

Proposed Results - What Producers Will Learn, Achieve, Apply

Post/Short
Term
Follow-up

Proposed results that will happen by end of project	Topic	Producer action	When Measured	Estimated number	How will you verify?
Participants will demonstrate they better understand the importance of intergenerational communication and the need for individual, family, and farm/ranch business goal setting in the transition and personal estate planning process.	Transition and estate planning	Understand	End of workshop	240	Written Evaluation
Participants will demonstrate they better understand the importance of and process for assessing the financial position of the farm or ranch business in preparation for the transition process.	Financial records and analysis	Understand	End of workshop	240	Written Evaluation
Participants will demonstrate they better understand the various farm or ranch business entities and transition strategies available to them in the transition process.	Personal and business liability	Understand	End of workshop	240	Written Evaluation
Participants will demonstrate they better understand tax issues and tax planning in the farm or ranch business transition and personal estate planning process.	Personal and business liability	Understand	End of workshop	240	Written Evaluation
Participants will demonstrate they better understand estate planning issues and the strategies available to them for the personal estate planning process.	Transition and estate planning	Understand	End of workshop	240	Written Evaluation

Long Term
or 3-6
Month
Follow-up

Proposed results that will happen after the project	Topic	Producer action	When measured	Estimated number	How will you verify?
Participants will report they have begun the development of their farm or ranch business transition plan.	Transition and estate planning	Develop	3 months after workshop	90	Written Evaluation
Participants will report they have begun the development of their personal estate plan.	Transition and estate planning	Develop	3 months after final workshop	90	Written Evaluation
Participants will report they have completed and implemented their farm or ranch business transition plan, thus signaling the transition of assets and management of the farm/ranch to the next generation.	Transition and estate planning	Implement	3 months after final workshop	14	Written Evaluation
Participants will report they have completed and implemented their personal estate plan.	Transition and estate planning	Implement	3 months after final workshop	14	Written Evaluation

Project Steps

Project Steps Are:

- A logical progression of program activities (Inputs and Outputs) that lead participants to achieve the proposed outcomes/results.
 - ✓ Sequential
 - ✓ Includes tem and partner/collaborator roles
 - ✓ Steps participants will take to reach outcomes.
 - ❖ Attend Workshops, complete homework assignments, etc.
 - ✓ Contain actions and learning process associated with each participant outcome/result

What Project Team Does	What Participants Do	Date Measured	Estimated number of participants
Review, modify and update curriculum workbook. Verify, with collaborators, workbook content is accurate regarding tax, estate, business transition and related legal issues. This would include all PowerPoint slides, the 25 information sheets and website addresses included in the workbook appendix.	NA	2 months after start	0
Design post-meeting evaluation form to be included in the workbook curriculum for participants.	NA	2 months after start	0
Design the participant registration form to be included in the curriculum workbook.	NA	2 months after start	0
Work with support staff to format curriculum workbook and to send workbook to print.	NA	2 months after start	0
Market program to potential sponsors who will recruit program participants. Will utilize e-mail list of sponsors and include in e-mail an invitation to sponsor a program, program promotional brochure, program outline, and process for contacting program team to establish a program date and location.	Farm and ranch families will respond to sponsors recruiting efforts, review program outline, and then determine if they will attend a workshop.	3 months after start	758
Program teaching team will respond to sponsors and deliver the program to participant audiences.	Participants will enroll for the program and attend one of the workshops being scheduled by sponsors.	3 months after start	402
Program teaching team will collect from participants a registration form and post-meeting evaluation.	Participants will complete a workshop registration form and a post-meeting evaluation form.	Immediately following each workshop presentation.	269
Program team will analyze post-meeting evaluation, follow-up evaluation, and phone interview data and author impact/outcome evaluative reports. These reports will be included in the RME grant final report. The results will also be distributed to U of M Extension administration, project collaborators, and will be used in press releases as a means of informing the public about the program effort and results.	NA	7 months following final workshop	92

Inputs	Activities	Outputs	Outcomes		
			Short Term	Intermediate	Long-Term
What we invest...	What we do...	Results in...	These changes...		...and Impacts
Staff Volunteers Time Money Research base Materials Equipment Technology Partners	Conducts workshops meetings Deliver services Develop products curricula resources tools Train, teach Provide counseling support Assess Facilitate Partner Outreach to media networks	Quantitative or verification of objectives met Amounts Levels Targets Dollars spent	Learning Awareness Knowledge Attitudes Skills Opinions Aspirations Motivations	Action Behavior Practice Decision-making Policies Social Action	Conditions Social Economic Civic Environmental

Inputs	Activities	Outputs	Outcomes		
			Short Term	Intermediate	Long-Term
What we invest...	What we do...	Results in...	These changes...		...and Impacts

Developed by Stephanie Ritchie, USDA, National Agricultural Library. Adapted from University of Wisconsin—Extension materials. October 2011.

Situation: List situation and risk management areas your project will address	Result/Outcome: Describe the <u>measurable</u> result/outcome that participants will accomplish and <u>how</u> you will measure (post test, action plan, written evaluation, phone interview etc.)	Outputs: List qualitative activities (project steps) to support accomplishment of outcomes (curriculum development, workshops, technical assistance, follow-up, etc.)	Inputs: The role that team partner and collaborating organizations will have in assisting with each project step
1.			
2.			
3.			
4.			
5.			

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1.			
2.			
3.			
4.			
5.			

The Art of Asking the Right Questions For Measuring Results/Outcomes

- **Closed Ended Questions (Quantitative)**
 - Usually start with...Is, Do, Did, Would, or Will?
 - Usually result in a single word or short factual answer
 - Closed ended questions are best for...
 - Beginning discussions with someone you don't know
 - Gaining specific information about facts
 - Testing understanding
 - Reaching a conclusion
 - Reflective listening
 - Misplaced closed ended questions can kill communication
- **Open Ended Questions (Qualitative)**
 - Usually start with...What, Why, How, Tell me about...or Describe...?
 - Usually result in longer answers
 - Open Ended Questions are best for...
 - Gaining information about values/feelings
 - Discovering the "real issue"
 - Helping to determine opinions
 - Probing into details
- **Questioning Techniques (Linking Short Term Knowledge Gain to Longer Term Outcomes)**
 - **Funneling** question technique (detective work)
 - Start out with closed ended easily answerable general questions
 - Begin to home in on a point more and more with each question
 - Asking more and more detailed questions as you go
 - Eventually get to open ended
 - Good for discovering hidden information
 - **Probing** question technique
 - Asking for examples
 - Asking for more details
 - Help me understand....?
 - What **exactly** do you mean by....?
 - Asking the WHY question?
 - Getting the "whole" story
 - Good for focus groups, phone interviews, a selected sampling of participants

****EVALUATION****

Please help us evaluate (List type of delivery – workshop, seminar, field tour etc.) by filling out this questionnaire. Your feedback will help us to determine whether we have been successful in helping you to understand and/or initiate processes that can further your business goals.

1. Please rate your knowledge of the following topics PRIOR to attending today’s workshop:

Use a scale from 1 to 5, with 1 = no understanding and 5 = complete understanding.

If not applicable, mark NA. (Insert knowledge/skills from your proposed risk management results)

- A. MARKETING SKILLS
- B. DEVELOPING A CLEAR, COMPELLING MESSAGE ABOUT YOUR PRODUCT OR SERVICE
- C. DETERMINING MARKET DEMAND FOR YOUR PRODUCT OR SERVICE
- D. STEPS OF MARKET ASSESSMENT
- E. WHEN TO PERFORM A FEASIBILITY STUDY
- F. HOW TO PERFORM A FEASIBILITY STUDY
- G. HOW TO TRACK INCOME AND EXPENSES TO KEEP TRACK OF PROFITS
- H. HOW MARKET ASSESSMENT AND / OR FEASIBILITY STUDIES CAN REDUCE FARM FINANCIAL RISK

2. Please rate your knowledge of the following topics AFTER attending this workshop:

Use a scale from 1 to 5, with 1 = no understanding and 5 = complete understanding.

If not applicable, mark NA. (Insert knowledge/skills from your proposed risk management results)

- A. MARKETING SKILLS
- B. DEVELOPING A CLEAR, COMPELLING MESSAGE ABOUT YOUR PRODUCT OR SERVICE
- C. DETERMINING MARKET DEMAND FOR YOUR PRODUCT OR SERVICE
- D. STEPS OF MARKET ASSESSMENT
- E. WHEN TO PERFORM A FEASIBILITY STUDY
- F. HOW TO PERFORM A FEASIBILITY STUDY
- G. HOW TO TRACK INCOME AND EXPENSES TO KEEP TRACK OF PROFITS
- H. HOW MARKET ASSESSMENT AND / OR FEASIBILITY STUDIES CAN REDUCE FARM FINANCIAL RISK

3. After participating in the workshop, please rate to what extent do you have the knowledge, tools and/or resources you need to:

Use a scale of 1 to 5, with 1 = little or none and 5 = great or complete. In not applicable, mark NA.

(Insert knowledge/skills from your proposed risk management results)

- A. PERFORM A MARKET ASSESSMENT FOR YOUR ENTERPRISE.
- B. CONDUCT A FEASIBILITY STUDY ON YOUR ENTERPRISE.
- C. DEVELOP A BUSINESS PLAN FOR YOUR FARM OR RANCH ENTERPRISE.

4. Please indicate one or more ideas you plan to implement and/or change(s) you plan to make as a result of participating in this workshop and list the date(s) you plan to accomplish by.

OVER

5. **After participating in the workshop, will you:** (Please circle your answer and list the timeframe/dates for accomplishing each task)

		<u>BY WHEN</u>
A. CREATE A LIST OF GOALS FOR IMPLEMENTING YOUR CHANGES/IDEAS	YES NO	
B. IMPLEMENT WHAT YOU LEARNED IN YOUR FARM/BUSINESS/WORK	YES NO	
C. READ/USE WRITTEN MATERIALS	YES NO	
D. SHARE WRITTEN MATERIALS WITH OTHERS	YES NO	

6. **Please rate the overall usefulness or value of the workshop presentations/activities toward helping you achieve your marketing goals:**

Please rate on a scale from 1 to 5 with 1 = low value and 5 = the highest value.
If not applicable, mark NA

- _____ A. MARKETING STRATEGIES
- _____ B. IDENTIFYING, PROMOTING, AND CULTIVATING YOUR MARKET
- _____ C. MARKETING MEAT
- _____ D. SELLING AT FARMERS' MARKETS
- _____ E. DEVELOPING A CLEAR MESSAGE ABOUT YOUR PRODUCT / SERVICE
- _____ F. MEETING YOUR BUSINESS GOALS BY KNOWING YOUR MARKET
- _____ G. WHAT IS A MARKET ASSESSMENT AND FEASIBILITY STUDY
- _____ H. CONDUCTING A MARKET ASSESSMENT BREAK OUT SESSION, *VARIOUS FACILITATORS*
- _____ I. IS MY FARM PROFITABLE? AN INTRODUCTION TO FARM FINANCIAL PLANNING

7. **How might we improve our effectiveness towards helping you achieve your marketing goals?**

8. **What specific topics/subjects you would like to have covered in future workshops?**

9. **What is your current occupation?**

_____ FARMER _____ EDUCATOR _____ FED/STATE AGENCY _____ OTHER: _____

10. **Please circle the description below that most appropriately describes your current situation:**

- A. CURRENTLY FARMING OR RANCHING ON: < 5 ACRES 5 - 20 ACRES 21-50 ACRES > 50 ACRES
- B. OWN LAND, BUT NOT CURRENTLY FARMING
- C. DO NOT CURRENTLY OWN LAND, BUT PLAN TO OWN LAND AND FARM SOMEDAY
- D. MY JOB INVOLVES HELPING FARMERS AND RANCHERS
- E. OTHER: (PLEASE SPECIFY) _____

Thank you for your time and valuable input!

EVALUATION

Farm Transition & Estate Planning: Build Your Exit Strategy ~ Topic Title

Post/Short Term

	Poor	Fair	Neutral	Good	Excellent
	1	2	3	4	5

1. Please rate today's program (please circle a number):

2. Please respond to the following statements by **circling** the number that best reflects your impression:

After today's workshop...	<u>Strongly Disagree</u>	<u>Disagree</u>	<u>Neutral</u>	<u>Agree</u>	<u>Strongly Agree</u>
I better understand the importance of having clear goals and using good communication in the transfer process	1	2	3	4	5
I better understand how to use the various farm business transfer strategies in the transfer process	1	2	3	4	5
I better understand the importance of assessing the financial position of the farm business in preparation for the transfer process . . .	1	2	3	4	5
I better understand tax issues and strategies related to the farm business transfer process	1	2	3	4	5
I better understand the various estate planning strategies available to me for the farm business transfer process	1	2	3	4	5
I better understand how to write a transfer plan outline.	1	2	3	4	5

3. Do you currently have an up-to-date estate plan (please \surd one)? yes no

Do you currently have an up-to-date farm transfer plan (please \surd one)? yes no

If no, as a result of attending today's program, I plan to begin the farm transfer process by developing and implementing a transfer and estate plan this year (please \surd one):
 yes no

4. Please list two things you would change about today's program.

5. In your own words, describe what you felt was the best or most important part of today's program.

Farm Transition & Estate Planning

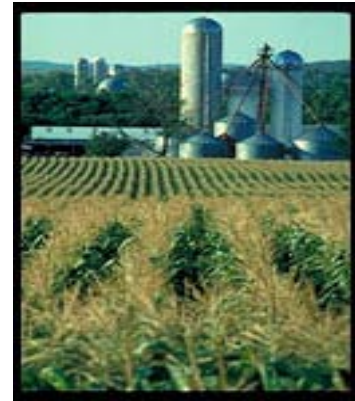
ORGANIZATION INFO
HERE

Program Evaluation

A few months ago, you attended a program entitled “Farm Transition and Estate Planning: Build Your Exit Strategy”. The program focused on setting goals, farm transfer strategies, financial and tax issues, estate planning topics, and developing a written transfer plan.

To help us measure the effectiveness and impact of our program efforts towards strengthening your business goals, we need your help. Please take a few moments to complete the evaluation on this page. Answering the questions with as much detail as possible can improve how we help you reach your goals via additional educational support and/or resources.

Please do not put your name on the evaluation. That way your responses will remain confidential.



When you have completed the evaluation, please return it no later than (insert date) using the enclosed, stamped envelope.

Thank you for your time and valuable input!

Program Evaluation

1. Have you/your family started to develop/up-date your farm business transfer plan?

Yes ____ No ____

If yes, how far along are you in the process ? (please check response closest to your progress):

25% completed ____ 50% completed ____ 75% completed ____ 100% completed ____

2. Have you started to develop/up-date your personal estate plan?

Yes ____ No ____

If yes, how far along are you in the process ? (please check response closest to your progress):

25% completed ____ 50% completed ____ 75% completed ____ 100% completed ____

CONTINUE ON BACK OF PAGE

3. What obstacles or problems have you encountered, that have slowed or stopped your progress in starting or finishing your farm transfer and estate plans? Please list personal/family issues such as not being able to develop goals as well as external/non-family issues such as not being able to find an attorney or accountant to work with.

4. Has the workbook you received, been a useful reference for you?

Yes ____ No ____

Please list any comments/suggestions you have about the workbook:

5. In addition to the workbook, are there any other tools in the way of resources and/or people that would help you complete your farm transfer and estate plans?

6. Please rate the quality and usefulness of the workshop you attended. (please circle your response):

1-poor 2-fair 3-neutral 4-good 5-excellent

7. If you were to attend a second farm transition & estate planning workshop, what specific topics would you want included? What type of workshop format would best help you to accomplish your goals?

Once you have completed the evaluation, please return it no later than (insert date) using the enclosed, stamped envelope.

Thank you for your time and valuable input!

FARM TRANSITION **AND** **ESTATE PLANNING:** **Build Your Exit Strategy**

Follow-up Evaluative Outcome/Impact Report

*Gary A. Hachfeld, David B. Bau,
Bill Craig, Rob Holcomb, James N. Kurtz
Extension Educators
University of Minnesota Extension
October 2010*



The “Farm Transition and Estate Planning: Build Your Exit Strategy” program is an in-depth, interactive program focused on assisting farm/ranch families with the transition of their business to the next generation. Topics included in the program workshop are establishing transfer and estate goals, intergenerational communication, tax issues, business entity and transfer strategies, estate laws and planning strategies, long-term care issues, treatment of heirs, establishing a transfer and estate planning team, and developing a written transfer and estate plan outline.

From October 2009 to April 2010, a total of 14 program workshops, hosted by 34 local sponsors, were held throughout Minnesota, Iowa, and North Dakota. Results from the post-meeting follow-up evaluative process, done six months following the final workshop, are as follows:

- ◆ A total of **402 farm/ranch family members** from Minnesota, Iowa and North Dakota attended one of the program workshops.
- ◆ Participants attending were from **130 different Minnesota, Iowa and North Dakota communities** representing a total of **215 farm/ranch business units**.
- ◆ Participant ages ranged from 22 to 89 years of age with **53.2% over the age of 55**.
- ◆ Gender mix of participants was **36.6% female and 63.4% male**.
- ◆ Utilizing Center for Farm Financial Management FINBIN data, the weighted average value of business assets in 2009 for participants was \$1,689,609 and \$187,714 for non-business assets.
- ◆ Based upon participant evaluation responses, **27.0% of participant families had completed & implemented their business transfer plan, 26.7% their personal estate plan**.
- ◆ Total actual financial impact of this program effort, where there is now an orderly plan for transfer of business and personal assets to the next generation, was **\$31.7 million dollars** for the 2009-10 program year.

This evaluative impact report was prepared in October 2010 by University of Minnesota Extension, Agricultural Business Management program team.

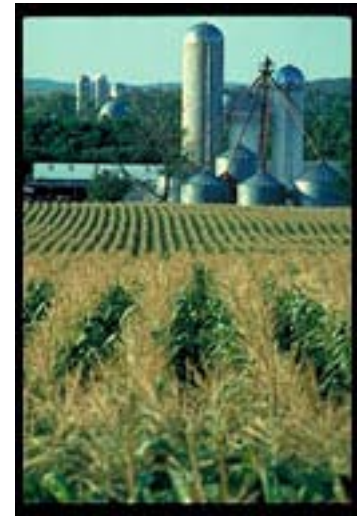
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FARM TRANSITION **AND** **ESTATE PLANNING:** **Build Your Exit Strategy**



Follow-Up Evaluative Outcome/Impact Report

Gary A. Hachfeld, David B. Bau, Rob Holcomb, James N. Kurtz, Bill Craig
Extension Educators
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October 2010

Introduction:

Farm Transition and Estate Planning: Build Your Exit Strategy is a University of Minnesota Extension educational program focused on assisting farm and ranch families with their business succession and personal estate planning. Program rationale is based upon demand and requests from farm and ranch families, supported by previous workshop evaluative data, a comprehensive literature search, as well as many ag professionals who work with those farm and ranch families requesting information.

Workshops are five hours in length. Participants are given a workbook as part of the teaching materials. Worksheets are included in the workbook for participants to complete as part of the process. Educational points of the workshop include establishing personal, family and business goals to begin the transfer process; transfer strategies including examples; financial considerations when transferring the farm/ranch business; tax considerations during the transfer process; treatment of heirs; estate planning issues and strategies; developing a written transfer plan; and establishing a transfer and estate planning team. Planned program outcomes include participant increase in knowledge regarding the program educational points and indications of using the new knowledge to develop and implement a transition and personal estate plan.

Evaluative Outcomes:

A total of 402 Minnesota, North Dakota and Iowa farm and ranch family members from 130 communities, representing 215 farm business units, attended one of 14 workshops held from September 2009 through April 2010. There were 34 local business sponsors involved in the program effort. Participant ages ranged from 22 to 89 years. The participant audience consisted of 36.6% female and 63.4% male. A total of 53.2% of participants were over the age of 55.

Six months following the end of the final workshop, a survey was mailed to all farm business units with members participating in the program. In the first section of the evaluation, participants were asked to indicate if they had started to develop or update their farm/ranch business transfer plan and their personal estate plan. They were also asked to estimate their percent progress on each plan. A total of 39.3% or 92 of the 234 farm/ranch business units responded to the survey. Their responses are shown below.

1. Have you/your family started to develop/update your farm/ranch business transfer plan?

Yes – 68.5% (63 farm units) **No** – 31.5%

If you have started the farm/ranch transfer process, what percent progress have you made?

25% completed – 36.5% **50% completed** – 14.3% **75% completed** – 22.2% **100% completed** – 27.0%

2. Have you started to develop/up-date your personal estate plan?

Yes - 65.2% (60 farm units) **No** - 34.8%

If you have started the personal estate planning process, what percent progress have you made?

25% completed – 25.0% **50% completed** – 21.6% **75% completed** – 26.7% **100% completed** – 26.7%

In the second part of the survey, participants were asked to rate the workshop content as to quality and personal usefulness via a Likert scale numerical rating system of 1 through 5 (1=poor, 5=excellent). They were also asked if the workbook they received at the workshop was a useful reference during the transfer and estate planning process. In addition, they were asked to place a monetary value on the overall workshop and the workbook. Results are shown below.

3. Please rate the quality and personal usefulness of the workshop you attended.

Poor - 0.0% Fair - 0.0% Neutral - 0.0% Good – 57.6% Excellent – 42.4% Average Rating: 4.42

4. If you placed a monetary value on the workshop, what would it be?

\$50-\$100 – 59.5% \$101-\$200 – 29.7% \$201-\$300 – 8.1% Other – 2.7%

-Weighted average monetary value of overall workshop reported per respondent: \$136.72

-Total monetary value of program for all workshop participants responding: \$12,578.24

5. Has the workbook you received, been a useful reference for you?

Yes - 100.0% No - 0.0%

6. If you placed a monetary value on the workbook you received, what would that be?

\$10-\$50 - 35.4% \$51-\$100 - 41.5% \$101-\$150 - 20.0% Other - 3.1%

-Weighted average monetary value of workbook reported per respondent: \$59.60

-Total monetary value of workbook for all workshop participants responding: \$5,483.20

Farm/ranch family members were also asked to list any obstacles or problems they encountered that may have slowed or stopped their progress, as they began their farm/ranch business transfer and personal estate planning process. This was an open-ended question. The major categories and number of responses for each category are listed below.

What obstacles or problems have you encountered, that has slowed or stopped your progress in starting or finishing your farm transfer and estate planning?

- Struggled with defining and writing goals - 5 responses.**
- Lack of time - 3 responses.**
- Difficult getting agreement between parents on how to divide assets/fair vs. equal issue - 3 responses.**
- Difficulty finding qualified professionals (attorney, accountant) - 5 responses.**
- Total avoidance of the issue on the part of parents - 6 responses.**
- Family issues (death of family member, divorce, etc.) - 4 responses.**

Participants were asked to share a personal quote or comment about the overall workshop. Statements from those responding are listed below:

- “This was an excellent workshop and I have recommended it to many people. Even young families just getting started can benefit greatly. It was well worth the time invested”.
- “We used the workbook as a reference several times. I should have let our lawyer read it. The process went well. We also had to clean up documents from previous generations”.
- “The presentation was well rounded touching on many areas that were food for thought making us think about the what ifs. I would attend another just for review – no changes needed. The two person team approach is a great way to give variety to a long session”.
- “The workbook is done well. It is comprehensive and the examples are helpful”.

****One participant offered a testimonial after having attended the workshop. His quote follows.**

“We attended the workshop which prompted us to put together our farm business transition and succession plan. Within six months after getting the plans in place we were forced to act on them due to a farm accident that killed my brother who was the majority owner of the farm. Having gone to the workshop and getting a plan in place saved our family business from potential chaos. We are extremely grateful for the help and prompting we received by attending the workshop” – Dan O’Connor. Lakeville/St. Peter, MN. August 2010

Financial Impacts of Program Effort:

A total of 402 individuals, representing 215 farm/ranch business units, participated in one of the workshops during the 2009-2010 program year (October 2009 through April 2010). Of the 92 farm families responding to the post-meeting follow-up evaluation, 68.5% of farm/ranch families stated they had started their business transition plan with 27.0% or 17 farm/ranch units having completed and implemented their plan. A total of 65.2% of the families had begun their personal estate plans with a total of 26.7% or 16 having completed and implemented their personal estate plan.

For 2009, the weighted average value of participant farm/ranch assets was \$1,689,609 including owned land, livestock, equipment, and machinery. Weighted average total for non-farm/ranch assets for participant families was \$187,714 (FINBIN, 2009).

Farm/Ranch Business Asset Transition Impact Results:

Utilizing the FINBIN balance sheet value for total farm/ranch assets of \$1,689,609 multiplied by the 17 farm/ranch units that have completed their transition plan, the total amount of business assets that now have an orderly plan for transfer to the next generation equals \$28,723,353 or \$312,210.35 per farm/ranch family responding to the post-meeting evaluation.

Personal Non-farm/ranch Asset Estate Planning Impact Results:

Utilizing the FINBIN balance sheet value for non-business (personal) assets of \$187,714 multiplied by the 16 families that have completed their personal estate plan, the total amount of personal assets that now have an orderly plan for transfer to the next generation equals \$3,003,424 or \$32,645.91 per farm/ranch family responding to the post-meeting evaluation.

Overall Program Impact (Farm/ranch & Non-farm/ranch Assets):

Total financial impact of the program effort where there is now an orderly plan for transfer of farm/ranch business and personal assets to the next generation is \$31,726,777 or \$344,856.27 per family for the 92 farm/ranch families responding to the post-meeting follow-up evaluation.

References

J. Baker. (2006). Iowa Farmers Business and Transfer Plans. Retrieved September 16, 2009, from <http://www.extension.iastate.edu/bfc/pubs/IA%20Farm%20Business%20survey%20results.pdf>

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Conducting Market Research Using Primary Data



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Overview

- Purpose of market research
- Primary vs. Secondary data
- Surveys
- Survey strategies
 - Question formats
 - Analysis tips
- Additional resources



Market Research

- Market research often conducted to address one of the “4 Ps” of marketing:
 - Product
 - Price
 - Place
 - Promotion



Purpose of Market Research

- Purpose of market research should be clearly defined prior to beginning research
- May use market research to answer the following types of questions:
 - Who are potential customers?
 - Demographic characteristics, etc.
 - What products appeal to these customers?
 - Product characteristics, niche opportunities
 - When are customers purchasing products?
 - Seasonal appeal, day of week or time of day
 - Where do customers purchase similar products?
 - Farmers' markets, CSAs, retail
 - Which promotional outlets should be used to reach these customers?
 - Radio advertising, newspaper, bulk mail, etc.



Primary vs. Secondary Data

- Secondary data is data that has been previously collected by another researcher
- Can be used for market research, but because it has been collected for another purpose, its applicability may be limited
 - However, secondary data offers savings in both time and cost
- Primary data is collected by the researcher with a specific goal in mind
 - May be collected through surveys, focus groups, in-depth interviews, or through experiments



Surveys

- Surveys are probably the most popular method for collecting primary data
- Variety of methods including:
 - Mail survey
 - Telephone survey
 - Face-to-face interviews (in-person survey)
 - Internet survey
 - Dot survey
 - Observation
 - Informal interview



Survey choice

- Choice of survey method will depend on factors such as:
 - Number of responses surveyor wants
 - Time frame in which data must be collected
 - Characteristics of the population to be surveyed
 - Budget
- Note that regardless of survey type, all survey data is hypothetical
 - Respondents may say they value a certain product characteristic or are willing to pay more for certain attributes...
 - ...but their real-world behavior may not reflect what they say!



Mail surveys

- Mail surveys are written surveys sent to potential respondents by mail, and typically include a postage-paid return envelope
- For surveyors with a large budget, the goal may be to have a mailing list made up of:
 - A random sampling of households in the region of interest (city, state, nation, etc.), or
 - A targeted population (for example, people who held a state fishing license in a given year, or members of an environmental organization)
- However, smaller firms with budget constraints can make a mailing list of households from the phone book or online yellow pages (www.yellowpages.com) for free



Mail surveys

- Advantages of mail surveys
 - Can reach a large population fairly easily
 - Lower cost than some methods
- Disadvantages of mail surveys:
 - Response rates (number of people who return the survey) are typically low unless more than one form of communication is sent to the respondent
 - Advance notice of survey, reminder card, additional survey—all of which increase the cost of the study, in terms of money and time!
 - Lag time between when survey is mailed out and when it is returned
 - Returned surveys may be incomplete



Telephone surveys

- Telephone surveys are conducted by calling individuals and having them answer questions over the phone
- Advantages of telephone surveys
 - Interviewer can encourage respondent to answer all the questions
 - Responses can be analyzed immediately
- Disadvantages of telephone surveys
 - Expensive to pay telephone interviewers
 - As with mail surveys, random sampling is best, but call list can be put together from phone book if necessary



In-Person Interviews

- An in-person interview is a survey administered in a face-to-face fashion
- Advantages of in-person interviews
 - Interviewer can encourage respondents to finish survey
 - Results can be analyzed immediately
 - Specific populations can be targeted
 - Can interview at farmers' market, outside a certain grocery store, etc.
- Disadvantages of in-person interviews
 - Costly to pay interviewers
 - Some respondents may not be unwilling to reveal information about themselves to a stranger
 - Must have permission to conduct these interviews in a public place



Internet Survey

- An Internet survey is a survey that is both posted and filled out online
 - Surveyors generally send out a letter or post card inviting respondents to take the survey
 - Some Web hosting companies will invite respondents via email
- Advantages of Internet surveys
 - May be completed faster than mail surveys
 - May be less expensive to conduct than other survey types
 - Some software allows the surveyor to ensure that respondents have to answer all the questions
 - Results can be analyzed immediately
 - Some Web survey hosts offer analysis services as well—may be beneficial for surveyors who do not have strong statistical skills



Internet Survey, cont.

- Disadvantages of Internet surveys
 - Population of interest must have Internet access
 - Contacting the population of interest may be more difficult than with other methods
 - Surveyor must have some Internet skills
 - Some individuals may be uncomfortable providing sensitive information (such as household income) over the Internet



Internet Survey, cont.

- Survey Monkey (www.surveymonkey.com)
 - Has services to host and analyze surveys
 - Has services to contact respondents via email
 - User-friendly interface
 - 3 pricing levels
 - Basic: Free service, allows 10 questions per survey and 100 responses per survey
 - Monthly Pro: \$19.95/mo, allows unlimited questions and 1000 responses per survey
 - Annual Pro: \$200/yr, allows unlimited questions and responses



Dot Survey

- Dot surveys or posters are used to focus on just a few important questions
- Technique involves usually no more than four questions displayed on an easel in a public location (such as a farmers' market)
- Response categories are listed as well
- Respondents place stickers or “dots” in the proper category to indicate their response



Dot Survey, cont.

- Advantages of dot surveys
 - Offer an alternative to written and oral surveys
 - Simple to complete-has been found to increase response rates over other survey types
- Disadvantages of dot surveys
 - Can only ask a few questions
 - Respondents can see responses from other respondents-may be swayed by what they see
 - However, there is an argument that this effect is similar to real-world activity, such as fad items and impulse purchasing



Informal Interviews & Observation

- Informal interviews and observation may be slightly less scientific than other methods, but may be the best tool for some agribusinesses
- Informal interviews consist of asking the same simple but specific questions of many people to get an idea of what people are thinking
- Observation consists of observing consumers and taking note of their behavior



Informal Interviews & Observation, cont.

- For example, an operation that already grows organic produce, but has not been certified due to costs:
 - Informal interviews could be used to ask current customers how they feel about organic produce, whether they would be willing to pay more for the assurance of third-party organic certification, etc.
 - In the observation sense, the operation could find out how much the same certified organic products are selling for
- Another example is that of an operation that is considering producing a new crop or product:
 - Interviews can be used to determine what products current customers would like to have access to
 - Observation can be used to determine which products are popular through other vendors



Survey Strategies

- Focus groups and pilot surveys are often used to “test” a survey before it is distributed to potential respondents
- Allows surveyor to see in advance if questions are confusing or worded incorrectly, or if the survey structure is too complicated
 - All of which can decrease response rate and valid responses
- In the interest of time and money, a focus group can be assembled from your friends, family, neighbors, etc.
 - Make sure they understand that you need their honest opinion of the survey
 - Also keep in mind that people associated with agriculture may have more knowledge about the issues you address on your survey
 - This may have an effect on their responses or opinion of the survey



Survey Strategies, cont.

- It can be tempting to take advantage of the opportunity to ask survey respondents as many questions as possible
 - But “respondent fatigue” occurs when too many or too complex questions are asked-so try to keep it short and simple
- Try to use definitive language
 - i.e. rather than asking respondents if they usually eat meat every day, ask them if they eat meat more than five times per week
 - Avoiding words like “generally” and “usually,” which are subject to interpretation, can help you get more accurate responses



Question Formats

- Researchers have spent decades trying to determine the “best” question formats for surveys
 - Have found that the most suitable question depends on the information the surveyor wishes to obtain
- Common question formats include:
 - Multiple choice
 - Rating scales
 - Open-ended



Multiple Choice

- The multiple choice format asks a question and provides a list of responses for the respondent to choose from
 - Three or more choices (multiple choice)
 - Surveyor can ask for one or more than one response, depending on the question
 - Two choices: *yes* or *no* (dichotomous choice)
 - Only one choice
- Crucial that the surveyor or interviewer include explicit instructions as to how many responses are allowed!



Multiple Choice, cont.

- Advantages of multiple choice
 - Fairly simple to understand (dichotomous choice so simple that researchers have found it increases response rates)
- Disadvantages of multiple choice
 - Regardless of instructions, respondents may provide more than one response when only one response is asked for
 - Analysis may be a bit complicated for the inexperienced



Examples of Multiple Choice

1. What is your primary motive for attending this farmers' market?
(choose only one)
 - q Purchase produce
 - q Purchase packaged goods
 - q Purchase ready-to-eat foods (vendors)
 - q Social interaction
- 2. Which of the following types of foods do you purchase? *(select as many as apply)*
 - q Organic
 - q Natural
 - q Local
 - q Pesticide-free
- 3. Do you feel more inclined to purchase food products if samples are provided?
 - q Yes
 - q No
- 4. Is this your first time visiting this farmers' market?
 - q Yes
 - q No



Analysis of Multiple Choice

- To analyze the results of multiple and dichotomous choice questions, it is necessary to assign a numeric value to each question response
 - This can be done fairly easily using Microsoft Excel or other spreadsheet software.
 - For example, with questions (3) and (4), the “yes” responses may be coded as “1” and the “no” responses as “2.”
 - For multiple choice questions, the responses are typically coded in the order they appear on the survey.
 - For example, in question (1), “Purchase produce” would be coded as “1,” “Purchase packaged goods” would be coded as “2,” and so on.
- Once the responses are coded, the “count” function in Excel can be used to analyze the responses, while a pie chart can be used to graphically show responses



Analysis of Multiple Choice, cont.

- Below is an example of how the responses to question (1) may have turned out.
- Column A shows the identification numbers of the ten survey respondents (Survey ID).
- Column B contains the survey responses to the question (Q1).

	A	B
1	Survey ID	Q1
2	1	1
3	2	2
4	3	2
5	4	1
6	5	1
7	6	1
8	7	4
9	8	6
10	9	7
11	10	1

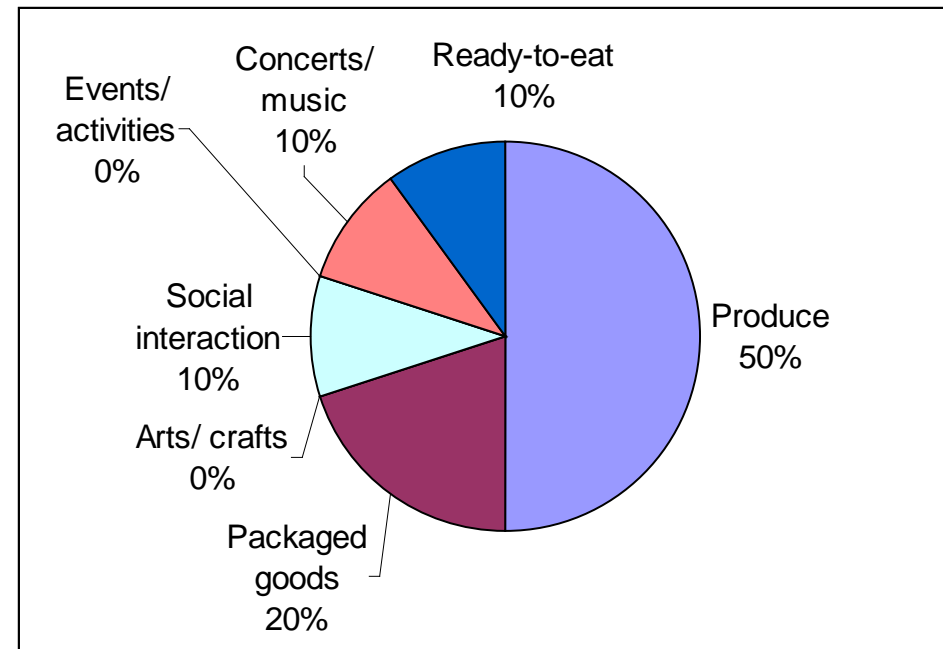
- Below is a potential next step in analysis
 - To count the number of responses for each category
- “Q1” shows each response category
- “Count” lists the number of responses for each category
- “Formula” shows the formula that was used in Excel to count the responses, based on the row and column locations of the responses shown at left

Q1	Count	Formula
Produce	5	=COUNTIF(B2:B11,1)
Packaged goods	2	=COUNTIF(B2:B11,2)
Arts/ crafts	0	=COUNTIF(B2:B11,3)
Social interaction	1	=COUNTIF(B2:B11,4)
Events/ activities	0	=COUNTIF(B2:B11,5)
Concerts/ music	1	=COUNTIF(B2:B11,6)
Ready-to-eat	1	=COUNTIF(B2:B11,7)



Analysis of Multiple Choice, cont.

- Pie charts can be created in Excel fairly simply using the Chart Wizard (instructions on how to use the Chart Wizard can be found in Excel's help menu).
- The data in the pie chart is the same as in the previous slide
- Imagine a surveyor asked this question to determine whether or not to further process his/her greens to create a salad mix for sale
 - Results are mixed
 - On the one hand, half of the respondents specified that they come to the farmers' market for produce
 - However, 20% (2 respondents) said they come to the market for packaged goods.
 - In this case, it may be a good idea to try a small trial of salad mix before committing to the plan



Rating Scales

- Rating scales allow survey respondents to indicate their level of agreement with a statement, or to rate the level of importance of a specific feature of a product or service.
- Advantages of rating scales
 - Relatively straightforward for respondents to understand
 - Less difficult to analyze than some of the other question formats
- Disadvantages of rating scales
 - Can only be used for certain types of questions



Examples of Rating Scales

- 5. Please specify if your level of agreement or disagreement with each of the following statements.

Statement	Strongly				Strongly
	Disagree	Disagree	Unsure	Agree	
I am concerned about the safety of my food	1	2	3	4	5
I purchase foods that are already prepared (salad mixes, marinated meats, etc.)	1	2	3	4	5
I am concerned about the origin of my food	1	2	3	4	5
I prefer purchasing foods that have third-party certification (i.e. certified organic, certified pesticide-free)	1	2	3	4	5

- 6. When making purchases from a specific farmer/producer at a farmers' market, how important are the following farmer/producer features?

Farmer/Producer Features	Not	Somewhat	Very	Extremely
	important	important	important	important
Farmer/producer has a variety of products	1	2	3	5
Farmer/producer has low prices	1	2	3	5
Farmer/producer has organic products	1	2	3	5
Farmer/producer is present at market	1	2	3	5



Analysis of Rating Scales

- Rating scales can be fairly simple to analyze
 - Because the responses are already in numeric form, it is not necessary to recode them
- Rating scales may be analyzed by taking the average response
 - This will show how respondents feel, on average, about the statement or question
- It may also be helpful to analyze the responses by count, using either a pie chart or bar chart to show the responses relative to one another



Analysis of Rating Scales

- Here is an example of how the statement “Farmer/producer has organic products” may have turned out for question (6)
- Column A shows the survey ID number
- Column B lists each individual’s response to the question
 - Where 1 is “Not important” and 5 is “Extremely important,” as on the survey
- Here are the number of responses for each category (“Count”) and the formula used to obtain each count (“Formula”)
 - Formula based on the example at left
- Also shown is the average:
 - The average value of 4.3 shows that on average, respondents found this statement to be “Very important.”

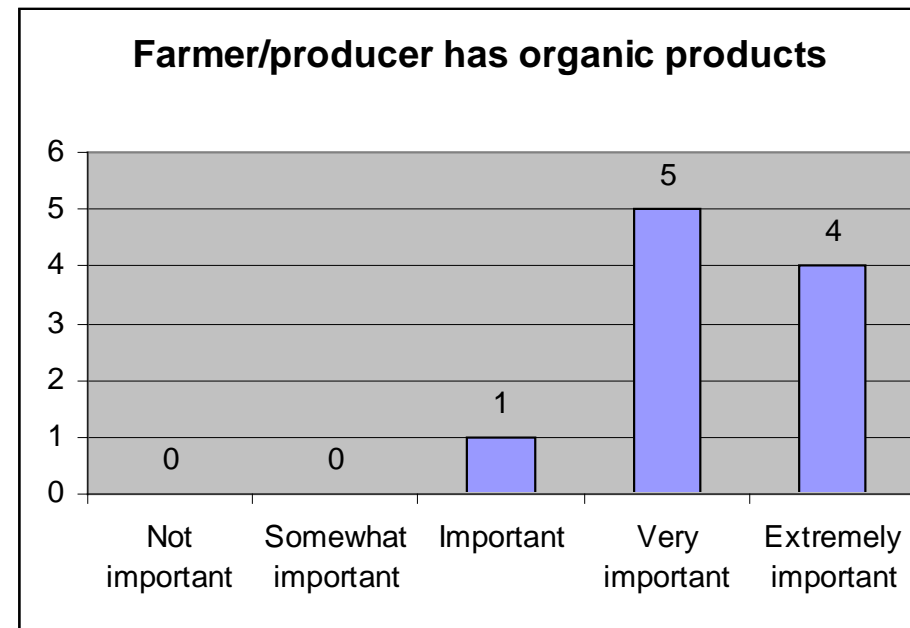
	A	B
1	Survey ID	Q6-Organic
2	1	3
3	2	4
4	3	4
5	4	5
6	5	5
7	6	5
8	7	4
9	8	4
10	9	4
11	10	5

Q6-Organic	Count	Formula
Not important	0	=COUNTIF(B2:B11,1)
Somewhat important	0	=COUNTIF(B2:B11,2)
Important	1	=COUNTIF(B2:B11,3)
Very important	5	=COUNTIF(B2:B11,4)
Extremely important	4	=COUNTIF(B2:B11,5)
Average	4.3	=AVERAGE(B2:B11)



Analysis of Rating Scales, cont.

- Here is a bar chart of responses to the statement “Farmer/producer has organic products” from question (6).
- Like a pie chart, a bar chart is a way of comparing the number of responses between questions.
 - Bar chart instructions are also in Excel’s Chart Wizard
- As the bar chart shows, the majority of respondents found the statement to be “Very” and “Extremely” important.
- Imagine a producer asked this question to determine whether or not he or she should proceed with plans to obtain organic certification
 - Results may indicate that such a move would be attractive to customers.



Open-Ended Questions

- An open-ended question poses a question to the respondent and asks him/her to write out his/her response
- While open-ended questions can provide a lot of information, they are problematic enough that many researchers try to avoid them
 - They require more effort on the part of the respondent
 - This effort may lead the respondent to skip the question or quit the survey entirely.
 - The open-ended nature also leaves the interpretation of the question up to the respondent
 - Responses may not be entirely what the surveyor was looking for
 - Because there are virtually infinite ways to respond, they can be difficult to analyze
 - Unless respondents tend to answer the question similarly
- However, open-ended questions can be useful in focus groups
 - The responses given by the focus group can be used to reformat the question into multiple choice.



Examples of Open-Ended Questions

7. When making purchases from a specific farmer/producer at a farmers' market, what farmer/producer features do you find most appealing?

8. What is your primary motive in attending this farmers' market?



Analysis of Open-Ended

- One of the difficulties in using open-ended questioning is analyzing the results
 - If the surveyor is not planning on surveying a large number of people and is looking for very general information, then open-ended questions can be helpful in a sort of “comment card” sense
 - However, if the survey is being given to a large number of people and the surveyor wishes to achieve specific responses, open-ended questions may not be the best format.
- If many open-ended questions need to be analyzed, it can be helpful to go through the responses looking for common “themes”
 - For example, in question (7), respondents may offer many similar responses, such as “price,” “quality,” and “reputation”
 - The person analyzing the data may wish to code all responses pertaining to “price” as “1,” “quality” as “2,” and so on
 - Once the data has been coded numerically, it can be analyzed using pie and bar charts to show how the responses stack up against one another.



Conclusion

- Primary data can be costly and time-consuming to obtain, but can provide specific answers to specific market research questions
- Surveys are a common method of obtaining primary data
 - The survey method to use depends on the information the surveyor wants, and the population of interest
- Question formats have an impact on the information the survey provides
 - Choice of question format also depends on the information desired and the population of interest, as well as the strengths of the surveyor



Additional Resources

- The USDA-ERS (Economic Research Service) collects data on sales and consumption of food and agricultural products in the U.S., including consumer survey data. ERS data can be found online at www.ers.usda.gov/Data.
- The USDA-AMS (Agricultural Marketing Service) provides data and publications on marketing agricultural products and focuses on direct outlets. AMS data and publications can be found online at www.ams.usda.gov.
- Marketing research companies and economic consulting firms can be hired to conduct primary data collection and analysis. RTI international is just one example. Information on RTI can be found at www.rti.org.



Thank you!



Program Evaluation with Internet Resources



**KYNDA CURTIS, ASSOCIATE PROFESSOR
UTAH STATE UNIVERSITY**

Why Internet?



- **Falling budgets**
 - Mailing costs high
 - Returns rates marginal
 - Multiple mailings required
- **Constituents and internet access**
 - Approx. 98% now
 - Collect participant emails with registration
 - Email course information and assessment reminders

Survey Types



- Needs assessments
- Pre program assessments
- Post program assessments
- Mid program or daily assessments
- Follow-up assessments
- Knowledge gain quizzes
- Other

On-line Surveys



- Surveys easy to create and copy
- Accessible from any computer
- Can allow multiple entries from same computer
- Email reminders to participants – no mailers
- Can be approved by IRB
 - No IP tracking (can switch off)
 - No names or identifiers needed
- Link to your website or facebook page

Options



– Survey Monkey

- Individual or corporate account - \$300/year
- You design, post, control settings, and open/close
- Customizable look, questions per page, etc.
- Customizable internet link to survey
- Provides basic stats
- Download in Excel or PDF

Options cont.



– Student Voice

- Corporate/university accounts –
- Submit word version and they create survey, you must request admin to open or close survey
- Customizable internet link to survey
- Provides basic stats
- Download in Excel or PDF

Other



- **Survey monkey now does targeted responses**
 - Use for needs assessments or research based surveys
- **Take a look....**
- <http://www.studentvoice.com/app/views/home/>
- http://www.surveymonkey.com/MyAccount_Login.aspx