° angle from each end of a central table. Place three chairs along the outer side of each table (i.e., along the outside of the semi-circle). Place the video monitor at the front of the room (i.e., at the open end of the semi-circle) at the proper height for comfortable viewing.

Room Arrangement - 9 Students



Arrange two tables into a "V" shape. Place three chairs along the outer side of each table (i.e., the outside edges of the "V"). Place the video monitor at the front of the room (i.e., at the open end of the "V") at the proper height for comfortable viewing.

Room Arrangement - 6 Students



Note: Position of lectern and Facilitator (A) during discussion periods. Position of Facilitator (B) when tapes are being viewed. Six-foot table (C).

C. Facilitating

1. Conducting the Training

When the students arrive, be positive and enthusiastic. Give the students the following information, but put it in your own words.

> "Welcome to this training program on _____. Because the learning process is greatly enhanced by interaction, relevant examples, and active participation, this training is designed to involve you in the learning and teaching process. Now, let us take a few minutes to introduce ourselves and share our backgrounds and experience."

- Introduce yourself and tell the students about your background.

- Ask the other class members to introduce themselves. (If class members are acquainted with one another, the personal introduction may be unnecessary.)

- Distribute the SSGs to each student. Allow time for examination of the SSGs, then instruct them to turn to the pretest. Explain that the pretest is designed to provide information about the students' knowledge before taking the training.

  After all students have completed the pretest, and you have collected them, take time to grade them; make no additional marks on the computer-graded answer sheets. You can do this while the students are reviewing the first one or two video segments. The pretest results will indicate the degree to which the students are knowledgeable of the material, and how much emphasis or reinforcement is needed. The results of the pretest will help you decide how to cover the training. Save the pretests and have your Training Officer send them to CEHND-TD-NT, along with the posttests and evaluations.

- Next, describe the training format. Use your own words to cover the following information in full:

  "We will be viewing short program segments, called submodules, on the monitor. These submodules are usually five to twenty minutes long and contain information regarding procedures, responsibilities, and regulations affecting you. The information contained in the video presentation is in your Student Study Guide. This eliminates the need for you to take notes

during the video portions of the training. You should not read, or follow, the Student Study Guide during the video presentations. After each video presentation, you should review the Student Study Guide material for that submodule and complete the exercises."

"The Student Study Guide also contains reference and supplemental materials which will be helpful to you later on the job. As this is often general training, which is limited as far as time is concerned, you should study this information to clarify any questions you may have. Much of it has been taken from Army, Corps, and District publications and is more specific in terms of step-by-step activities."

- Direct the students to turn to the Table of Contents in the front of their SSGs.

  "The Table of Contents outlines the information in your Student Study Guide. It shows the location of each of the modules and submodules of the entire program. By looking at the module and submodule titles, you can get an idea of the information we will be covering in this training. At the end of the Table of Contents, you will find an entry for the Reference/Glossary Section.

  This section may contain regulations, an acronym list, a glossary, a sample/example section, a list of figures, and/or subject index. All of these reference supplements provide you with useful information; you should refer to them when you need clarification on a given subject or term."

  "Exercises are provided at the end of each submodule in your Student Study Guide. They are designed to reinforce your learning. Your answers will not be evaluated; instead, we will discuss the answers together after everyone has completed them. You may use the Student Study Guide to answer the questions, but try to answer them on your own first. I will be asking some questions for your consideration; any questions you may have will be discussed as well. In addition, we will, at times, discuss hypothetical situations or local conditions which could affect your job."

- Following the introductory comments, and the administering and grading of the pretest, you should then proceed into the training, as contained in the schedule you developed.

- During the training, you must be alert to typical situations that may be encountered. These are listed below, together with suggestions for handling them.

- At the end of each training session, there are actions you should complete. These are in the End-of-Session Checklist, Part 2, Section C3 on page F-27.

2. Typical Facilitating Situations.

The following are typical situations you may encounter as a Facilitator.

- A student asking questions: Ask someone in the group to answer it or refer it to the person who asked it, as, "Well, what do you think?" or "Why do you feel that way?"

- Several students start talking at once: Call for order. Explain that no one wants to miss anything someone else has to say—then call on one person to proceed.

- One person talking too much: Interrupt at a convenient point and explain that you don't wish to overwork any one person—then refer the discussion back to the group.

- Some members not contributing enough: Ask them simple questions that they should be able to answer. The following questions are suggested:

  "How do you feel about _____," or "Do you agree with _____." "Why?" Their success should encourage them to take an active part. Some people learn more from listening attentively to others than from talking, so don't attempt to force all students to participate equally. The important thing is that they all pay attention.

- Private conversations getting started: Ask students to share their contribution with the rest of the group.

- Questions sidetracking the discussion: Explain that although the point is an interesting one, it is not relevant to the topic at hand and can be discussed after the session, if there is still an interest.

- An argumentative member tries to impose an opinion on the group: Encourage other students to comment on the remarks. Guide them with questions. Do not get involved in an argument.

- A participant asks for an opinion or an answer instead of giving one: Refer the question to the group. Questions preceded by "what," "why," "when," "where," "who," "which," or "how," will usually bring about productive discussion.

Avoid giving the impression that you are a "know-it-all." If you don't know something, admit it openly. On the other hand, don't be discouraged. If there is a question that cannot be resolved, openly admit that you don't know, but will get the answer. Then, ask your supervisor for guidance in locating the solution.

Above all, if you say you will do something, do it. Follow through on any promised information.

3. End-of-Session Checklist.

At the end of each day's session, the following actions should be completed:

a. ___ All video tapes, which have been viewed in their entirety, should be rewound and placed in their cases.

b. ___ Video equipment, both the player and monitor, should be turned off.

c. ___ A dust cover, if provided, should be placed over the video cassette player.

d. ___ All materials should be organized for the next day's session.

e. ___ Gather all local information and/or reproduced materials needed for the next session.

f. ___ Erase chalkboard.

D. Follow-up

Once you have completed the training, you should get ready for the final step, follow-up activities.

1. Posttest.

Distribute the posttests. Again, stress the importance of filling out the requested information. Allow adequate time (see Suggested Training Schedule) for the students to complete the tests. Collect the test answer sheets. These answer sheets will be machine scored and any stray marks will invalidate them. Review the tests with the students. In this way, students will have immediate feedback. After reviewing the tests, collect them from the students.

2. Evaluation Forms.

   Hand out the end-of-course evaluations and ask the students to fill out an evaluation using a No. 2 pencil. We also request you, the Facilitator, to fill out an evaluation sheet. When the students have completed their evaluations, you should collect them and combine them with the pre- and posttest answer sheets.

3. Post-Training Actions.

   At the close of the final session, make certain that you have one copy of the pre- and posttest answer sheets and an evaluation from each student, as well as an evaluation from yourself. You should also prepare a class roster identifying student name, division or district, date of training, course title, and the facilitator's name. This material should be given to the Training Officer to be mailed to the Nontraditional Training and Planning Division of the Corps of Engineers Training Management Division. These tests and evaluations help the Huntsville Division determine the effectiveness of the training course, and whether there have been any changes in regulations or procedures, as well as the students' overall opinions about the training.

   The video cassettes, video equipment, and any other training materials, including this FG, should be returned to your Training Officer (or whomever gave them to you). The End-of-Training Checklist will assist in these activities.

4. End-of-Training Checklist.

   At the end of the final session, the following actions should be completed:

   a. ___ Collect the student evaluations and the pre- and posttest answer sheets.

   b. ___ Tell the students that the Training Officer will record completion of training in their personnel files. The Training Officer will issue certificates to the students.

   c. ___ Sign DD Forms 1556, certifying completion of training.

   d. ___ Complete the Facilitator evaluation form.

   e. ___ Repackage each VCC in its storage container.

   f. ___ Return all equipment to its designated place.

g. ___ Make sure the training facility is clean and in order.

h. ___ Give the Training Officer (TO) the names of the students who have or have not completed the training, so the TO can record it in their personnel files.

i. ___ Give the evaluations, pre- and posttest answer sheets, and class roster to the Training Officer to mail to CEHND-TD-NT.

j. ___ Return the FG, VCC, and supporting material to the Training Officer (or whomever gave them to you).

k. ___ Give yourself a pat on the back for a job well done.

PLEASE NOTE: Students will not receive their certificates, if you, the facilitator fail to turn in a completed roster, pre- and posttest answer sheets, and evaluation to the Training Officer.

E. Summary

By now, you have a good idea of what lies ahead of you as a Facilitator. You understand the importance of this training and should be able to convey that importance to the training material, its individual functions, and the four steps to being a facilitator: Planning, Preparing, Facilitating and Follow-up. The key to your success as a Facilitator lies in the thoroughness with which you complete each of the four steps.

Facilitator's Guide
Part 3
Package Specifics

A. Purpose

The course will provide prospective survey interviewers with the skills necessary to collect field recreation use data in developed recreation areas.

B. Description

The material is presented on 40 minutes of videotape. The video portion is contained on one video cassette. The package consists of four modules. The topics are as follows:

Module 1. Introduction - The Visitation Factor
Module 2. Getting Ready for the Survey
Module 3. Conducting the Survey
Module 4. Wrapping It Up

C. Prerequisites

Nominees should be those persons who conduct traffic stop surveys at Corps projects. Introduction to computers and DOS-based systems training would be helpful.

D. Component Parts of the Package

1/2" VHS video cassette *(1 cassette per set)*
1 Facilitator's Guide
1 Student Study Guide for each student

The following references are applicable to this course. You are encouraged to have current copies available for students to use during the course.

Project Safety Plan
Engineering Regulation 1130-2-430
Engineering Pamphlet 1080-6

At each tab *(in the Facilitator's Guide only, on buff-colored paper)*, you will find additional information and suggestions that will help you to introduce, discuss, and summarize the submodules. Each submodule should be viewed separately with viewing preceded by a brief introduction by you. After viewing the video, you should lead the answering of questions, discussion, or questions as indicated. Some submodules contain exercises located at the end of the submodule to provoke thought and interchange between class members.

E. Video Run Times

		Run Times (Min/Sec)
Module 1.	Introduction - The Visitation Factor	4:21
Module 2.	Getting Ready for the Survey	8:30
Module 3.	Conducting the Survey	23:37
Module 4.	Wrapping It Up	4:35

F. Suggested Training Schedule

The activity times listed are estimates ONLY. Be careful not to structure the training too rigidly - this could cause some submodules to be "glossed over."

Activity		Approximate Time (Min/Sec)
Introduction		15:00
Pretest		30:00
Module 1	Tape	4:21
	Activity	30:00
Module 2		
Submodule 1	Tape	8:30
	Activity	10:00
Submodule 2	Activity	10:00
Submodule 3	Activity	15:00
Module 3		
Submodule 1	Tape	23:37
	Activity	15:00
Submodule 2	Activity	15:00
Submodule 3	Activity	90:00
Submodule 4	Activity	90:00
Module 4		
Submodule 1	Tape	4:35
	Activity	10:00
Submodule 2	Activity	30:00
Posttest and Evaluation		60:00

ANSWER KEY

PRETEST

1.	B	18.	B
2.	C	19.	B
3.	D	20.	A
4.	A	21.	B
5.	D	22.	A
6.	B	23.	D
7.	D	24.	B
8.	D	25.	C
9.	C	26.	D
10.	B	27.	C
11.	A	28.	D
12.	A	29.	D
13.	D	30.	C
14.	B	31.	C
15.	B	32.	A
16.	B	33.	A
17.	A		

POSTTEST

1.	C (27)	18.	D (28)
2.	C (31)	19.	D (8)
3.	D (29)	20.	A (17)
4.	B (15)	21.	B (21)
5.	D (23)	22.	C (25)
6.	A (12)	23.	D (5)
7.	A (32)	24.	B (16)
8.	B (19)	25.	A (22)
9.	D (13)	26.	A (11)
10.	C (30)	27.	B (1)
11.	D (26)	28.	B (18)
12.	B (6)	29.	D (3)
13.	C (9)	30.	B (10)
14.	A (33)	31.	C (2)
15.	A (4)	32.	D (7)
16.	B (24)	33.	B (14)
17.	A (20)		

MODULE 1

Module 1 Video Run Time: 4:21 Min.
(Module 1) Suggested Total Training Time: 30 Min.

I. Things to Assemble

Emergency phone numbers and Emergency Plan

- Safety Manual, EM 385-1-1
- Survey Plan
- DDES Program (contact Project Survey Coordinator)
- ENG Forms 4835
- Portable Computer
- Current Copy of ER 1130-2-430

(Contact your Forms Control Manager for supplies — a minimum of 3 copies per student)

Contract Surveyors

- Copy of contract
- Special forms or invoices
- Be able to answer the question "when and how do I get paid?"

In-House Surveyors

Any special in-house paperwork, for example, daily reports or ranger logs

II. Points to Emphasize

The Project Survey Coordinator should describe user groups and cultural and language diversities that the interviewer may encounter and procedures for addressing them.

- Points of contact
- Personal safety
- Attire
- Contract scope of work
- Identify Project Survey Coordinator — Contracting Officer Technical Representative - (COTR)
- Identify Contracting Officer Representative - (COR)

Minor rules violations may have to be overlooked during the interview in order to obtain unbiased responses from the visitor.

III. Exercises

- Prepare emergency phone number listing
- Review and discuss acronyms listing on page R-2

INTRODUCTION — THE VISITATION FACTOR

The Customer and the Corps of Engineers

Visitors are Corps of Engineers customers. While they may trigger a traffic meter during a survey, these visitors also represent other factors. These factors help the Corps of Engineers decide how money is spent; for example, how many campsites, picnic tables, and showers are needed; how to plan for the future; and how the Corps can be of better service to the visitor.

The traffic—stop survey that you are collecting data for is a method of estimating recreational use at Corps projects. This information is essential for planning, management, and reporting purposes. There are two parts to collecting the survey:

- Visitor surveys
- Traffic meter recordings

While the traffic meter measures the volume of traffic entering an area, the visitor survey collects data from visitors. These two factors, when combined, represent a snapshot of how the project is used.

This student study guide was written to help you learn how to conduct these visitor surveys. Use this guide during your training but also keep it handy when you are out on the survey site. There are plenty of checklists and helpful reminders throughout the guide for your use in the field.

The guide is organized into four major modules; all except module 1 contain submodules.

Module 1. Representing the Corps of Engineers
Module 2. Getting Ready for the Survey
- 2.1 Collecting materials
- 2.2 Checking and reading the traffic meter
- 2.3 Setting up the survey site

Module 3. Conducting the Survey
- 3.1 Defining recreational terms
- 3.2 Reading prepared introduction and questions
- 3.3 Enter data on ENG Form 4835
- 3.4 Enter data on the computer

Module 4. Wrapping It Up
- 4.1 Taking down the survey site
- 4.2 Delivering the survey data

As you learn about the traffic-stop survey, you'll have a chance to reinforce that information by completing the assignments contained at the end of the submodules. In addition, you'll find a helpful list of references, a glossary, and a list of acronyms at the end of the guide.

MODULE 1 — REPRESENTING THE CORPS OF ENGINEERS

Introduction

As an interviewer, you represent the U.S. Army Corps of Engineers. The persons you interview each day may have no other contact with a representative of the Corps — YOU ARE THE ONE who forms their images of the Corps. The image you convey — your dress, your attentiveness, your enthusiasm, and your knowledge of your job — combine to create an appearance of professionalism and put you and the Corps in a most positive light.

Objectives

After completing this submodule, you will be able to:

- Explain to the visitor why they are being surveyed
- Determine the appropriate clothing to wear for the interview
- Determine what to do if visitors have problems

Why Survey?

You're going to get this question: "Why are you stopping me?" Remember, you're asking visitors to spend some of their valuable leisure time answering your questions. Your response to their question should explain that their answers will help Corps managers and planners understand current use to help provide improved services and facilities at Corps recreational areas. Appreciate their input!

Dress for Success

Your interview attire should reflect your professionalism and the setting. Your professionalism dictates clean, pressed, tasteful clothing in good repair. The recreational setting dictates informal attire such as shirts and pants and closed shoes. Make sure your identification tag is visible on your shirt. A hat with the Corps logo or project name would be appropriate, especially on sunny days. If you need sunglasses, don't wear the mirrored variety.

It's Your Job

Your responsibility is to complete traffic-stop surveys in an efficient and professional manner. If a visitor begins a lengthy conversation about a problem, offer a solution or refer them to the project manager and gently lead the conversation back to the interview.

SUBMODULE 2.1 Collecting Materials

Module 2 Video Run Time: 8:30 Min.
(Submodule 2.1) Suggested Total Training Time: 10 Min.

I. Things to Assemble

Materials to be used for survey and to be released to the interviewer

Refer to checklist on page 2-2.

II. Points to Emphasize

Care and maintenance of equipment, hand-receipt procedures, security of equipment, and repair procedures.

Component parts of the survey plan:

- Area maps with survey plan
- Survey schedules
- Special instructions

MODULE 2 — GETTING READY FOR THE SURVEY

Submodule 2.1 Collecting Materials

Introduction

The first stage in getting ready for the survey involves reviewing the survey plan and collecting the materials needed for the survey. Understanding where to find the survey plan and what equipment is needed is an important part of conducting surveys correctly. There are two methods for collecting information: 1) a paper format using ENG Form 4835; and 2) a microcomputer format, using the Direct Data Entry System (DDES).

Objectives

After completing this submodule, you will be able to:

- Determine where to find the survey plan for your project
- Determine what equipment is needed to conduct the survey
- Determine who to contact regarding questions about the survey

Review the Survey Plan

The first step in getting ready for the survey involves reviewing the survey plan. This plan, located in the project manager's office, contains information on what materials are needed for your specific survey site, any special instructions relevant to the survey area, area maps, and the survey schedule. Read through the survey plan carefully and ask your Project Survey Coordinator questions.

Assemble the Equipment

The survey plan may have an equipment checklist to help you gather all the needed equipment or it may identify special equipment needs. We've included a standard equipment checklist so you can get an idea of the equipment you may need. Double-check your list as you collect the equipment to make sure you don't forget something you may need when you get out to the site.

Clarify Questions

The Project Survey Coordinator will answer your questions about the survey, the survey site, and needed materials.

Equipment Check List

- ❒ Points of Contact_____
- ❒ Emergency Phone Numbers_____

- ❒ Safety vest
- ❒ Identification badge or name plate
- ❒ Watch
- ❒ Survey plan or copies of:
  - ❒ 1) Survey schedules
  - ❒ 2) Survey area maps
  - ❒ 3) Special instructions for survey area
- ❒ "Stop" sign
- ❒ "Stop Ahead" sign
- ❒ Other specialty signs such as "Tourism Survey Ahead"
- ❒ Traffic cones
- ❒ Barricades
- ❒ Project maps and brochures
- ❒ Keys for traffic meter boxes
- ❒ Lights for night surveys
- ❒ Personal items such as: drinking water, snacks, hat, sun screen
- ❒ Other items _____
  _____
  _____

Items for Paper Surveys

- ❒ ENG Form 4835
- ❒ No.2 lead pencils and erasers
- ❒ Clipboard
- ❒ Folders or organizers
- ❒ Questionnaire

Items for Microcomputer Surveys

- ❒ Laptop Computer
- ❒ Extra computer batteries
- ❒ Floppy disks with:
  - 1) DDES
  - 2) Survey Area files
  - 3) Backup disks
- ❒ Computer stand

Figure 2.1.1 Equipment Check List

SUBMODULE 2.2 Checking and Reading the Traffic Meter

(Submodule 2.2) Suggested Total Training Time: 10 Min.

I. Things to Assemble

Sample traffic counter for demonstration

II. Points to Emphasize

For any recreation area that has more than one meter location, but only one survey site, meter readings must be taken at all traffic counters.

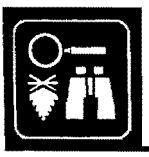
Explain and point out time schedules to students.

If meters are moved during readings, return to a level, upright position.

III. Exercises

Show the meter and point out components and how they work.

- **Note to Project Survey Coordinator:** You will remember that you have the option to substitute meter reading on Sunday at end of time Block 5 for the "following Monday" meter reading.



Introduction

The survey form (ENG Form 4835) was designed to collect data to convert meter counts into estimates of visitor use. This information is utilized to estimate recreation use at each Corps project for use in planning, management and reporting. As part of the traffic-stop surveys, you will need to understand the following: the two types of traffic meters, how to test to see if they are working, how to diagnose and solve simple problems that may occur with the traffic meter, and when to record traffic readings during the survey.

Objectives

After completing this submodule you will be able to:

- Assure the traffic meter is in working order
- Diagnose and solve simple problems with the traffic meter
- Record traffic meter readings during the survey

Types of Meters

There are two types of traffic meters that are used on Corps projects:

- Pneumatic Hose Meters — These types of meters utilize a rubber hose that is placed across the roadway. The pneumatic hose meter records the number of axles that cross. Therefore, a car crossing the meter will trigger two counts on the meter while a car pulling a double axle trailer will trigger four counts on the meter.

- Magnetic Loop Meters — Magnetic loop meters are triggered by metal objects and therefore count vehicles. In this way a car with a trailer is counted as a single unit.

  Sometimes these meters are adjusted so that it takes either two axles or two vehicles crossing the meter to trigger a count of one. Check the survey plan to verify how each meter counts.

Assure the Meter is Working

Meters and batteries should have been tested the week before the survey. The best way to confirm the meter is working is to listen for the "click" made when a vehicle crosses the counter.

Occasionally traffic meters will fail. Some of the most common reasons for this failure are:

- improperly grounded meter
- broken hoses or wires
- low battery charges

Remember to report all equipment failures to the Project Survey Coordinator immediately.

Meter Readings

Meter readings are taken to determine the percentage of weekday traffic. This data will be used to determine what percentage of the total traffic was weekday and what percentage was weekend. As the interviewer, you may or may not have to collect these meter readings, so check your survey plan and confirm it with the Project Survey Coordinator.

During the week of the survey, the meter should be read:

- On the first Monday at approximately the beginning of time period one (Note: this is not the Monday survey period)
- On the following Friday at approximately the end of time period five
- On the Monday following the survey week at approximately the beginning of time period one.

You will need to refer to the survey schedule to determine the exact times of the beginning monday, ending friday, and following monday. See Figure 2.2.1 as an example.

If the meter does fail during the survey week, the meter should be read at the same times during the following week, unless directed differently by the Project Survey Coordinator.

For The Paper ENG Form 4835: All three meter readings must be recorded in the "Survey Log" on the first weekday and the first weekend survey form used at the area. You will need these readings to help you fill out the top of the survey form in Submodule 3.3.

For The Microcomputer: All three meter readings must be recorded separately and submitted with the disk data. Make sure the recorded meter readings contain the following information: meter and survey site locations, data file names, date, time and traffic count for each of the three required readings.

Assignment — Meter Readings

Based on the information provided in the survey schedule (Figure 2.2.1), record the day and time meter readings should be taken for the two meters.

Panther Paw Creek Meter Readings:

day	time
day	time
day	time
day	time
day	time

Piney Hill Picnic Area Meter Readings:

day	time
day	time
day	time
day	time
day	time

Remember

- You need to assure the traffic meter is in working order
- Report any meter problems to the Project Survey Coordinator
- Make sure all three meter readings are recorded.

SURVEY SCHEDULE

PROJECT NAME: Good Time Lake
PROJECT NRMS#: 10203

WEEK OF: 7—13 Sept.

AREA NRMS #: 001, 002

SURVEY SITE NAME: Panther Paw Creek, Piney Hill Area

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
1 0710—0935		Panther Paw		Piney Hill		Panther Paw	Piney Hill
2 0945—1210		Piney Hill	Panther Paw			Piney Hill	Panther Paw
3 1220—1445	Panther Paw.		Piney Hill			Panther Paw	Piney Hill
4 1455—1720	Piney Hill				Panther Paw	Piney Hill	Panther Paw
5 1730—1955				Panther Paw	Piney Hill	Panther Paw	Piney Hill

Figure 2.2.1 Example of a completed survey schedule using 2 survey sites and 2 hour, 35 minute time blocks, with 10 minutes taken off for travel.

SUBMODULE 2.3 Setting Up the Survey Site

(Submodule 2.3) Suggested Total Training Time: 15 Min.

I. Things to Assemble

Orange blaze safety vest
Site maps

II. Points to Emphasize

Any project area where safety may be a particular concern.

Any survey sites that may need further explanation. Example:
Survey sites that may have multiple exits, meters, or surveyors

III. Exercises:

Have the student set up a sample survey site in the conference room

Introduction

After you have collected the survey equipment and tested the traffic meters, you are ready to set up the actual survey site. There are four major steps in the process designed to ensure that you are collecting surveys at the right time, in the right place, and in a safe and orderly manner.

Objectives

After completing this submodule you will be able to:

- Determine the location and time of your survey period
- Choose the preferred method for finding the survey site
- Know how to ensure your personal safety
- Properly set up traffic control devices for the survey

When and Where to Survey

At each survey site, surveys are conducted over an entire week, Monday through Sunday. The Project Survey Coordinator will provide you with a detailed survey schedule listing the locations and times of the survey periods. If your survey period is scheduled from 9:45 a.m. to 12:10 p.m., at Panther Paw Creek, you must start interviews at 9:45 a.m.. This means that you must allow plenty of time before your survey period starts to collect the necessary equipment and then to find the site and set up the equipment. In order to get all the survey equipment set up, you should arrive at the site at least ten minutes before you are to start surveying (9:35 a.m. in the above scenario). Allow yourself plenty of time to collect the survey equipment and travel to the site.

Finding the Survey Site

Survey sites are located on roads exiting recreation areas. Since there may be more than one location where surveys are being conducted, you'll need to make sure you find the right site. Use a project map and the survey plan to find your survey location. The survey plan map for the area will identify the survey site designated for that area. Your understanding of how to set up a survey site will assist you should any unexpected problems occur. If you have questions, ask the Project Survey Coordinator.

Playing it Safe

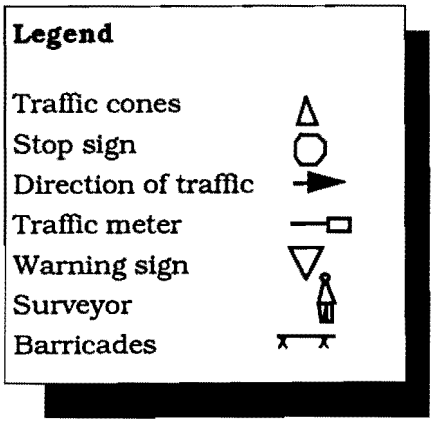
Since you are going to be stationed beside moving traffic you have been provided with equipment and procedures to ensure your personal safety. Follow the specific safety directions in your survey plan and play it safe.

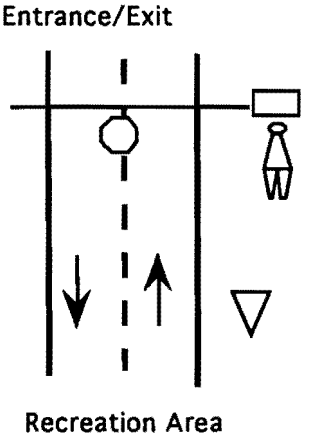
You'll want to make sure you are both visible and safe so put on your blaze orange vest as soon as you reach the site. This vest, the traffic cones and the warning signs will help make you more visible and warn oncoming traffic of your location but you'll also need to position yourself in a visible and safe location. Stand on the shoulder of the road facing exiting traffic. This means that you will conduct interviews through the passenger window.

If you have questions about the safety procedures or if there is an emergency, contact the Project Survey Coordinator as soon as possible.

Setting up the Equipment

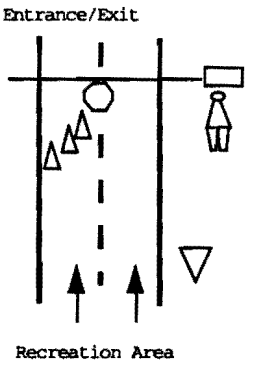
You'll want the survey site to be safe, comfortable, and efficient. Survey sites are normally located beside permanent traffic meters. Flat, straight road segments are preferred so that you and the oncoming traffic can see each other. You will be provided with a series of signs, barricades and traffic cones. The survey will describe how to set these signs up. Visitors exiting the recreation area should encounter the warning signs first, like "Prepare to Stop" or "Tourism Survey Ahead" before they encounter the "Stop" sign and the actual survey location. Since each survey site will be slightly different, you will need to consult your site's survey plan to determine how to set up the signs; however, the following diagrams will show you how survey sites are often set up.



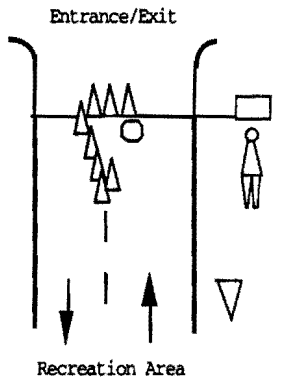


- Two lanes, two-way traffic—The survey site should be similar to this illustration.

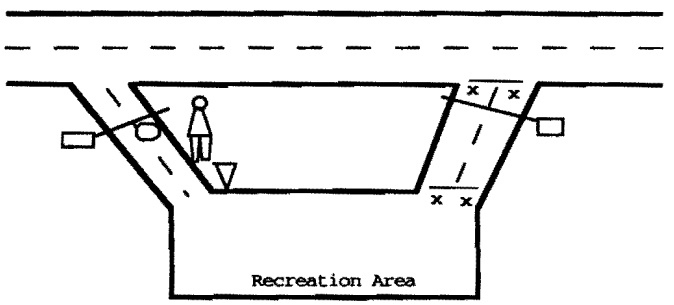
• Two lanes, one-way traffic — In this situation it will be necessary to close off one lane of traffic. You will also need warning signs for lane closure ahead in addition to survey/stop warning signs.



• Two-way traffic, wide entrance — If surveying at a wide entrance, it will be necessary to channelize traffic into one exiting lane.



• Recreation area with two or more entrance/exits — If an area has two exits, but only one is to be surveyed, the others must be blocked during the survey. Note: Three meter readings will be required from both meter locations.



While your survey plan will contain the particulars on how your survey site is to be set up, here is a general procedure.

1. Arrive at the survey location early enough to set up the equipment and perform other duties before the designated starting times.

2. Put on your orange blaze vest to ensure your safety.

3. Set up the warning signs and other traffic control devices.

4. Determine the location of the nearest phone or radio to use if you need assistance or in the event of an accident or other problems.

5. Make sure there is enough room for incoming traffic to pass and for exiting cars to wait.

6. Stand on the shoulder of the road, on the side that traffic is exiting. Conduct your survey through the passenger side of the vehicle.

7. Once you have the site set up, double check to make sure you have all the needed equipment and have followed the directions in the survey plan.

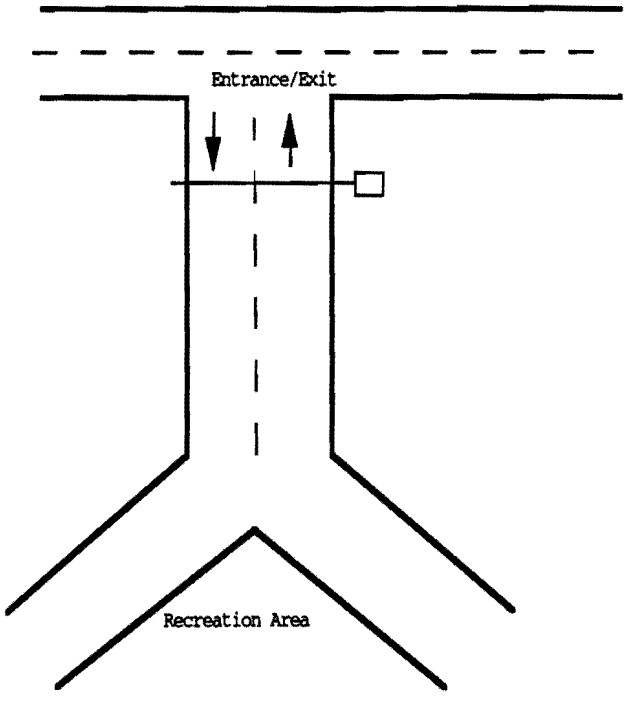
8. Contact the Project Survey Coordinator in case of difficulties in either setting up or conducting surveys at the survey site.

Assignment — Set Up

1. Using the equipment below, set up the survey site on the map.

Equipment List

Traffic cones
Stop sign
Direction of traffic
Traffic meter
Surveyor
Barricades
Warning sign



Remember

- Consult your survey plan to determine the location and time.
- Locate your survey site using the project map and survey plan.
- Arrive 10 minutes before your survey period.
- Wear your blaze orange safety vest.
- Stand on the shoulder of the road facing exiting traffic.
- Check to see you have all the equipment.
- Lay out the survey equipment according to the plan.
- Contact the Project Survey Coordinator in case of an emergency or any problems.

SUBMODULE 3.1 Defining Recreational Terms

Module 3 Video Run Time: 23:37 Min.
(Submodule 3.1) Suggested Total Training Time: 15 Min.

I. Things to Assemble

Example of recreation area description on your project to be surveyed.

Examples should be both representative and/or complex to ensure students' understanding of the recreation area term definition for your project.

II. Points to Emphasize

Vehicles are classified by vehicle type based on their use patterns. A separate entry is made for every vehicle exiting past the survey location except vehicles associated with the survey crew. Such vehicles should avoid crossing the meter if possible.

When "passing" vehicles, it may be necessary to stop each vehicle to tell them that they may proceed. If "passed" vehicles are not halted, it could become difficult to stop the fifth vehicle.

MODULE 3 — CONDUCTING THE SURVEY

Submodule 3.1 Defining Recreational Terms

Introduction

During the course of the survey, you will need to define a number of recreational terms to visitors. Providing a clear, concise and correct definition of these terms will assist the visitor in answering questions correctly. In addition, you will need to understand these terms thoroughly so that you can correctly complete the questionnaire.

Objectives

After completing this submodule, you will be able to:

- Correctly define recreational terms included in the survey
- Know where to check for additional definitions

Definitions

Project — The project consists of the reservoir or lake and surrounding lands owned by the Corps. The Project Survey Coordinator will define the limits of the project for you.

> *Example Phrasing: "Good Time Lake includes all of the water and surrounding lands that are owned by the U.S. Army Corps of Engineers from the dam and spillway to ten miles east of Emerald City. Other recreation areas at this Corps project include the camping area managed by the state that is located further up this road and the visitor center off Highway 35."*

Recreation Area — Within a project are located various recreation areas for camping, picnicking, fishing, boating, etc. Each of these recreation areas typically has either a single road that serves as the entrance and exit (Figure 3.1.1) or multiple accesses that lead to and from the area.

It is important for visitors to understand that the recreation area includes the entire recreation area (including sub-areas). If the area has more than one entrance or different sub-areas, you will need to either point to the areas that are included (if visible) or use a map to explain what is included in the recreation area.

> *Example Phrasing: "This recreation area consists of the locations I have circled on the map, including the picnic area, parking lot, and boat ramp."*

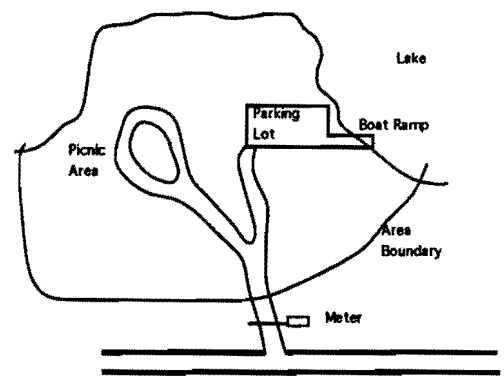


Figure 3.1.1 Recreation Area

Survey Site — The survey site is the location where the interviewer stands to conduct the survey. This survey site is usually located near a traffic meter. If a recreation area has more than one road serving as both entrance and exit, it may have more than one meter location and survey site.

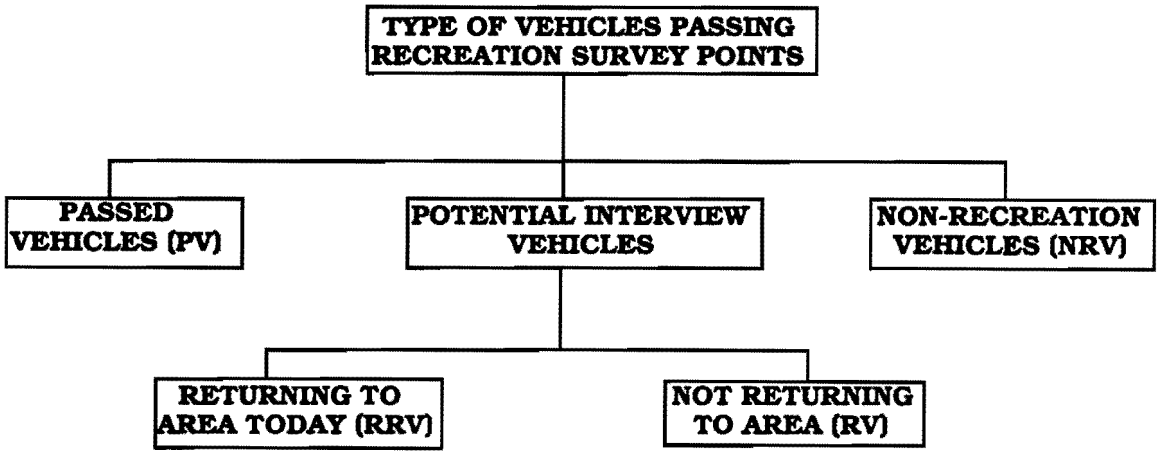


Figure 3.1.2 Vehicle Types

Vehicle Types — All vehicles that cross the traffic meter during the survey fit into one of three categories: potential interview vehicles (RV and RRV), nonrecreation vehicles (NRV) or passed vehicles (PV).

Potential interview vehicles consist of: 1) Area Recreation Vehicles (RV) — vehicles whose occupants participated in recreation in the surveyed area and will not return to the area that day; and 2) Return Recreation Vehicles (RRV) — vehicles whose occupants participated in recreation and will return to the area sometime during that day.

Nonrecreational vehicles (NRV) are vehicles whose occupants are not participating in recreation in the surveyed area. If the vehicle occupants are participating in recreational activities at another recreation area and are just passing through your survey area, the vehicle is a nonrecreational vehicle in your area. Nonrecreational vehicles also include Corps vehicles, commercial vehicles, concession vehicles, law enforcement vehicles, etc.

Passed vehicles are those vehicles that are not surveyed (passed): 1) because the person contacted in the vehicle refuses to be surveyed, or 2) because enough traffic backs up so that a lengthy delay for other visitors occurs. For more information about handling passed vehicles, see submodules 3.3. and 3.4.

Bicycles, motorcycles, or three-wheelers that activate the traffic meter must also be interviewed. Check with your survey coordinator to see how to handle these vehicle types.

Assignment — Recreation Definitions

1. Write a definition for the area you will survey that you can use to explain to the visitor about the recreation area.

2. For each of the scenarios written below, determine the vehicle type; e.g., recreational (RV or RRV) or nonrecreational vehicle (NRV).

___ A. A car driven by a concessionaire employee going home for the day.
___ B. A car load of local residents who state they didn't do any recreational activities but just stopped to look around for a few minutes. They are not returning.
___ C. A van load of campers from the campground who are going into town to do laundry for the day.
___ D. A motor home driven by a family who just stopped for a picnic and are on the way to visit relatives.
___ E. A truck containing the Project Survey Coordinator drops by to see how the surveys were going.
___ F. A jeep with some windsurfers in it who were trying to catch some wind just off the launch ramp in your area. They plan to come back later today if the wind picks up.

Remember

- Other terms utilized in the survey are defined in the glossary.

SUBMODULE 3.2 Reading Prepared Introductions and Questions

(Submodule 3.2) Suggested Total Training Time: 15 Min.

I. Things to Assemble

Either ENG Form 4835 or DDES system components.

II. Points to Emphasize

Emphasize the correct procedures to ask and clarify questions. You should cover all of the student's questions.

III. Exercises

Ask each student to select a question (either computer form or ENG Form 4835) and ask/clarify that question to another student.

The introduction shown on the video is for illustration only; the question asked at the end of the introduction is not a part of the prepared introduction and is not a valid question.

MODULE 3 — CONDUCTING THE SURVEY

Submodule 3.2 Reading Prepared Introductions and Questions

Introduction

Conducting the survey requires that you use the precise wording and order of the questions on the questionnaire (either in paper form or on the computer screen). In order for you to collect accurate information, you must be careful to use the exact wording required and not lead the visitor to a biased response. This submodule will help you practice giving an introduction and wording the questions correctly to the visitor.

Objectives

After completing this submodule, you will be able to:

- Correctly introduce the survey to the respondent
- Clearly and concisely ask the respondent survey questions
- Clarify interview questions without leading the visitor

Interviewer Introduction

When you stop a vehicle, you will need to introduce yourself to the visitors and ask for their cooperation in the survey. A standard introduction is provided at the top of the questionnaire on either the paper form or the computer screen for you to read to the visitor.

> HELLO. MY NAME IS _____. I AM WITH THE CORPS OF ENGINEERS. WE ARE SURVEYING VISITORS AT ___(Project Name)_____ SO THAT WE CAN BETTER SERVE YOUR NEEDS. MAY I TAKE A FEW MINUTES OF YOUR TIME TO ASK YOU SOME QUESTIONS?

Questions

Questions are indicated on the survey questionnaires. The survey form should be used in conjunction with the questionnaire. It is important that you read these questions as they appear, and follow the instructions provided for you on the questionnaire.

Sometimes when you ask a question the visitor won't understand and you will need to clarify the question. It is important that you do not rephrase the question in such a way that leads the visitor to provide you with a biased response. Leading the visitor this way may guide the visitor to understand the question differently than it was

intended, or it may provide them with clues to give you an answer they think you want. If you need to clarify the question, first try simply repeating it. If that doesn't work, try to find a way to clarify the question without leading the visitor. Some of the key components to the traffic-stop survey questions are: the place (e.g., project or area); the time frame (e.g., the trip or the day); and the activity.

Assignment — Wording Questions

Some of the questions from the survey form are written below in caps. Circle the best response to clarify each question. You can get the answers from your facilitator.

ENG Form 4835

1. DID YOU USE THIS AREA FOR RECREATION TODAY?

   a. Did you participate in recreation activities at this area today?
   b. Did you participate in recreation activities here today?
   c. Did you do anything like sightsee, fish, camp, or picnic here today?

2. WILL YOU BE RETURNING TO ANY RECREATION AREA ON THIS LAKE TODAY?

   a. Are you coming back here today?
   b. Do you intend to go over to the picnic area or the camping area today?
   c. Do you plan to return to any of the recreation areas at the project today?

3. ON THIS TRIP, HOW MANY NIGHTS HAVE YOU CAMPED AT THIS AREA?

   a. How many nights did you camp in this area on this trip?
   b. Did you stay 1 night, 2 nights, or more at the campground?
   c. How long did you stay at the campground?

4. HOW MANY HOURS DID YOU SPEND AT THIS AREA TODAY?

   a. How long have you been at this area?
   b. What time did you enter the area today?
   c. How long have you been here?

5. HOW MANY PEOPLE PICNICKED (CAMPERS AT A LOCATION OTHER THAN YOUR CAMPSITE)?

   a. How many in this vehicle picnicked? (campers - at a location other than your campsite)
   b. How many of your group picnicked? (campers - at a location other than your campsite)
   c. Did you picnic today?

6. HOW MANY PEOPLE PARTICIPATED IN THE FOLLOWING ACTIVITIES DURING THIS VISIT TO THE LAKE?

   a. Did you [activity] today?
   b. How many in your vehicle [activity] today?
   c. How many in your vehicle [activity] during this visit to the lake?

7. IS THIS THE ONLY AREA THAT YOU HAVE BEEN TO FOR RECREATION DURING THIS VISIT TO THE LAKE?

   a. Did you visit any other areas on this trip?
   b. Did you only recreate here in this area during this visit?
   c. Have you been any place else here at the lake?

8. FOR THOSE ACTIVITIES YOU PARTICIPATED IN AT THE LAKE, HOW MANY PEOPLE PARTICIPATED IN THOSE ACTIVITIES OR USED THOSE FACILITIES AT THIS AREA?

a. Of all the ___(rec. activity)_____ your group has done during this visit to the lake, how many of your group did it in this area?
b. How many of your group ___(rec. activity)_____ here?
c. Did you ___(rec. activity)_____ in this area?
d. I'll read back the activities you told me you participated in at the project. Please tell me if you participated in that activity in this area and how many participated.

Computer Format

1. WAS GOOD TIME LAKE YOUR PRIMARY DESTINATION ON THIS TRIP?

a. Was this the only place you visited?
b. On your travel to Good Time Lake or on your trip home, did you or are you going anywhere else?
c. Was Good Time Lake the major place you visited on this vacation?

2. HOW MANY PEOPLE IN THIS VEHICLE HAVE SPENT OR PLAN TO SPEND ANY NIGHTS AWAY FROM HOME IN A COMMERCIAL ACCOMMODATION WHILE ON THIS TRIP?

a. How many stayed overnight somewhere else?
b. How many of you stayed overnight at a commercial accommodation since you left home?
c. If you stayed overnight, where did you stay? How many stayed there?

3. DID YOU PARTICIPATE IN WATERCRAFT ACTIVITIES WHILE AT THIS PROJECT?

a. Did you go boating or waterskiing at the project?
b. Did you use your boat here at Good Time Lake?
c. Did you do any type of boating at Good Time Lake? What type of activities?

4. DID YOU USE PANTHER PAW CREEK AREA FOR RECREATION TODAY?

a. Did you do any activities here today?
b. Did you do anything here at Panther Paw Creek today?
c. Did you do anything at the project?

5. DID YOU USE A BOAT RAMP AT GOOD TIME LAKE?

a. Did you launch your boat from a boat ramp? Where?
b. Did you use a boat?
c. Have you used a boat ramp?

Remember

- Read the introduction and questions exactly as they are worded.
- If you need to clarify a question, first try repeating it.
- If you must reword a question, word it so that it doesn't lead the visitor.
- Remember to thank visitors for their cooperation.

SUBMODULE 3.3 Entering Data on ENG Form 4835

(Submodule 3.3) Suggested Total Training Time: 90 Min.

I. Things to Assemble

- ENG Form 4835
- Use Estimation Questionnaire
- No. 2 lead pencils with erasers
- Survey schedule

II. Points to Emphasize

Header information should be filled out prior to arrival at the survey site.

Explain how project meters increment (by one or one/half).

Other "overnight use" should be explained, e.g., house boats, rental cabins, etc. Code a 1 in Column 76 if "other overnight use" has been stated by the visitor. Place a comment in "remarks."

Questions in Columns 26-50 are for the entire visit. This could be 1 hour or 14 days — not just the day's use.

Introduction

Entering survey data sounds simple, yet, if it's not done carefully it can result in inaccurate data for the project's use estimation. Once you hand in the coded sheets they are transferred to computer disk; therefore, each entry must be complete and accurate and your handwriting legible. If your information is incomplete or unclear, it may be inaccurately transferred and this will result in added personnel time required for correction.

Objectives

After completing this submodule, you will be able to:

- Record the header information
- Record the survey data
- Edit and organize the forms for submittal

Step 1. Recording the Header Information

Prior to the start of surveying, you must complete the information on the top of ENG Form 4835. This section of the form is referred to as the header. This is the descriptor information that identifies where and when the survey was conducted. Much of this information will be supplied by your Project Survey Coordinator in the project survey plans.

When you are entering information in the header, please note that only one character should be entered per block.

Character (alphabetic) information should be entered starting in the left-hand block. For example, the Project Name should begin in block 26 with one character per block, space, or punctuation mark.

Numeric information should be right-hand justified. For example, an area Natural Resource Management System (NRMS) number of 3 would be recorded in blocks 6-8 as 003.

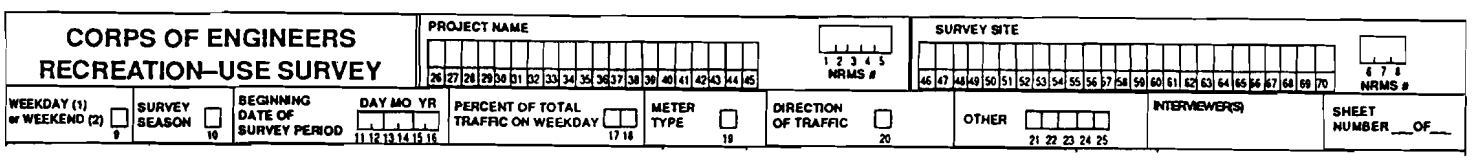


Figure 3.3.1 Header

Project Name: Enter the project name in blocks 26-45 starting in the left hand block.

Project NRMS Code: Enter the NRMS project code in blocks 1-5. The project name and project NRMS number will be the same for all survey forms from a single Corps project.

Survey Site: In blocks 46-70, enter the name of the survey site location noted from the Survey Schedule. If there is more than one traffic meter located in the recreation area, make sure that the name of the individual survey site associated with the meter is listed rather than the name of the recreation area.

Area NRMS Code: Enter the NRMS area code in blocks 6 - 8. You can find this code on your survey plan.

Weekend/Weekday: In block 9, enter the day of the week information as follows:

1 = Weekday (Monday - Friday)
2 = Weekend (Saturday and Sunday)

Survey Season: In block 10, enter the season in which the survey is being conducted where:

1 = Spring
2 = Summer
3 = Fall
4 = Winter
5 = Holiday

Check your project's survey plan to identify the months included in a given season. The holiday code should be used in place of a season code only when data is collected during a holiday weekend (e.g., July 2 - 4).

Survey Date: Enter the Monday date of the survey week from the survey schedule in block 11 - 16. This same date should be entered on all survey forms conducted that week. The date is entered in military format as day, month, year (DD/MM/YY).

Percent of Total Traffic: Calculate the value to be placed in blocks 17 - 18 after taking the final Monday traffic meter reading (see page 8). Enter the percent of total traffic on weekdays on both the weekday and weekend survey forms. Calculate this value as follows:

$$100 \times \frac{\text{(Friday Meter Reading - Beginning Monday Meter Reading)}}{\text{(Ending Monday Meter Reading - Beginning Monday Meter Reading)}}$$

Type of Meter: Enter the type of traffic meter in block 19 where:

1 = Pneumatic hose meter
2 = Magnetic loop meter

Direction of Traffic: Enter the traffic direction crossing the meter in block 20 where:
1 = One-way traffic and 2 = Two-way traffic

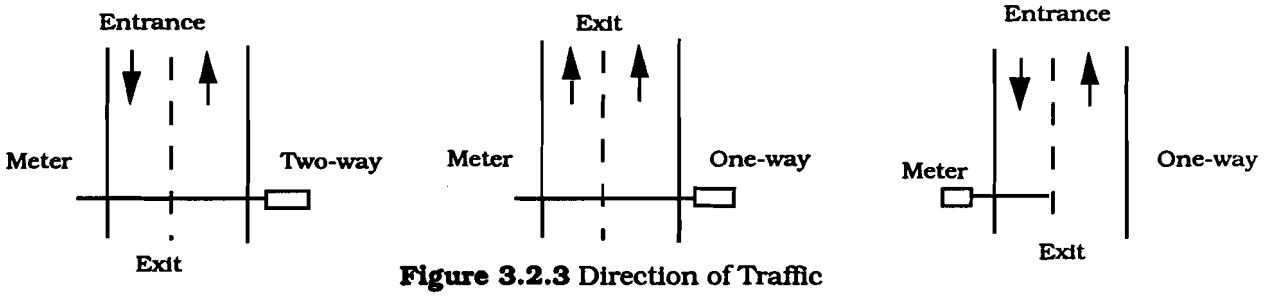


Figure 3.2.3 Direction of Traffic

Interviewer(s): Enter your name in this block.

Sheet Number: Enter the survey form number consecutively starting with 1. For weekday surveys, the total number of sheets can be entered after the Friday survey period. Numbering should begin again on Saturday with 1. On weekends, the total number of sheets can be entered after the last Sunday survey period is over.

Remarks: Use this space freely to make a note of any unusual survey conditions. Provide a key to abbreviations you might use in a legend.

Survey Log: On the first weekday or weekend survey form for each survey location, make a note of:

- The meter type (pneumatic hose or magnetic loop)
- Traffic flow crossing the meter (one way or two way)
- Meter calibration
  - Magnetic loop meters may count:
    - 1 count per vehicle
    - 1 count per 2 vehicles
  - Pneumatic hose meters may count:
    - 1 count per axle
    - 1 count per 2 axles
- All three meter readings
- Anything that might influence the survey (weather, accidents, road repairs, etc.)
- Any changes in survey times or places (explain carefully)

REMARKS

SURVEY LOG:
Meter Type: pneumatic
Traffic flow crossing meter: 1 or (2) way
Meter Calibration: 1 count per axle
Meter Readings:
6/7 Monday: 730 a.m. 5905
6/11 Friday: 930 p.m. 6102
6/14 Monday: 730 a.m. 6249

Begin 6/9 1545 KP
1600
1700

1800
End 6/9 1820 KP

Figure 3.2.3 Survey Log

Step 2. Recording the Survey Data

Once the header is filled out, you are ready to collect data from park visitors. The survey records information on vehicle occupants, specifically: vehicle class, length of stay, project activities, and area activities. You must ask questions exactly as they appear on the survey questionnaire and record the answers in pencil on ENG Form 4835. Do not rephrase the question or prompt visitors to respond. Remember to survey **all** vehicles exiting the recreation area past the survey site during the scheduled period.

Remarks: Use the remarks section to record the start and end times of the survey period. In addition, record an hour on the hour on the first available blank line. For example, in a survey period 7:10-9:10 the remarks column would show:

1st line of data	Begin, 7:10, Thurs, Your Initials
data lines	
1st available blank line; data	8:00
data	9:00
last data line	End 9;10, Thurs, Your Initials

Figure 3.3.4 Remarks Column

Vehicle Identification: Use columns 11-13 to identify individual survey entries. For each survey location, begin on Monday with vehicle ID. number "001" and number consecutively through the Friday survey period. For weekend sampling, start again with number "001" on Saturday and number consecutively through the last survey period on Sunday. Remember that you must use a separate line of data for each and every exiting vehicle that crosses over the traffic counter (except for vehicles whose sole purpose is to check on the survey crew).

Introduction: A standard introduction is written at the top of the survey questionnaire to assist you in introducing yourself and gaining the cooperation of visitors in the survey. The key elements of the survey introduction include:

- Your name
- Your association with the Corps
- The reason for the survey
- A request for the visitor's participation
- That a few moments of their time is required.

Note: There will be times when the survey never reaches columns 15, 16, 17, 20, 21, and 56. It is not necessary to fill in these fields if the survey ends prior to reaching that column. If the survey reaches that column, however, do not leave that column blank. Record either a "0" or "1" as appropriate. Responses in other columns, however, may be left blank when the response is "no" or "none."

Vehicle Class

Number of axles: In column 14, record the total number of axles (including trailers) for each party exiting across the meter. If the vehicle has more than four axles, make a note in the remarks column explaining your comment (e.g. motor home with trailer). Record number of axles for bicycles and motorcycles if they activate the meter and interview them just as you would any other vehicle.

Passed Vehicles (PV): There are only two reasons for passing vehicles: traffic and refusals. In column 14, enter a "0" if you passed a vehicle and put an appropriate comment in the remarks column. You may pass a vehicle only when five or more vehicles have backed up. Finish the survey you are on, pass four vehicles and then interview the fifth. Continue this pattern until less than five vehicles are in line to be interviewed. If the occupants refuse to answer questions, note "refused" in the remarks section.

NRV, RV, or RRV: In column 15, record a "0" if the group is a recreational vehicle and a "1" if they are a nonrecreational vehicle. A recreational vehicle is any vehicle whose occupants have participated in recreation during their visit to that area today. Again, use the remarks section to clarify what nonrecreational vehicles were doing (e.g. collecting trash, patrolling, working, or passing through the area on a through road without stopping to use any facilities). For nonrecreational vehicles, stop the survey here.

Returning to the Project: If the visitors are not returning to the project and area, code a "0" in columns 16 and 17 and continue the survey. If the visitors are returning to an area of the project, code a "1" in column 16 and determine if they are returning to that recreation area today. If they are returning to the recreation area being surveyed, code a "1" in column 17 and end the survey. If they are not returning to the same recreation area, they are "leaving for the last time" and you can code a "0" in column 17 and continue the interview.

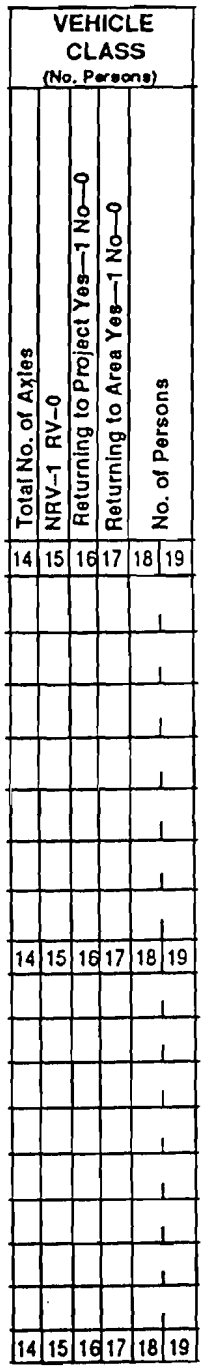


Figure 3.3.5 Vehicle Class

Number of Persons: In columns 18 and 19, indicate the total number of individuals in the vehicle. Do not count people who are with the group but are not in the vehicle at the time of the survey. For single-digit numbers, write the number with a zero in column 18 such as "03." If there are ten or more occupants in the vehicle, place a comment such as bus, van, or school group in the remarks section to describe the group.

Length of Stay

Camping at Project: Visitors who have been camping or plan to camp during this visit to the project should be coded as a "1" in column 20. Visitors who are not camping should be coded "0" in columns 20 and 21. Visitors who respond they are camping at the survey area should be coded "1" in column 21 while visitors who are not camping at the survey area should be coded "0."

Number of Nights Camping: If the visitor party camped at the area, indicate the number of nights camped in column 22-23. Leave the columns blank if the visitors were not camping at the area.

Day-Use Hours: In columns 24-25, record the total number of hours, spent in the day-use area. For those visitors who respond in half-hour increments round the even numbers down e.g., 2 1/2 = 2, 4 1/2 = 4, and the odd numbers up e.g., 3 1/2=4. For visitors who camped at the survey area, leave these columns blank.

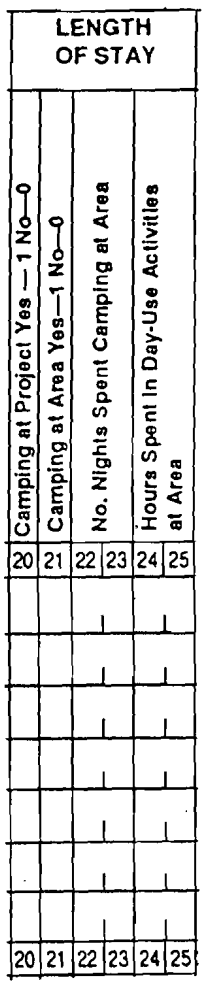


Figure 3.3.6 Length of Stay

Project Activities: Questions in columns 26 through 50 relate to the people in the vehicle and their use of the entire lake during this visit. Code the use of each facility or participation in each activity using the following guidelines:

• There can never be more people participating in any one activity than there are in the vehicle.

• If the number of people is ten or more and the activity in which they participate has only a single column for data entry, code the answer as "9" and put a comment in the remarks section.

• If the number of participants in any activity is zero, it is not necessary to code "00" in the field.

• It is not necessary to ask about activities not permitted on the project or are inappropriate for project use for that season.The Project Survey Coordinator will identify seasonal activities.

• Make certain all visitors are accounted for in some activity participation. Visitors can participate in multiple activities, but all visitors must be accounted for in the project activities. Check: project camping (column 20), picnicking (26-27), boating (31-32), fishing from shore (36), swimming (37-38), ORV riding (39), hiking (40), hunting (42), icefishing (43), snowmobiling(44), cross-country skiing (45), other (47-48), and sightseeing (49-50).

• When recording the number of people picnicking, note that campers can be recorded as picnicking only if they picnic at a location other than their campsite. Do not ask about picnicking facility use if the visitors did not report picnicking.

• Code only a "0" (No) or a "1" (Yes) for questions about the use of facilities. Do not indicate the number of people using the facility.

• If the visitor is fishing from the boat or waterskiing, also record as boating. The number of participants

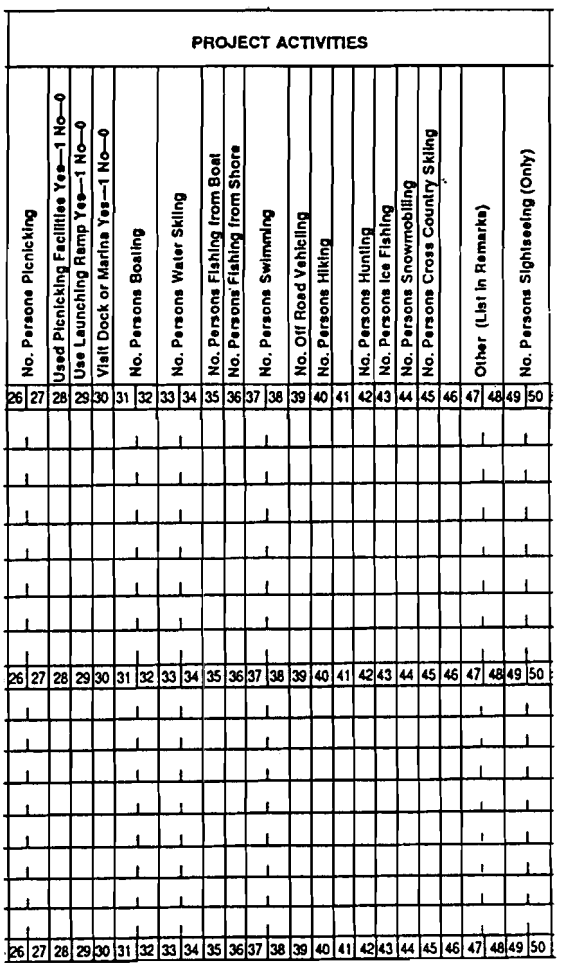


Figure 3.3.7 Project Activities

recorded as boating include all persons in the boat.

• Use columns 47-48 to record the number of people involved in activities other than the ones listed. Use the remarks section to describe all the other activities in which they participated.

• Use the sightseeing activity in columns 49-50 to indicate the number of people who did not participate in any of the above activities including project camping. Sightseeing is a mutually exclusive category.

Only Area Visited: If the visitor being surveyed has used only one area for recreational activities on their visit to the lake, then project activity and area activity use will be identical. For these visitors, code a "1" in column 56 collect the visitor's ZIP Code, and end the survey. If this is not the only area visited, code a "0" in column 56 and continue the survey.

ZIP Code: Indicate the visitor's zip code in columns 51-55. If the visitor does not know their ZIP code, record the county and state of origin in the remarks section. For a foreign visitor, code a "99999" in the columns and place the country's name in the remarks section. If the vehicle's occupants are from several locations, code only the party head or organizer, usually the driver. For groups, record the ZIP Code of the organization.

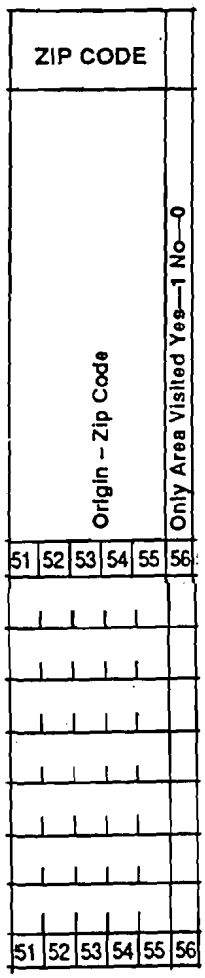


Figure 3.3.8 ZIP Code

Area Activities: Entering data in this section is similar to data in project activities. The following differences are noted:

• For each activity participated in at the project (columns 26-50), ask how many participated in that activity at the specific recreation area being surveyed. It is not necessary to ask activities or facilities not identified in project use.

• All activities recorded under area information must also be listed under project activities with the exception of sightseeing (see next page).

• All occupants of the vehicle must be accounted for under area activities. Check area camping (column 21), picnicking (57-58), boating (62-63), fishing from shore (67), swimming (68-69), ORV riding (70), hiking (71), other (72-73), sightseeing (74-75). Note: waterskiing and fishing from boat should be accounted for under boating.

• If the vehicle's occupants used the boating facilities (e.g., dock or ramp) in the area being surveyed, then all boating activities should be listed under area activities. Boating is assigned to an area if the visitors launched from the area.

• Code sightseeing for the survey area only if the visitor participated in no other activities at the recreation area being surveyed. If the visitor is sightseeing at the area but participated in activities elsewhere on the project, record the person as sightseeing at the area (columns 74-75) but not at the project (columns 49-50). In all other cases the number of area participants in an activity will be equal to or less than the number participating in that activity at the project.

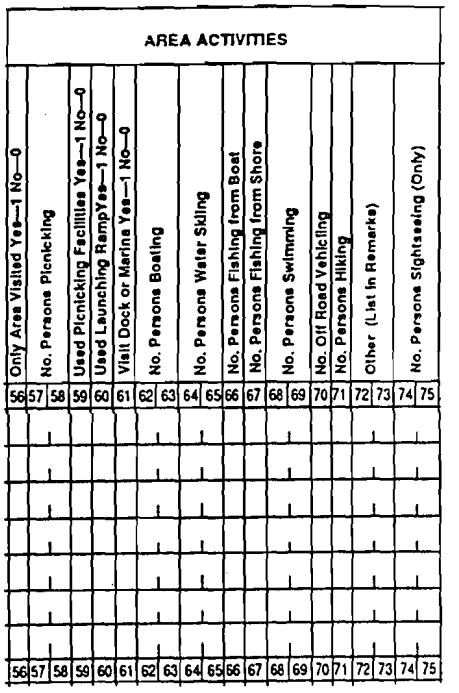


Figure 3.3.9 Area Activities

Step 3. Editing and Organizing the Forms

When you have completed data collection, review your completed forms to ensure that all information is complete and legible. Organize them:

- By season
- By area NRMS number
- By survey site name in ordered pairs weekday and weekend
- Within each day type, organize them by sequential ID number.

Did You

- Code the header before the survey started?
- Use a separate data line for every exiting vehicle?
- Use a pencil?
- Word the questions exactly as they appear on the survey questionnaire?
- Check that all forms are complete and legible?
- Check to see that ID numbers are unique and sequential?
- Organize the forms in the proper order before submitting them?

Assignment — Data Entry

Check your ability to enter and edit data correctly by recording the following scenario.

1. Based on the information provided in the sample survey schedule below fill out the header for a weekday survey on ENG Form 4835.

2. Now review the data entered in the first five lines of data on the form and circle any mistakes you might find.

SURVEY SCHEDULE	PROJECT NAME: Good Time Lake PROJECT NRMS#: 10203	WEEK OF: AUGUST 5 - 11	AREA NRMS #: 014	SURVEY SITE NAME: Panther Paw Creek

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
1 0710— 0950		Panther Paw					Panther Paw
2 1005— 1240			Panther Paw			Panther Paw	
3 1225— 1530	Panther Paw						Panther Paw
4 1545— 1820				Panther Paw		Panther Paw	
5 1935— 2110					Panther Paw		Panther Paw

Figure 3.3.10 Survey Schedule

Season = Summer
Meter Type = Pneumatic
Direction of Traffic = 1 way
1 count per axle

CORPS OF ENGINEERS
RECREATION–USE SURVEY

PROJECT NAME (26–45) | NRMS # (1–5) | SURVEY SITE (46–70) | NRMS # (6–8)

WEEKDAY (1) or WEEKEND (2) (9) | SURVEY SEASON (10) | BEGINNING DATE OF SURVEY PERIOD DAY MO YR (11–16) | PERCENT OF TOTAL TRAFFIC ON WEEKDAY (17–18) | METER TYPE (19) | DIRECTION OF TRAFFIC (20) | OTHER (21–25) | INTERVIEWER(S) | SHEET NUMBER __ OF __

ID	VEHICLE CLASS (No. Persons)				LENGTH OF STAY				PROJECT ACTIVITIES																				ZIP CODE	AREA ACTIVITIES												REMARKS
Identification of Survey Entries 001 up to 999	Total No. of Axles	NRV–1 RV–0	Returning to Project Yes—1 No—0	Returning to Area Yes—1 No—0	No. of Persons	Camping at Project Yes—1 No—0	Camping at Area Yes—1 No—0	No. Nights Spent Camping at Area	Hours Spent in Day-Use Activities at Area	No. Persons Picnicking	Used Picnicking Facilities Yes—1 No—0	Use Launching Ramp Yes—1 No—0	Visit Dock or Marina Yes—1 No—0	No. Persons Boating	No. Persons Water Skiing	No. Persons Fishing from Boat	No. Persons Fishing from Shore	No. Persons Swimming	No. Off Road Vehicling	No. Persons Hiking	No. Persons Hunting	No. Persons Ice Fishing	No. Persons Snowmobiling	No. Persons Cross Country Skiing	Other (List in Remarks)	No. Persons Sightseeing (Only)	Origin – Zip Code	Only Area Visited Yes—1 No—0	No. Persons Picnicking	Used Picnicking Facilities Yes—1 No—0	Used Launching Ramp Yes—1 No—0	Visit Dock or Marina Yes—1 No—0	No. Persons Boating	No. Persons Water Skiing	No. Persons Fishing from Boat	No. Persons Fishing from Shore	No. Persons Swimming	No. Off Road Vehicling	No. Persons Hiking	Other (List in Remarks)	No. Persons Sightseeing (Only)	
11 12 13	14	15	16	17	18 19	20	21	22 23	24 25	26 27	28	29	30	31 32	33 34	35	36	37 38	39 40	41 42	43	44	45	46	47 48	49 50	51 52 53 54 55	56	57 58	59	60	61	62 63	64 65	66	67	68 69	70 71	72 73	74 75	76 77 78 79 80	
625	2	0																																							Beg 6/3 7/5 PW
626	2	1			02																																			
627	3	0			003	00		1	30			0						02									381910													800
630	6	0			003	00		1	01																03		381720													3 bicycles
629	2	0	0	0	000	00	0	00	01	02	1	0	0	0	0	0	0	00	0	0	0	0	0	0	00	00	388191														End 950 PW
11 12 13	14	15	16	17	18 19	20	21	22 23	24 25	26 27	28	29	30	31 32	33 34	35	36	37 38	39 40	41 42	43	44	45	46	47 48	49 50	51 52 53 54 55	56	57 58	59	60	61	62 63	64 65	66	67	68 69	70 71	72 73	74 75	76 77 78 79 80	
11 12 13	14	15	16	17	18 19	20	21	22 23	24 25	26 27	28	29	30	31 32	33 34	35	36	37 38	39 40	41 42	43	44	45	46	47 48	49 50	51 52 53 54 55	56	57 58	59	60	61	62 63	64 65	66	67	68 69	70 71	72 73	74 75	76 77 78 79 80	

SURVEY LOG:
Meter Type:
Traffic flow crossing meter: 1 or 2 way
Meter Calibration: 1 count per _____
Meter Readings:
Monday:
Friday:
Monday:

Figure 3.3.11 Use-estimation survey form (ENG Form 4835, dated August 83, redrawn, reduced)

SUBMODULE 3.4 Entering Data on Computer

(Submodule 3.4) Suggested Total Training Time: 90 Min.

I. Things to Assemble

One microcomputer with hard disk for every two students

DDES software package

DDES project and area files that have been configured by the Project Survey Coordinator

II. Points to Emphasize

Familiarize students with operation of the microcomputer. Include such terms as:

Drives
Directories (DIR)
Paths
Copy
Check Disk (Chk Dsk)
Density, Low versus High
Make Directory (MD)

The project and area configuration files will be prepared prior to surveying. The interviewer is responsible for taking the files given, loading the computer, identification of the file and associated recreation area, the data collection, and the return of the completed files.

Remember: Once surveys are begun on the portable computer, it is essential that all surveys be conducted on the portable. This includes rescheduled sessions. If the computer fails during the survey period, the interviewer should reschedule the time missed, as with a weather condition, and return with a working computer system.

If surveys are conducted on paper, they will be used the entire survey week. The data entry and edit of these forms is a separate and distinct process. DO NOT ENTER DATA COLLECTED ON ENG Form 4835 INTO THE DIRECT DATA ENTRY SYSTEM (DDES) PROGRAM. Questions are different and keypunch errors will be inevitable. There is no way to correct keypunch entry errors in the DDES.

III. Exercises

Successfully interview another student using DDES. The Project Survey Coordinator must describe what qualifies for "Other Overnight Use" at the project and area.

Introduction

Some projects will utilize a computer-generated questionnaire program, the Direct Data Entry System (DDES), to enter data directly on site during the survey process. If you are using the computer survey program, you will need to understand not only the data entry process, but also the computer operations necessary to utilize this program. While direct computer entry of survey data eliminates problems of legibility, it is just as easy to code your data improperly. Make sure you understand the process and enter the data carefully and accurately. If your information is incomplete or unclear, it may render the data useless.

The DDES version of the Traffic Stop Survey was designed to ease the labor in conducting the surveys and eliminate handwritten forms that have to be edited and coded later. The program is designed so that you can follow it without having to make any decisions about order or the wording of questions.

There are four basic steps in the computerized data entry process:

- Opening the correct computer file for data entry
- Verifying the information in the header with the survey schedule
- Recording the survey data
- Exiting the program properly

Throughout this Submodule, examples of a fictional survey site will be used to clarify the instructions. Examples as they might appear on the computer screen will be boxed and in **bold** type. Things that you need to type will be <u>underlined</u>. In addition, you will need to understand the following symbols or special keys.

ALT — This designates the alternate key on the keyboard and is used in some commands.

RETURN — The return or enter key is used after you type most responses in order to move you on to the next question on the screen.

ESC — The escape key allows you to exit from the program.

F1 — F10 — Your computer will have a series of function keys on it. These keys are designated with an "F" followed by a number and they are used for giving some commands to the computer.

Objectives

After completing this submodule, you will be able to:

- Correctly open the proper file on the computer
- Verify the header information
- Accurately record survey data
- Exit the program properly

Assumptions

Before you start entering the data on computer, the following items are assumed:

1. The DDES project and area files have been configured by the Project Survey Coordinator.

2. The Laptop microcomputer is equipped with a minimum of:
   DOS 3.2 or higher
   640 K of RAM
   Hard disk, 20 megabytes
   One internal 3.5" floppy drive
   Battery operated

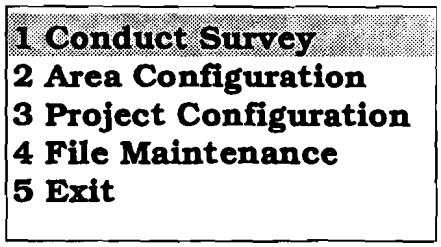
3. You have a working knowledge of DOS.

Setting Up the System

c:	Go to the hard disk
cd	Change to the root directory
md\survey	Create a survey subdirectory
cd\survey	Change to survey subdirectory
copy a:*.* c:\survey	Load software
cd\survey	Run program
ddes	

Step 1. Select Item 1

Using the arrow keys, select item 1 — conduct survey.



Step 2. Select the survey period.

Next you will be asked if the survey is a weekday (1) or weekend (2) survey. If you were collecting data for a weekday survey, enter a "1" here. Then a screen will appear listing the survey files created by your supervisor.

Identifying file names

- Weekday survey files will end with the suffix .DAY, while weekend survey files will end with the suffix .END.
- The season the survey was conducted is noted by a number between 1 and 5 at the beginning of the file name (Spring = 1, Summer=2, Fall = 3, Winter = 4, Holiday = 5)
- The 7 letters that follow the season number on the file are the area name. Note: Sometimes the area name is shortened because it is limited to 7 characters. The Project Survey Coordinator will identify which files are associated with each survey site.

Files located on the C drive	
2PANTPAW.DAY	**2PINEHIL.DAY**

Step 3. Select the Appropriate File

If you were collecting data at the Panther Paw area using the arrow keys, you would highlight "2PANTPAW.DAY" and press Enter.

Step 4. Verifying the Header Information

The file you selected, "2PANTPAW," will load into the computer and a screen similar to the one below will appear.

```
                    HEADER DATA AS ENTERED

PROJECT NAME: GOODTIME LAKE          PROJECT NRMS NO. : 10203
AREA NAME: PANTHER PAW CREEK         AREA NRMS NO. : 123
WEEKDAY SURVEY                            SITE NAME: SAWHORSE ROAD
MONDAY DATE: 03/26/1991              SEASON: SUMMER
METER TYPE: PNEUMATIC                TRAFFIC: ONE WAY
SEASONAL QUESTIONS ASKED; HUNTING, ORV RIDING
OTHER ACTIVITIES: VOLLEYBALL, SUNBATHING
ASK OTHER OVERNIGHT: YES             MULT AREAS:2

                    HIT RETURN WHEN READY
```

The information written on this screen is called the header information. It describes the survey site where the survey is being conducted. You need to verify this information with the data provided to you in your survey schedule. The following information is provided as guidance for you to understand the variables in the header.

PROJECT NAME: The name of the Corps project.

PROJECT NRMS No.: This is the Natural Resource Management System (NRMS) code that is distinct to this project. The number can be found on the survey schedule.

AREA NAME: The name of the recreation area where you will be collecting data.

AREA NRMS No.: The area NRMS number can be found on your survey schedule and is unique for this project.

WEEKDAY SURVEY: This denotes that the survey will be conducted from Monday through Friday. "WEEKEND" survey will appear when an ".END" file is selected indicating a Saturday or Sunday survey.

SITE NAME: Some recreation areas (e.g., Panther Paw Creek) have more than one survey site because they have more than one road entering and exiting the area. This site name then will be specific to the area where you will collect data and where the traffic meter is located. The same survey site name will be used even if there is more

than one interviewer at the site, but the file names would be different.

MONDAY DATE: This is the date of the first Monday of the survey.

SEASON: Season of survey is coded as follows where:

1 = Spring
2 = Summer
3 = Fall
4 = Winter
5 = Holiday (Holiday weekend use only)

METER TYPE: Identifies the type of traffic counter in the area. A pneumatic hose meter is coded as a "1" while a magnetic loop meter is coded as a "2."

TRAFFIC: This is the direction that traffic is traveling over the meter. A "1" designates one-way traffic while a "2" designates two-way traffic.

SEASONAL QUESTIONS ASKED: These are optional questions that were chosen by the Project Survey Coordinator as appropriate for this project during this survey season. Don't worry, these questions will be asked in the order and sequence required.

OTHER ACTIVITIES: These are three possible optional questions that the Project Survey Coordinator has chosen to include in the survey. Don't worry about these at this point, as they will be automatically inserted into the survey form. These questions will appear in the form "How many people were..." It may be necessary to rephrase these questions into a format more easily understood.

ASK OTHER OVERNIGHT: This is also an optional question regarding overnight use other than camping, for example, houseboat or cabin rental.The Survey Coordinator will provide instructions for this type of use.

Is this the correct file? (Y/N)
Enter 'Y' to begin survey,
Enter 'N' to select another file.

If you selected the correct file in step one and all the information in the header appears to be correct, enter "Y". If you enter a "N" at this point, you will have a chance to return to step one and select the correct file. If you select "yes," the following screen will appear and you can choose either to start the survey now or to discontinue.

Next, you will be asked to enter your name.

Enter interviewer's name: JANE DOE

You will then be asked to enter the correct date and time. The computer's current date and time will be displayed and if they are correct, all you need to do is hit the return key.

If the computer clock is not correct, you **must enter** the date and time that the survey is being conducted. You must use the same form, as displayed on the screen, to enter the date and time.

Current date is Thu 3-29-1991
Enter new date (mm-dd-yy): 3-26-1991

Current time is 14:45:14.94
Enter new time: 13:00

Now that all the pre-interview data has been entered and the header confirmed, you are ready to begin the interviews.

Step 5. Interview and Record Survey Data

Vehicle Identification and Introduction

Once you have entered the date and time above you are ready to start surveying. The next screen gives you the introduction that you can read to the visitor as well as the number of the next interview. The vehicle identification numbering is automatic. The key elements of the survey introduction include:

- Your name
- Your association with the Corps
- The reason for the survey
- A request for the visitors participation
- That a few moments of their time is required, and appreciated.

Hello my name is JANE DOE. I am with the Corps of Engineers. We are surveying visitors here at Goodtime Lake so that we can better serve your needs. May I take a few minutes of your time to ask you some questions?

Periodically during the survey you will be asked if the information is correct. If the information is incorrect, you will be returned to the last position where the question was asked.

NOTE: At the end of each complete survey you will be provided a brief review screen and asked if the information is correct. If "yes," you will advance. If "no," you will be allowed to delete the record.

Vehicle Class

After you have read the introduction to the visitor, enter the total number of axles.

Total number of axles: 2

Enter "0" for refused.
ALT F8 for traffic entry
ESC to quit program

Do not enter the number of axles in this field unless the visitor has agreed to be interviewed.

Number of axles:

Record the total number of axles, including trailers, for each party exiting. If a number greater than 5 is entered, an explanation must be given to describe the vehicle.

Passed Vehicles (PV): There are only two reasons for passing vehicles: refusals and traffic.

Refusals: If the visitor refuses to be interviewed, explain that only a few moments of their time is required and the information is needed. If they again refuse, then enter a "0" under the number of axles. A confirm screen asking you to verify that the individual refused to be surveyed will appear and you can proceed to the next interview.

Traffic Backup: You may pass a vehicle only when five or more vehicles have backed up. Finish the survey you are on, pass four vehicles and then interview the fifth. Continue this pattern until less than five vehicles are in line to be interviewed. If the occupants refuse to answer questions, code as "refused."

If you need to pass a vehicle by at this point, you would enter it as a traffic entry by pressing the alternate (ALT) key and the function 8 (F8) key at the same time. A traffic entry cannot be made until an entry has been made previously. Also, two traffic entries

in a row are not allowed. If you pick "ALT F8," you will be asked to wait while the entries are being processed.

Quit

You can also exit from the program at this point by pressing the escape (ESC) key. A confirmation message will appear to give you a chance to reconsider the choice. There are certain situations when you need to exit the program, such as, ending a survey section, changing a battery pack, or when being relieved by another interviewer at the same location. **Do not** turn the computer off or "reboot" the computer before exiting the program. This could result in a loss of data.

NRV, RV, or RRV

Once you have entered the number of axles, the next series of question that will appear will determine the vehicle type.

RV: A recreational vehicle is any vehicle whose occupants have participated in recreation during their visit to that area today. If the people in the vehicle used the area for recreation today, then respond accordingly. Then the program will continue and you will determine if their trip is complete.

NRV: A non-recreational vehicle is any vehicle whose occupants are not participating in recreation. If they are not using the area for recreation today, you will be prompted to describe the trip purpose. This could mean typing in "contractor," "corps worker," "resident," or other brief remark that will help describe the reason for the vehicle to be there. You will see a review screen and will be asked if your entry is correct. If you answer "yes," the program will go to the next interview.

RRV: A returning recreational vehcile is any vehicle whose occupants have been participating in recreation but will be returning to the project and to the area today. Since the visitor is returning to the project and the area, the interview will stop at this point. If the visitor is not returning to the area, then enter "no" and continue the interview.

Number of People

Indicate the total number of individuals in the vehicle. Do not count people who are with the group but are not in the vehicle at this time. If the answer is more than 9, you will be asked to give a reason for the large number of people, e.g. "School Group" or "Church Bus."

Length of Stay

Overnight use: You will ask the visitors if they stayed overnight on the project. This includes camping and any other overnight accommodations on the project (e.g. houseboat, cabins, etc.).

Other overnight use: If the visitor stayed overnight, but did not camp, the survey may ask you to collect information about other overnight use. Then you will be prompted to ask where the visitor stayed. Enter a brief description of where the visitor stayed. Examples would include "houseboat," "fished all night," and "state park cabins." Your Project Survey Coordinator will describe what qualifies as "other overnight use" at the project and area.

Camping

If the visitor camped at the project, you will determine if they camped at the area being surveyed.

If the visitor was not camping at this area, you will be prompted to give the number of day use hours from the visitor. If the visitor was camping at this area, you will ask how many nights were spent in the area.

If a number of nights greater than 14 is entered, you will be prompted for an explanation of the extended stay.

Day Use

If the visitor did not stay overnight at the area, then day-use hours will be collected. Record the total number of hours spent in the day-use area. For those visitors who respond in half-hour increments round the even numbers down, e.g., 2 1/2 =2, 4 1/2=4, and the odd numbers up e.g., 3 1/2=4.

Commercial Accommodations

Record the number of day users who have spent nights away from home in a commercial accommodation. These people are not overnight users at the project.

Project and Area Activities

If the visitor is not returning to the project, then project activity questions will follow. The top of the screen will display the project name and the number of people in the vehicle.

If the visitor is returning to the project, then project activities will be bypassed and only the area questions will be displayed. The top of the screen will display the area name and the number of people in the vehicle.

Multiple NRMS Areas

If there is more than one NRMS area behind the survey site, then it will be necessary to assign the visitor's use to one of them. Determine where the visitor stayed the longest, highlight the choice, and press the enter key.

Project Activities

Questions relate to the people in the vehicle and their use of the entire lake during this visit. Code the use of each facility or participation in each activity using the following guidelines:

- There can never be more people participating in any one activity than there are in the vehicle.
- Make certain all visitors are accounted for in some activity participation. Visitors can participate in multiple activities, but all visitors must be accounted for in the project activities. Sightseeing will appear only if the number of people in the vehicle have not been accounted for in project activities.
- When recording the number of people picnicking, note that campers can be recorded as picnicking only if they participate at a location other than their campsite.
- Enter a "Y" for yes and a "N" for no for questions about the use of facilities.
- If the visitors are fishing from the boat, waterskiing, or participating in another watercraft activity, also record them as boating. The number of participants recorded as boating include all persons participating in watercraft activities.
- Record the number of people involved in activities other than the ones listed. Describe all the other activities in which they participated.
- Use the sightseeing activity to indicate the number of people who did not participate in any of the above activities including project camping. Sightseeing is a mutually exclusive category.

Only Area Visited

If the visitor being surveyed has used only one area for recreational activities on their visit to the lake, then project activity and area activity use will be identical. If this is not the case, the program will proceed to area activities. You will be limited to asking questions about activities identified at the project.

ZIP Code

Indicate the visitor's ZIP code. If the visitors do not know their ZIP code, record the county and state of origin in the remarks section. For a foreign visitor, code a "99999" and record the country's name. If the vehicle's occupants are from several locations, code only the party head or organizer, usually the driver. For groups, record the ZIP code of the organization.

Area Activities

Entering data in this section is similar to entering data in project activities. The following differences are noted:

- For each activity participated in at the project, ask how many participated in that activity at the specific recreation area being surveyed. You will be limited to ask about activities or facilities identified at the project.

- All activities recorded under area information must also be listed under project activities with the exception of sightseeing (see below).

- All occupants of the vehicle must be accounted for under area activities. Sightseeing will appear only if the number of people in the vehicle have not been accounted for in area activities.

- If the vehicle's occupants used the boating facilities (e.g., dock or ramp) in the area being surveyed, then all boating activities should be listed under area activities. Watercraft use is assigned to an area if the visitors launched from the area.

- Enter sightseeing for the survey area only if the visitor participated in no other activities at the recreation area being surveyed.

Comments

Before the survey ends you will be allowed to enter any comments the visitor might have about the survey, the project, or their visit.

Deleting the Record

While the review screen is displayed, you will be asked if the survey information is correct. If the data is wrong, you will be asked if you want to delete the record. Use this option only as a last resort since the visitor will be delayed to complete another interview. If the information is correct, you will proceed to the introduction for the next interview.

Step 6. Exiting the Program

When you are finished, exit the program by returning to the screen asking for the number of vehicle axles. At this point you will be given the option to quit (ESC) and prompted to enter the date and time.

Assignment — Entering Data

1. Using your computer, code the following scenario.

Joe and Jane Camper and their two children Pete and Sue were camping at Panther Paw Creek for 4 days and 3 nights and are returning home to the Big City (ZIP code 54321). They are driving their car (2 axles) and are towing a tent-camper (1 axle). The children's grandparents are following in another car.

While they were at Good Time Lake, they ate picnic lunches at the picnic area and dinners at the campground. They all went canoeing at Panther Paw Creek and Pete was fishing from the canoe while his parents paddled. Every day Pete and Sue went swimming with their mother and grandparents. No one in the family visited any other recreation area at Good Time Lake.

They had planned on visiting another park also but stayed at Good Time Lake because it was beautiful. Their only wish was that the comfort stations had had showers.

Did You

- Identify the file and verify the header before the survey started?
- Bring spare batteries?
- Word the questions exactly as they appear on the screen?
- Exit the program properly?

SUBMODULE 4.1 Taking Down the Survey Site

Module 4 Video Run Time: 4:35 Min.
(Submodule 4.1) Suggested Total Training Time: 10 Min.

Points to Emphasize

- Make sure all equipment is properly secured
- Assure personal safety of surveyors

MODULE 4 — WRAPPING IT UP

Submodule 4.1 Taking Down The Survey Site

Introduction

Once the interview period is over, you will need to take down the survey site and secure the survey equipment.

Objectives

After completing this submodule, you will be able to:

- Accurately determine the appropriate time to conclude the survey
- Take down the survey site
- Secure the survey equipment

Concluding the Survey

Don't stop surveying early to pack up the equipment; you must survey until the end to ensure that your data is representative. This means if your survey period is scheduled for 9:45 a.m. until 12:10 p.m. at the Picnic Area, you must stay there and conduct interviews right up until 12:10 p.m. Even if no one is there to interview, don't pack up. You never know who might exit in the final few minutes of your survey period.

Taking Down the Survey Site

When the survey period has ended, you will need to collect all the traffic control devices and survey equipment for storage. Unless you are told otherwise, there is probably no best order in which to collect the equipment. You might be advised, however, to remove the stop sign first to restore normal traffic flow. Be sure to secure your portable computer system as soon as possible. To protect you while you're packing up, leave your safety vest on, and the traffic cones up while you collect the rest of the equipment. When you think you're done, take a second look around to make sure you haven't forgotten anything.

Equipment Checklist

- ❒ "Stop" sign
- ❒ "Tourism Survey Ahead" sign
- ❒ "Road closed" sign
- ❒ Barricades
- ❒ Questionnaires and survey forms / computers & Disks
- ❒ Pencils and erasers
- ❒ Corps hats, name plates
- ❒ Safety vest
- ❒ Survey plan and instructions
- ❒ Watch
- ❒ Project brochures
- ❒ Water supply
- ❒ Lights
- ❒ Other additional equipment

Securing the Survey Equipment

Once you've collected all the survey equipment, make it secure by storing it in the designated space. Putting it away in an orderly manner will make it easier for the next interviewer to find it. If a piece of equipment is missing or damaged, report it to your supervisor at the end of the survey period so that a replacement can be found before the next interviewer conducts surveys.

Remember

- Take down all the equipment at the survey site.
- Secure the equipment in the designated space.
- Report all damaged or missing equipment.

SUBMODULE 4.2 Delivering the Survey Data

(Submodule 4.2) Suggested Total Training Time: 30 Min.

I. Things to Assemble

Instructions from the Project Survey Coordinator on how data are to be delivered.

Individual Survey Data Delivery Instructions

Project Name: _____

Survey Site Name: _____

Area Name: _____

Deliver Data To: _____

Location: _____

When to Deliver Data: _____

II. Points to Emphasize

When using a microcomputer, files should be backed up at end of each day.

III. Exercises

See page 4-6 of Student Study Guide.

Introduction

With your survey period completed and all of the equipment put away, you're ready to review your surveys, edit them for errors, and deliver them for input and analysis.

Objectives

After completing this submodule, you will be able to:

- Edit your survey data for errors
- Identify and correct logic errors in data entry
- Identify and correct range errors in data entry
- Identify and submit the correct computer files (if you are using the DDES system)
- Deliver the survey data in the proper manner

Editing Survey Data On ENG Form 4835

Before you deliver the survey data, you need to make a final editing check by hand to be sure each form is complete and correct. After separating the surveys into weekday and weekend for each specific survey location, there are two major sections to check: the header and the data component.

Header Information

Check to see that:

- The project name and NRMS number are the same on all forms.
- The survey site name and area NRMS number are the same on all forms for each survey site.
- The weekday/weekend code is recorded and correct.
- The survey date on all forms is the beginning Monday date.
- The percent of total traffic on weekdays was calculated correctly (meter readings should be listed in the survey log) and entered on both weekday and weekend cover pages.
- Survey season is recorded and is correct on all forms.
- The meter type (pneumatic versus magnetic loop) and the direction of traffic crossing the meter is properly recorded.
- The direction of traffic crossing the meter is indicated.
- Your name is recorded in the interviewers block.
- The sheet number is recorded.

Data Information

In the survey data, check to see that:

- All entries are legible.
- All ID numbers are unique.
- Either a "0" or a "1" is recorded in columns 15, 16, 17, 20, 21, and 56 if any of the vehicle occupants have been participating in recreation in the surveyed area.
- If the visitors are returning to the area, there should be no entries beyond column 17.
- If the party was camping at the area, the number of nights camping should be recorded. If the party was not camping at the area, the hours of day use should be recorded, even if the group was camping elsewhere on the project.
- Use of project facilities, like picnic area or launch ramp, should be coded "yes" = 1 or "no" = 0, and not the number of people who used the facilities.
- The number of people participating in any single activity does not exceed the number of people in the vehicle.
- Columns 31-32 (persons boating) are completed if any other boating activities are recorded.
- All people in the vehicle are accounted for under project and area activities.
- If this was the only area visited ("1" in column 56), no entries should be made in columns 57-75.

Checking for Logic Errors

The editing tips above are fairly straightforward, however, you will also need to check for errors in logic. Logic errors are not simple cases of incomplete or illegible data, but rather places where you might have put in the wrong answer or asked the wrong question of visitors. For example, you may have committed a logic error if you collected and filled out the day use hours spent in the area when the visitors had been camping overnight in that area. Be aware of the possible questions that might lead you into logic errors before you survey — if you don't catch these errors until afterwards you will have to leave the information blank and the survey information will be incomplete.

Some of the places you might be more likely to make logic errors include:

- Whether or not visitors are returning to any recreation area or to this recreation area (Review page 25 in submodule 3.3).
- Data collected on number of nights camping and number of hours of day use (Review page 26 in submodule 3.3)
- Sightseeing participation for both project and area activities (Review page 28 in submodule 3.3).

Checking for Range Errors

Range errors occur when the data entered is inconsistent, for example, when there are 4 people in a vehicle, and 5 people are recorded as swimming.

Verifying Computer File Names

For those of you using the computer DDES system, you will need to make sure that you can identify the correct computer files to be delivered. The following information is provided to assist you in identifying the correct files.

- Weekday survey files will end with the suffix DAY, while weekend survey files will end with the suffix END.
- The season the survey was conducted is noted by a number between 1 and 5 at the beginning of the file name (Spring=1, Summer=2, Fall=3, Winter=4, Holiday=5).
- The 7 letters that follow the season number on the file are the area name. Note: sometimes the area name is shortened because it is limited to only 7 characters on the computer program.

If you had to deliver the spring survey data to the project survey coordinator for Panther Paw Creek Recreation Area, you would select the following files:

1PANTPAW.DAY and 1PANTPAW.END

Delivering the Survey Data

Once you have reviewed, edited and organized the survey forms (or files if you are using the computer DDES system) you are ready to deliver the data. Since projects process their survey data differently from one another, follow the directions for delivering the survey data that are specified by your Project Survey Coordinator. Use the space below to make a note of how and where to deliver your survey data.

Individual Survey Data Delivery Instructions

Project Name: _____
Survey Site Name: _____
Area Name: _____
Deliver Data To: _____
Location: _____
When to Deliver Data: _____

Figure 4.2.2 Survey Delivery Instructions

Assignment — Survey Form Editing

Check the following two survey forms for coding errors. The first sheet is from the weekday survey and is the only sheet. The second sheet is from the weekend survey and is the last of nine sheets.

1. Using the survey forms and survey schedule provided in figures 4.2.3 - 4.2.5, check the header information for coding errors.

2. Check the data lines for range and logic errors.

Remember

- Review and edit your forms for errors in the header and the data.
- Be particularly watchful for logic and range errors.
- Verify the computer file names you need to submit.
- Deliver the data as specified by the Project Survey Coordinator.

CORPS OF ENGINEERS RECREATION–USE SURVEY

Field	Entry
PROJECT NAME (26–45)	GOOD TIME LAKE
NRMS # (1 2 3 4 5)	06443
SURVEY SITE (46–70)	SOUTH SHORE
NRMS # (6 7 8)	017
WEEKDAY (1) or WEEKEND (2) (9)	1
SURVEY SEASON (10)	2
BEGINNING DATE OF SURVEY PERIOD, DAY MO YR (11–16)	03 06 85
PERCENT OF TOTAL TRAFFIC ON WEEKDAY (17 18)	25
METER TYPE (19)	1
DIRECTION OF TRAFFIC (20)	1
OTHER (21 22 23 24 25)	
INTERVIEWER(S)	
SHEET NUMBER	1 OF 10

ID / VEHICLE CLASS (No. Persons) / LENGTH OF STAY

Identification of Survey Entries 001 up to 999 (11–13)	Total No. of Axles (14)	NRV–1 RV–0 (15)	Returning to Project Yes—1 No—0 (16)	Returning to Area Yes—1 No—0 (17)	No. of Persons (18–19)	Camping at Project Yes—1 No—0 (20)	Camping at Area Yes—1 No—0 (21)	No. Nights Spent Camping at Area (22–23)	Hours Spent in Day-Use Activities at Area (24–25)
001	2	1	0	0	04	1	1	02	05
002	2	0	0	1	02	1	1	01	
003	3	1	1	0	01				01
004	2	0	0	0	05	1	0		
004	2	0							
005	2	0	1	1					
006	2	0	0	0	10	0	0		02
007	2	0	0	0	00	0	0		01
008	2	0	0	0	5			3	
009	2	0	0	0	02	1	1	03	
010	2	0	1	1					
011	2	0	1	1					
012	2	1							
013	3	0	0	0	03	1	0		05
014	3	0	0	0	02	1	1	03	

PROJECT ACTIVITIES

ID	No. Persons Picnicking (26–27)	Used Picnicking Facilities Yes—1 No—0 (28)	Use Launching Ramp Yes—1 No—0 (29)	Visit Dock or Marina Yes—1 No—0 (30)	No. Persons Boating (31–32)	No. Persons Water Skiing (33–34)	No. Persons Fishing from Boat (35)	No. Persons Fishing from Shore (36)	No. Persons Swimming (37–38)	No. Off Road Vehicling (39)	No. Persons Hiking (40–41)	No. Persons Hunting (42)	No. Persons Ice Fishing (43)	No. Persons Snowmobiling (44)	No. Persons Cross Country Skiing (45)	Other (List in Remarks) (46–48)	No. Persons Sightseeing (Only) (49–50)
001																	
002																	
003																	
004			1		05	3					2						
004																	
005																	
006	01																
007				1													2
008									5								
009				1									1				
010																	
011																	
012																	
013								5									
014																	

ZIP CODE / AREA ACTIVITIES / REMARKS

ID	Origin – Zip Code (51–55)	Only Area Visited Yes—1 No—0 (56)	No. Persons Picnicking (57–58)	Used Picnicking Facilities Yes—1 No—0 (59)	Used Launching Ramp Yes—1 No—0 (60)	Visit Dock or Marina Yes—1 No—0 (61)	No. Persons Boating (62–63)	No. Persons Water Skiing (64–65)	No. Persons Fishing from Boat (66)	No. Persons Fishing from Shore (67)	No. Persons Swimming (68–69)	No. Off Road Vehicling (70)	No. Persons Hiking (71)	Other (List in Remarks) (72–73)	No. Persons Sightseeing (Only) (74–75)	(76–80)	Remarks
001	36710	1	4	1													Beg. 6/3 1005 KP
002	36881	1															1100/1200
003	39180	0												01			Trash pickup End 6/3 1240
004	37170																Beg 6/4 1935 KP
004																	2000/2100 End 2110
005																	Begin 6/5 1255 KP
006	39180	1															1300 Church group - van
007	36771	0								2							1400/1500 End 1530
008	37880	1															Beg 6/6 1545 KP
009	39180	0															1600
010																	1700
011																	1800
012																	End 1820 KP
013	37702	1															Beg 6/7 0715 KP
014	36710	1															End 950

SURVEY LOG:
Meter Type: Pneumatic
Traffic flow crossing meter: 1 or (2) way
Meter Calibration: 1 count per axle
Meter Readings:
6/3 Monday: 7 a.m. 4795
6/7 Friday: 9 p.m. 4820
6/10 Monday: 7 a.m. 4895

Please Keypunch '99999' in columns 1-5 of next card

Figure 4.2.3 Use-estimation survey form (ENG Form 4835, dated August 83, redrawn, reduced)

REFERENCES

Contents

Acronyms and Symbols

ALT	Alternate key on a computer
DDES	Direct Data Entry System
ENG 4835	Engineering Form 4835
ER	Engineering Regulation
ESC	Escape key on a computer
F8	Function 8 key on a computer
ID	Identification number
NRMS	Natural Resource Management System
NRV	Non-recreational vehicle
ORV	Off-road vehicle
PV	Passed vehicle
RV	Recreational vehicle
RRV	Returning recreational vehicle
RETURN	Return or enter key on a computer
SSG	Student study guide - this manual
USACE	U. S. Army Corps of Engineers

CORPS OF ENGINEERS
RECREATION–USE SURVEY

PROJECT NAME (26–45) — NRMS # (1–5)

SURVEY SITE (46–70) — NRMS # (6–8)

WEEKDAY (1) or WEEKEND (2) (9) | SURVEY SEASON (10) | BEGINNING DATE OF SURVEY PERIOD DAY MO YR (11–16) | PERCENT OF TOTAL TRAFFIC ON WEEKDAY (17–18) | METER TYPE (19) | DIRECTION OF TRAFFIC (20) | OTHER (21–25) | INTERVIEWER(S) | SHEET NUMBER ___ OF ___

ID	VEHICLE CLASS (No. Persons)					LENGTH OF STAY				PROJECT ACTIVITIES																				ZIP CODE	AREA ACTIVITIES																REMARKS
Identification of Survey Entries 001 up to 999	Total No. of Axles	NRV–1 RV–0	Returning to Project Yes—1 No—0	Returning to Area Yes—1 No—0	No. of Persons	Camping at Project Yes—1 No—0	Camping at Area Yes—1 No—0	No. Nights Spent Camping at Area	Hours Spent in Day-Use Activities at Area	No. Persons Picnicking	Used Picnicking Facilities Yes—1 No—0	Use Launching Ramp Yes—1 No—0	Visit Dock or Marina Yes—1 No—0	No. Persons Boating	No. Persons Water Skiing	No. Persons Fishing from Boat	No. Persons Fishing from Shore	No. Persons Swimming	No. Off Road Vehicling	No. Persons Hiking	No. Persons Hunting	No. Persons Ice Fishing	No. Persons Snowmobiling	No. Persons Cross Country Skiing	Other (List in Remarks)	No. Persons Sightseeing (Only)	Origin – Zip Code	Only Area Visited Yes—1 No—0	No. Persons Picnicking	Used Picnicking Facilities Yes—1 No—0	Used Launching Ramp Yes—1 No—0	Visit Dock or Marina Yes—1 No—0	No. Persons Boating	No. Persons Water Skiing	No. Persons Fishing from Boat	No. Persons Fishing from Shore	No. Persons Swimming	No. Off Road Vehicling	No. Persons Hiking	Other (List in Remarks)	No. Persons Sightseeing (Only)					
11 12 13	14	15	16	17	18 19	20	21	22 23	24 25	26 27	28	29 30	31	32 33	34 35	36	37 38	39 40	41	42 43	44	45	46	47 48	49 50	51 52 53 54 55	56	57 58	59	60	61	62 63	64 65	66	67	68 69	70 71	72 73	74 75	76 77 78 79 80					
11 12 13	14	15	16	17	18 19	20	21	22 23	24 25	26 27	28	29 30	31	32 33	34 35	36	37 38	39 40	41	42 43	44	45	46	47 48	49 50	51 52 53 54 55	56	57 58	59	60	61	62 63	64 65	66	67	68 69	70 71	72 73	74 75	76 77 78 79 80					
11 12 13	14	15	16	17	18 19	20	21	22 23	24 25	26 27	28	29 30	31	32 33	34 35	36	37 38	39 40	41	42 43	44	45	46	47 48	49 50	51 52 53 54 55	56	57 58	59	60	61	62 63	64 65	66	67	68 69	70 71	72 73	74 75	76 77 78 79 80					

SURVEY LOG:
Meter Type:
Traffic flow crossing meter: 1 or 2 way
Meter Calibration: 1 count per _____
Meter Readings:

Monday:

Friday:

Monday:

R-3

Use-estimation survey form (ENG Form 4835, dated August 83, redrawn, reduced)

Glossary

Area NRMS #: The area NRMS number or code is the Natural Resource Management System number that is unique to each area at a project.

Direct Data Entry System: The Direct Data Entry System (DDES) is a computer-generated questionnaire program that runs on a portable computer and can be utilized for entering survey data directly instead of using paper forms.

ENG Form 4835: Engineering Form 4835 is the paper form on which survey data is entered. It consists of two parts: the header or top of the survey and the space to record the data from each interview.

Logic Errors: Logic errors occur when the interviewer asks the wrong question in sequence to the visitor or records the wrong answer (see submodule 4.2 for more information) .

Magnetic Loop Traffic Meter: A magnetic traffic meter is a traffic meter that is triggered by metal objects, i.e., car engines, and counts each vehicle (car and trailer) as it crosses the meter.

Natural Resource Management System (NRMS): NRMS is a computerized inventory that includes information about project facilities.

Non-Recreational Vehicle (NRV): Non-recreational vehicles are vehicles whose occupants are not participating in recreation at the surveyed area. If the vehicle occupants are participating in recreational activities at another recreation area and are just passing through the survey area, the vehicle is a nonrecreational vehicle in this area. Non-recreational vehicles also include Corps vehicles, commercial vehicles, concession vehicles, law enforcement vehicles, etc.

Passed Vehicle (PV): Passed vehicles are those vehicles that are not surveyed (passed) because: 1) the person contacted in the vehicle refuses to be surveyed, or 2) enough traffic backs up so that a lengthy delay for other visitors occurs.

Pneumatic Hose Traffic Meter: A pneumatic traffic meter is a meter that utilizes a rubber hose placed across roadways that is incremented by axle of a vehicle that crosses the hose.

Project: The project consists of the reservoir or lake and surrounding lands owned by the Corps.

Project Name: The project name is the name of the Corps project.

Project NRMS #: The project NRMS number is a unique code given to each project in the NRMS.

Project Survey Coordinator: The Project Survey Coordinator is the individual at each project who is in charge of the survey, including setting the schedule and overseeing data collection.

Return Recreation Vehicle (RRV): An RRV is a return recreation vehicle whose occupants participated in recreation and will return to the area sometime during that day.

Recreation Vehicle (RV): An RV is an area recreation vehicle whose occupants participated in recreation in the surveyed area and will not return to the area that day.

Range Errors: Ranger errors are data that is entered inconsistently, for example: when there are 4 people in a vehicle and 5 people are recorded as swimming.

Recreation Area: The recreation area consists of a park or developed facility on a project for recreation. These recreation areas may have facilities for camping, picnicking, fishing, boating, etc.

Survey Plan: Each site has a specific survey plan written by the Project Survey Coordinator. This plan contains particulars on the survey procedures to be utilized at your project. Equipment lists, a survey schedule, and any special instructions for the survey site set up are just some of the things that are often included in the survey plan.

Survey Site: The survey site is the location where the interviewer stands to conduct the survey. Each survey site is located near a traffic meter.

CORPS OF ENGINEERS TRAFFIC-STOP RECREATION USE SURVEY

MARCH 1985

USE IN CONJUNCTION WITH ENG FORM 4835, DATED AUG 83.

• *HELLO, MY NAME IS _____ I AM WITH THE CORPS OF ENGINEERS. WE ARE SURVEYING VISITORS AT _____ (Project Name) _____ SO THAT WE CAN BETTER SERVE YOUR NEEDS. MAY I TAKE A FEW MINUTES OF YOUR TIME TO ASK YOU SOME QUESTIONS?*

COLUMN	QUESTIONS & INSTRUCTIONS
11-13	Code sequential numbers for every exiting vehicle (car, car & trailer, etc.) passing the survey site
14	Number of Axles Record number of car & trailer axles. CONTINUE. If passed vehicle (Refused or traffic) Code "0" END.
15	Vehicle Type • *DID YOU USE THIS AREA FOR RECREATION TODAY?* IF RECREATION VEHICLE (RV) Code "0". CONTINUE. IF NONRECREATION VEHICLE (NRV) Code "1". END.
16-17	Recreation Vehicles • *WILL YOU BE RETURNING TO ANY RECREATION AREA ON THIS LAKE TODAY?* IF NO Code "0" (COL 16 & 17) CONTINUE AT COL 18-19. IF YES Code "1" (COL 16) • *WILL YOU BE RETURNING TO THIS AREA TODAY?* IF NO Code "0" (COL 17) CONTINUE. IF YES Code "1" (COL 17) END.
18-19	People in Vehicle • *HOW MANY PEOPLE ARE IN YOUR VEHICLE NOW?* Record number (COL 18-19) CONTINUE. Example: A party of 3 would be coded "03"
20-21	Camping • *HAVE YOU BEEN CAMPING ON THIS VISIT TO THIS LAKE?* IF NO Code "0" (COL 20 & 21) CONTINUE AT COL 24-25. IF YES Code "1" (COL 20) • *WERE YOU CAMPING AT THIS AREA?* IF NO Code "0" (COL 21). CONTINUE AT COL 24-25. IF YES Code "1" (COL 21) • *ON THIS TRIP, HOW MANY NIGHTS HAVE YOU CAMPED AT THIS AREA?* Record number (COL 22-23) CONTINUE AT COL 26.
24-25	Day Use • *HOW MANY HOURS DID YOU SPEND AT THIS AREA TODAY?* Record number (COL 24-25) CONTINUE. One hour minimum

COLUMN	QUESTIONS & INSTRUCTIONS
PROJECT USE	• *THE FOLLOWING QUESTIONS RELATE TO THE PEOPLE IN THIS VEHICLE AND THEIR USE OF THE ENTIRE LAKE DURING THIS VISIT.*
26-28	• *HOW MANY PEOPLE PICNICKED (CAMPERS: AT A LOCATION OTHER THAN YOUR CAMPSITE)?* IF NOT PICNICKING CONTINUE AT COL 29. IF PICNICKING Record number (COL 26-27). • *DID YOU USE PICNIC FACILITIES?* IF NO CONTINUE. IF YES Code "1" (COL 28) CONTINUE.
29-30	• *DID YOU USE ANY OF THE FOLLOWING FACILITIES?* Read facility types from survey form IF NO CONTINUE. IF YES Code "1" (Appropriate COL) CONTINUE.
31-46	• *HOW MANY PEOPLE PARTICIPATED IN THE FOLLOWING ACTIVITIES DURING THIS VISIT TO THE LAKE?* Read activities from survey form. Record number (COL 31-46) CONTINUE.
47-48	• *WHAT OTHER ACTIVITIES DID MEMBERS OF THIS PARTY PARTICIPATE IN? HOW MANY PARTICIPATED?* Record number (COL 47-48) and activity (Remarks)
49-50	Sightseeing. An individual should be recorded as sightseeing only if he or she did not participate in any other activities Record number (COL 49-50) CONTINUE.
56	• *IS THIS THE ONLY AREA THAT YOU HAVE BEEN TO FOR RECREATION DURING THIS VISIT TO THE LAKE?* IF NO Code "0". CONTINUE. IF YES Code "1" CONTINUE AT COL 51-55.
AREA USE 56-75	• *FOR THOSE ACTIVITIES YOU PARTICIPATED IN AT THE LAKE, HOW MANY PEOPLE PARTICIPATED IN THOSE ACTIVITIES OR USED THOSE FACILITIES AT THIS AREA?* Read project activities and facility-use questions which the visitors responded to previously (COL 26-50). If the visitor did not participate in any activity recorded at the project (Note: Area camping COL 21), record sightseeing Record number (COL 57-75) CONTINUE.
ZIP CODE 51-55	• *WHAT IS YOUR ZIP CODE? WE NEED TO KNOW WHERE YOU STARTED FROM ON THIS VISIT TO THE LAKE.* Record ZIP Code (COL 51-55) or city and state or Remarks
	• *THANK YOU. WE APPRECIATE YOUR COOPERATION.* END.

Use-estimation questionnaire. To be used in conjunction with ENG Form 4835, dated August 83.

Submodule 2.2 Meter Readings

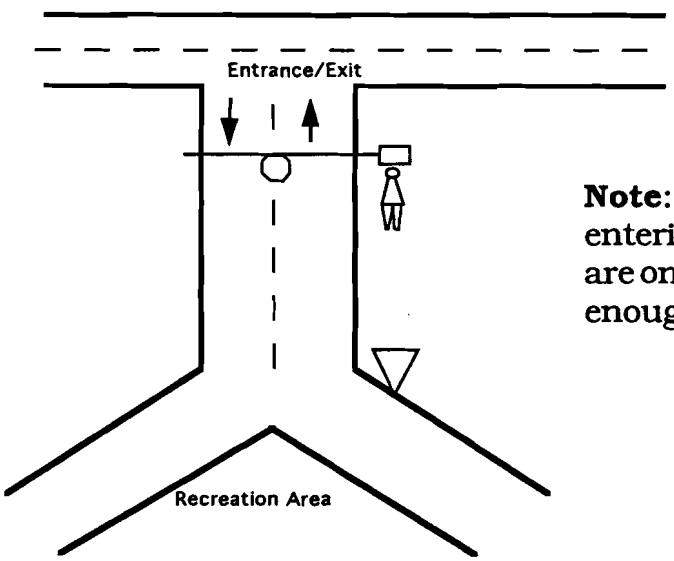
Panther Paw Creek

1 Monday 7th at 710 or earlier
2 Friday 11th at 1955 or later
3 Monday 14th at 710 or earlier

Piney Hill Picnic Area

1 Monday 7th at 710 or earlier
2 Friday 11th at 1955 or later
3 Monday 14th at 710 or earlier

Submodule 2.3 Set Up



Note: This solution assumes that the 'Y' roads entering and exiting the actual recreation area are one-way or that the volume of traffic is small enough to be handled by a single interviewer.

Submodule 3.1 Recreation Definitions

1. The answer to question one will vary by project, the facilitator should prepare proper settings and responses.

2. The answers to question two are as follows:
   - A. NRV — contractor
   - B. RV — sightseeing
   - C. RRV — returning to the area today
   - D. RV — picnicking
   - E. None — answer is NRV only when in conjunction with a regular patrol. If the purpose was to see the survey crew then no entry is made.
   - F. RV — If the visitor is not certain that he or she will return, treat the visitor as if they are leaving for the last time and interview them. (Currently sightseeing)

Submodule 3.2 Wording Questions

The **best** option for rewording the misunderstood questions is as follows:

Paper Format

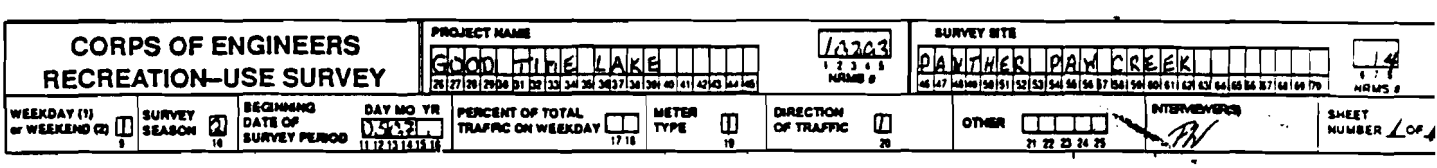
1. a
2. c
3. a
4. b
5. a
6. c
7. b
8. d — avoid group since we are dealing with vehicle occupants and a group might include people in other vehicles.

Computer Format

1. c
2. b
3. c
4. b
5. a

Submodule 3.3 Data Entry

1. A correctly completed header for ENG 4835 is included below.



2. Mistakes on the data portion of the form are as follows:

- Every hour on the hour should be noted in the remarks section.
- The wrong survey date (6/3) was entered in the remarks column.
- The date should be noted in the last data line.
- The survey log should be completed.
- The ID numbers assigned to each vehicle should be sequential. Numbers 629 and 630 are reversed.
- In line 1, the person was coded as a recreation vehicle but was not interviewed. Were they a refusal? If so, this should be entered in the remarks column.
- The NRV in line 2 should have an explanatory comment in the remarks section.

- In line 2, the number of persons (columns 18 and 19) should not have been coded since this vehicle was an NRV.
- In line 3, if three bikes did exit they should have been interviewed as three separate vehicles. Otherwise the following points on line three hold true.
- In line 3, one person was unaccounted for in activity participation.
- In line 3, the number in columns 24-25 for day use hours was probably transposed (range error) since it would be impossible to recreate for thirty hours as a day-use visitor.
- In line 3, there should either be a "0" or a "1" coded in columns 16 and 56. Because there was no entry made in column 56, we have no way of knowing whether or not the interviewer should have asked the activity questions.
- In line 4, data in column 22 is unreadable.
- In line 4, a comment in the remarks section should be included to explain the three individuals who were participating in other activities (columns 47-48).
- In line 5, the number of people were not coded in column 18-19, therefore we are unsure if they were all accounted for in recreational activities.
- In line 5, there should either be a "0" or a "1" coded in column 56. Because there was no entry made in column 56, we have no way of knowing whether or not the interviewer should have asked the activity questions.

Submodule 3.4 Entering Data

Proper coding on the computer would include the following points:

Axles — 3
Recreation vehicle — Yes
Returning to the project — No
Returning to the area — No
Number in car — 4
Project camping — Yes
Area camping — Yes
No. nights camping — 3 nights
Project Activities
  Picnicking — 4
  Swimming — 2
  Watercraft — 4
    Fishing from boat — 1
    Other watercraft — 3 (canoe/pleasure boating)
Only area visited — Yes
Primary destination — Yes
ZIP — 54321

Submodule 4.2 Survey Form Editing

1. The following mistakes were noted on the headers of the two forms:

- The header on the weekday survey was perfect except the Project NRMS# is incorrect, the direction of traffic (block 20) conflicts with the data in the survey log, and the interviewers did not sign their names in the Interviewer block.
- In contrast, the header on the weekend survey is unreadable and inaccurate.
- While the Project NRMS# is wrong, it should also be right-hand justified (same for the Survey Site NRMS#).
- Both the Project Name (blocks 26-45) and the Survey Site (blocks 46-70) should be spelled out properly, using no short forms, with one space between each word.
- Many of the numbers in the blocks (e.g., blocks 9, 10, 17, 18, 19 and 20) are unreadable.
- The date in blocks 11-16 should be the Monday date of the survey week not the day the survey was conducted.
- The survey log does not include meter readings, so we cannot verify the data in blocks 17 and 18.
- The sheet number should read 9 of 9 if this is the last sheet of nine for the weekend survey.
- Interviewer name is missing.

2. Range and logic errors on the data lines are:

Weekday Survey

- In the remarks block, the last time block is not accounted for.
- In line 1, the number of people was not recorded.
- In line 1, both camped at the area and spent day use hours were completed.
- In line 1, if picnicking at the area the visitor should be picnicking at the project.
- In line 1, if used picnic facilities at the area then should have used picnic facilities at the project.
- In line 1, if only area visited was Yes (1) then no information should be coded beyond this point.
- In line 1 and 3, since the vehicles were NRV's, the interview should have stopped and an explanation been listed in the remarks block, e.g., trash pickup.
- In line 2, the visitor can not return to the area without returning to the project.
- In line 4, column 56 was not filled out.
- Lines 4 and 5 have the same ID numbers.
- In line 4, day use hours was not completed.
- In line 5, the interviewer did not code whether the RV was returning to the project or to the area.
- In line 5, if the visitor refused an interview, a 0 should have been coded in column 14 not column 15.
- In line 7, fishing from shore at area should also be recorded at the project. If respondents were fishing from shore at the project, they cannot be sightseeing at the project.
- In line 8, no people were coded as in the vehicle.
- In line 9, the interview indicated the number of nights camped but didn't code where they group camped (project or area).
- In line 10, an individual indicated they were ice fishing in spite of the fact that this was a summer season survey.
- In line 14, more people participated in an activity than were in the group.
- In line 15, group members did not participate in any activity including sightseeing.

Weekend Survey

- The survey log and remarks are not filled out correctly.
- No survey start time is listed in the remarks block.
- A mistake in line 5 has not been erased and could be misunderstood.
- Lines 1 through 4 are NRV's, but there was no indication of why surveys were not completed for these vehicles.

- In line 3, three bikes should have been treated as separate vehicles
- In line 6, three people indicated they were doing some other activity but it was not noted in the remarks section what that activity was.
- In line 8, there is no need to code zeros beyond column 56.
- In line 9, there was not indication of whether this was the only area visited.
- In line 9, the number of people in the vehicle was not coded.

There are probably more errors—see if you can find them.