



Bike Share

Intercept Survey Toolkit

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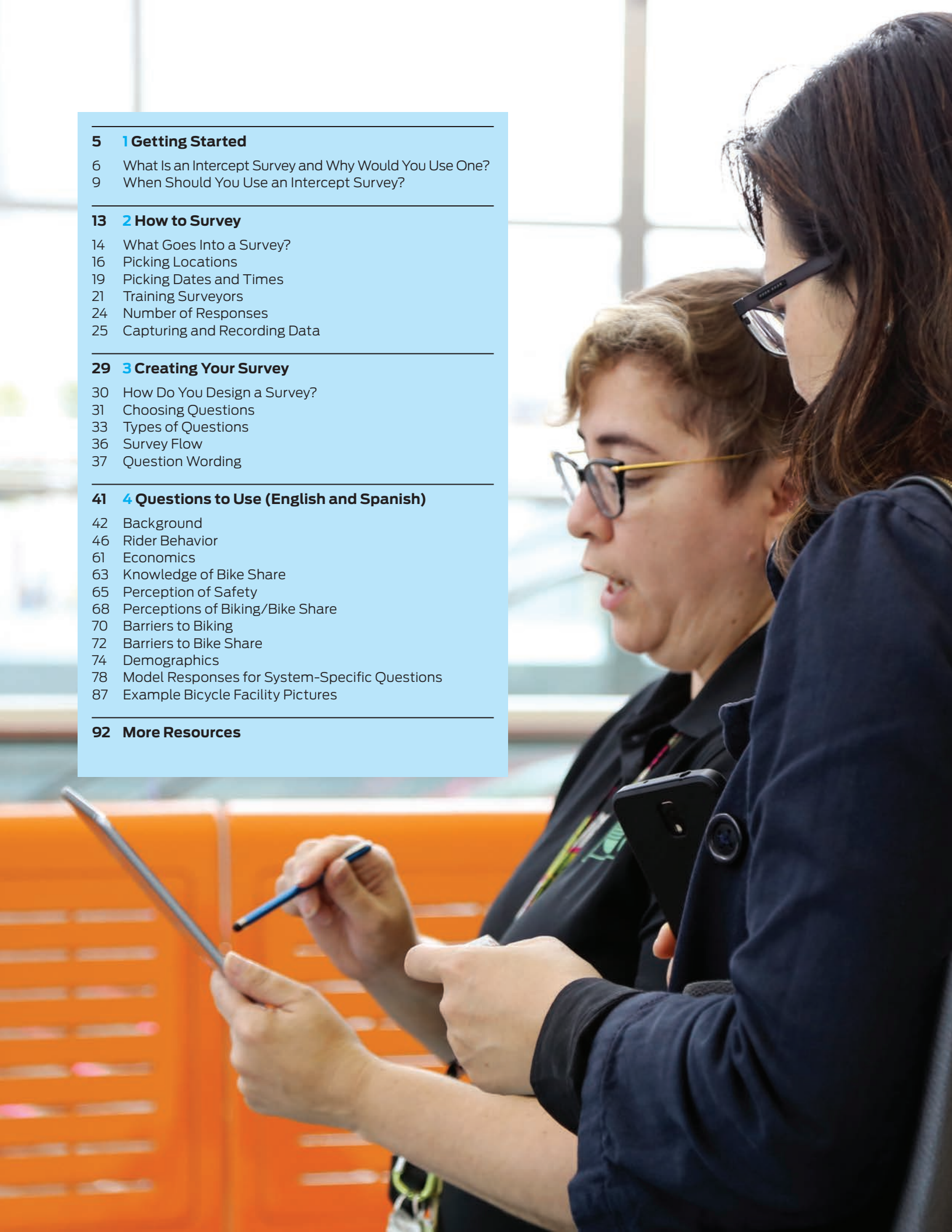
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If you want to know why someone is doing something, it's sometimes best to ask them.

Intercept surveys are a time-tested method for gathering transportation information about the choices people make about how they get around, what they think, and what they want. When it comes to bike share and cycling, this information is essential for planners, advocates, public health officials, marketing teams, and others as they implement bike share systems and promote bike infrastructure; design policies and programs; and reach out to riders and potential riders.

Particularly for bike share, intercept surveys are essential to understanding who is really biking. Bike share systems produce large quantities of highly valuable trip data about things such as the number of riders, origins, and destinations. However, the information that is gathered about demographics, perceptions, or motivations is incomplete because it typically excludes casual or short-term users who take a significant percentage of all bike share trips. Data from a various cities has shown that bike share users who purchased annual or monthly memberships are more likely to be white and mid-to-high income than the bike sharing and biking population at large.¹ The underrepresentation of casual users leads to flawed narratives about who is riding, who bike share and other cycling investments are for, and how resources should be allocated.

NACTO's Bike Share Intercept Survey Toolkit makes it easier to conduct intercept surveys. The Toolkit provides step-by-step guidance for why, how, when, and where to conduct an intercept survey. It also supplies a bank of over 100 pre-tested questions, in English and Spanish, which can be used to create customized surveys. While many of the examples focus on bike share, the guidance and questions provided are widely applicable to cycling in general. Overall, the guidance in this Toolkit helps reduce the cost and time needed to create and administer an intercept survey by offering best practices that ensure accessible, high-quality data that can be used to make decisions and create change.

How to Use This Toolkit

The Toolkit is designed to help you create, administer, and implement intercept surveys.

The first section provides guidance on when and why to use an intercept survey. The second section includes practical information on creating and administering a survey in a methodologically valid way. The final section offers a bank pre-tested survey questions, in English and Spanish, which users can use to build their own surveys.

This Toolkit includes step-by-step guidance and tools for creating a customized intercept survey, including:

GUIDANCE

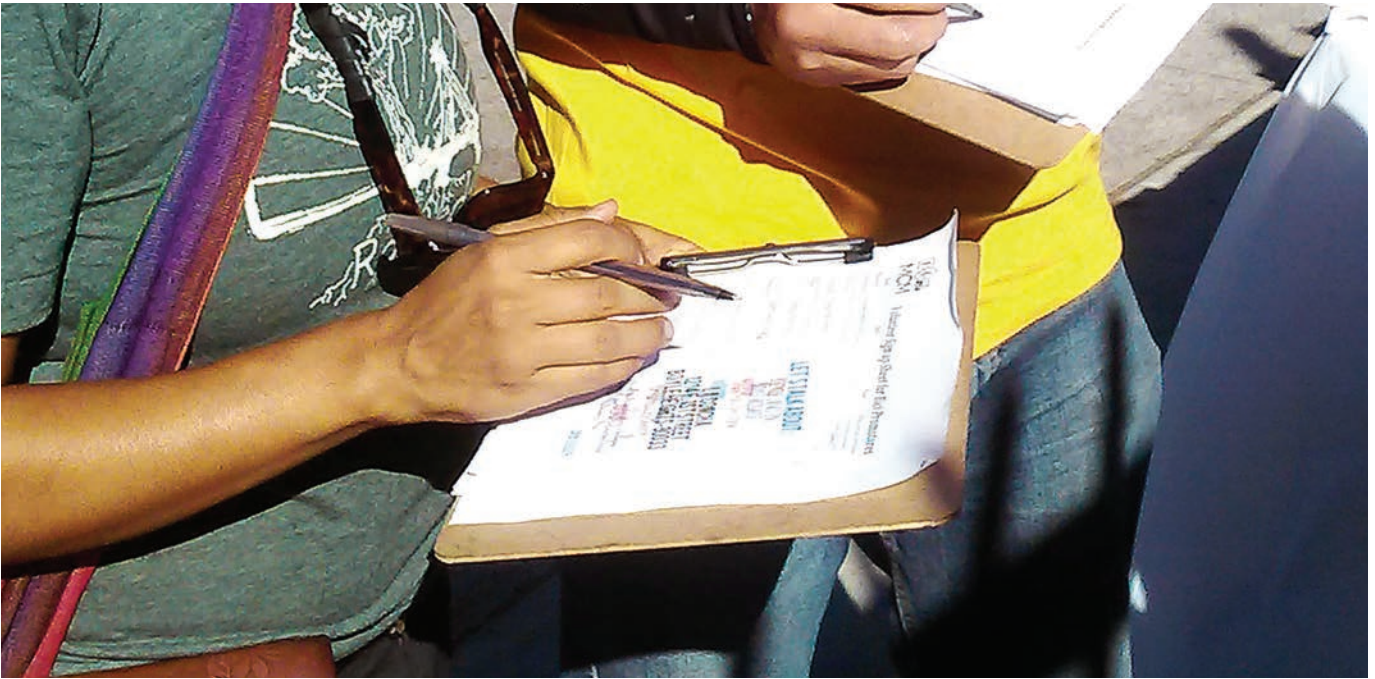
- » How, when, and where to survey
- » Picking the right questions
- » Recording and organizing responses
- » Training surveyors

TOOLS

- » Over 100 questions in English and Spanish covering major topics in bike share and biking
- » Example surveys that cover common topics ([downloadable](#) in Word)
- » Example survey data collection forms ([downloadable](#) in Excel)

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Getting
Started



1.0

What Is an Intercept Survey and Why Would You Use One?

Intercept surveys—a selection of questions asked to a random sampling of users or passersby—are a tried-and-true method of gathering transportation information.

Surveyors stand at selected locations and stop people (such as cyclists, people riding bike share bikes, or passersby) to ask them a short list of questions about their current trip, travel patterns, or attitudes and beliefs. The resulting data provides a detailed snap-shot of use and perceptions.

Intercept surveys are especially effective at reaching casual bike share users, people on their own bikes, and people who aren't riding; linking behavior and perceptions to demographics; and targeting specific geographic areas. Analyzed in conjunction with other surveying and data collection methods such as annual member surveys, bike share trip data, the American Community Survey, and Census, intercept surveys can help you better understand how bike share systems, and cycling more broadly, are used and viewed. This knowledge can be used to improve planning, decision-making, and community engagement.

Intercept surveys typically require more work and more resources than online/email surveys and surveys sent through the mail; they are also limited by how many questions people are willing to answer on the street at one time. As a result, the number of people surveyed (called the sample size) and the number of answers per person are often smaller. Despite this, intercept surveys provide information that online/email and mail-back surveys cannot.

PRO TIP**Types of Surveys****Online/Email**

A survey sent to members via email whose contact information you have

Mail-back

A survey sent by mail to every address in a certain area, which respondents fill out and mail back

Intercept

A survey delivered verbally by a staff member standing on the street or near a bike share station

In particular, intercept surveys can help address three major issues that are common in online/email and mail-back surveying:

ISSUE 1

Surveys that require contact information miss a lot of people.

- » Intercept surveys can reach anyone walking by or using a bike share station.
- » In contrast, online surveys exclude those whose contact information is unknown, including casual users, and may underrepresent those with limited internet access; both of these limitations mean that they are less likely to reach low-income people. Mail-back surveys cover the entire population in a given area, which means only a small percentage of responses are likely to be cyclists or bike share users.

ISSUE 2

Remembering what you did in the past is difficult.

- » Intercept surveys can ask about the immediate present – the trip or activity that is happening at the moment when the question is being asked.
- » Online/email and mail-back surveys require people to remember their previous trips. Answers that require less recall are more likely to be accurate.

ISSUE 3

Mail and digital communication are geographically broad.

- » Intercept survey locations are very exact, meaning that someone conducting an intercept survey has precise control over the areas they are gathering data from.
- » Online/email surveys can collect information about the location of work and home, but cannot target specific stations or people present in particular locations. Mail-back surveys similarly have a wide geographic reach, requiring that surveys are sent out to an area at least the size of an entire neighborhood to get back enough responses.



The underrepresentation of casual users leads to flawed narratives about bike share riders. Intercept surveys are particularly suited to gather information from a wide variety of groups.

Data Collection for Bike Share

Intercept surveys are particularly valuable when looking at bike share. While bike share systems produce large quantities of highly valuable trip data about the number of riders along with their origins and destinations, the information they collect about demographics, perceptions, and motivations is unrepresentative because it is largely based on annual or monthly members. Data from a number of cities shows that bike share members who have purchased such memberships are more likely to be white and mid-to-high income than the bike sharing and biking population at large.^{1,2} A survey of Denver B-cycle riders found that in 2014, 18.3% of surveyed casual users made less than \$35,000 a year compared to 5.5% for annual members; in addition, 18.4% of short-term bike share riders were non-white, compared to 10.4% of annual users.³ These trends held true from 2011 to 2013, as well. Moreover, casual users are a large part of the bike share user base. In Philadelphia and Chicago, they take 22% to 29% of all bike share trips respectively. Smaller bike share systems often see even higher rates of casual usage: for GREENBike in Salt Lake City, rides by casual users represent over 65% of trips.⁴

The underrepresentation of casual users leads to flawed narratives about who rides, who bike share and general cycling investments are for, and how resources should be allocated, which can further perpetuate existing infrastructure inequalities. In particular, reliance on online surveys, which poll long-term members who have internet access, leads to funding and infrastructure decisions that often ignore low-income communities. Such shortcomings appear in many types of cycling data: for example, the Census only counts cyclists who make their entire commute by bike, excluding the large numbers of people who bike to the bus or train or who bike for non-work trips. Similarly, many bike counts only count people entering the central business districts or focus on the white-collar, 9-to-5 rush hour peaks. Such methods exclude blue-collar, service, and shift workers who work different hours or in different parts of the city. Intercept surveys, which can be targeted to reach a wide variety of groups, can help address these gaps in data and increase the ability of planners, advocates, public health officials, marketing teams, and others to make informed decisions about their bike share systems and cycling network strategies.



When Should You Use an Intercept Survey?

Use an intercept survey to collect information about:

PEOPLE RIDING OR PASSING BY

All bike share users, not just members.

- » You can talk to people who use casual or walk-up passes and people whose contact information you do not have.
- » 100% of respondents can be bike share users, since surveyors are able to exclusively target people using a station.
- » Intercept surveys are the only means of reaching a substantial number of tourists and visitors.
- » Data suggests that non-tourist casual users may be lower-income and are less likely to be white.

TRIPS

Specific trips, including rider demographics.

- » Attitudes, perceptions, and purpose can be linked to trips at specific times and places.
- » Intercept surveys can record at-the-moment attitudes, which are more reliable than after-the-fact recall methods used in other survey types.
- » Demographics can be associated with individual trips and their characteristics.

ATTITUDES

Attitudes and perceptions of people on their own bikes or who aren't riding.

- » You can survey the whole community, not just people riding bikes.
- » Samples of non-users are more general and less biased compared to those collected at tabling or outreach events.

LOCATIONS

Specific locations, stations, contexts, or neighborhoods.

- » You can target specific areas or stations of interest better than other methods.
- » Intercept surveys allow you to focus on unique contexts and neighborhood demographics.

You will need at least 80 to 100 completed surveys in order to start analyzing results.

Intercept surveys get the most responses when they only take 2 to 3 minutes to answer.

Things to remember:

Getting enough data takes time.

- » Collecting responses is time-intensive and requires a large number of staff compared to other methods, making them hard to do on a wide geographic scale.
 - » You will need at least 80 to 100 completed surveys in order to start analyzing results.
-

Results are affected by when, where, and how the survey is administered.

- » Survey results will vary based on the specific location and hours that the survey is performed; certain uses or demographics may not be captured if all possible times and dates are not covered. For example, surveying exclusively during the day will omit the use of bike share for evening leisure trips.
-

Only a few questions can be asked at a time.

- » People's time is limited as they go about their day and they are less likely to complete surveys that are long and complicated. Because intercept surveys require people to recall information quickly on the spot, questions must be restricted to easy-to-recall, simple content.
 - » Intercept surveys get the most responses when they only take a few minutes to answer and cover no more than one side of a piece of paper, excluding demographic questions. In limited cases, a survey can cover one double-sided sheet, but you will get a much lower response rate. Responses may also only come from people with time to answer a longer survey, which can skew your data.
-

Pre-planning data collection and entry methods is a must.

- » To ensure that you arrive at usable results, make sure your survey form is easy to use. A hard-to-read form will slow down your surveyors. This frustrates respondents and will potentially cause them to leave mid-survey. Similarly, surveyors are likely to record answers incorrectly if the form is too complicated, resulting in bad data.
- » Creating a data entry and storage plan, including designing data entry spreadsheets, prior to sending surveyors into the field ensures that data will be recorded consistently and accurately. If responses are entered in an unorganized or inconsistent way, your data will be hard to combine and analyze.

Choosing the Best Method

When considering implementing a survey, the first step is selecting the best method for the information you are trying to collect. Multiple options exist—intercept surveys, online/email surveys, and mail-back surveys—each with their own unique benefits and limitations. As represented in the tables below, these options vary in both their ability to effectively reach different groups of people (Table 1), as well as the amount and types of data they can gather (Table 2).

Intercept surveys in particular excel at reaching a wide variety of people and targeting specific locations, making them particularly valuable for gathering data about demographics. However, their hands-on, face-to-face nature means that they require more effort to administer and generate less data than online/email or mail-back surveys.

TABLE 1

Effectiveness at Reaching Different Groups

	Online/ Email	Mail-back	Intercept	
			User	General
Non-users		++		++
Casual Users		+	++	+
Registered Users	++	+	++	+
Hard-to-Reach Individuals		+	++	++
Low-Literacy Individuals			++	++

TABLE 2

Efficiency of Data Collection

	Online/ Email	Mail-back	Intercept	
			User	General
Volume of Data	++	+		
Ease of Administration	++	+		
Location Specificity		+	++	++
Level of Detail	++	+		
Low Cost	++		+	+



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2

How to Survey

2.0

What Goes Into a Survey?

The way a survey is implemented is just as important as the survey itself; who's responding, when, where, and how all greatly shape the final results.

A well designed survey is more likely to produce valid responses, but bad implementation may mean that the overall data will be biased or not relevant to the questions you are trying to answer.

Several factors can impact the results of a survey:



LOCATION

» No two neighborhoods have the exact same demographics or mix of uses; who is around and what they are doing varies significantly by where you are. Beyond just which neighborhood you are in, the location within a neighborhood also matters: choosing a survey site next to the entrance of a college building, for example, may result in a high number of student respondents, even in a downtown area with a diverse mix of uses and people.



TIME OF DAY, WEEK, OR YEAR

» People's location and activities are influenced by time, both by special events and on predictable cycles. For instance, surveying at peak times on weekdays may exclude many service workers, while a survey conducted next to a park will produce different results in summer rather than winter.



SURVEY DELIVERY

» A good opening line and thoughtful surveying technique are essential to a good survey. The way a surveyor approaches someone directly impacts whether or not the person will agree to take the survey, as well as the openness and truthfulness of their answers. In addition, if a surveyor misrepresents the meaning of a question, the responses they get might not be valid.

» You should be cognizant of how race, ethnicity, and language impacts who will be willing to answer questions. For example, if surveying in a predominantly Spanish-speaking neighborhood, surveyors should be fluent in Spanish. Likewise, if conducting a survey in a predominantly community of color, the race of the surveyor may affect people's comfort with taking the survey and giving answers openly and freely.



NUMBER OF RESPONSES

- » The number of responses you collect influences the validity of your survey's analysis. If the number is too small, you cannot assume that your data accurately represents the groups, times, or places you are trying to understand.
- » Most data analysts look for at least 80 survey responses to ensure valid results. For example, if you only survey five people, those people will not cover the age, race, or income of people near the survey location in the correct correct ratios.



DATA CODING AND STORAGE

- » If responses are recorded incorrectly, hard to enter, or not checked regularly, your data is likely to include errors; this can make it potentially unusable, which wastes the effort put into designing and implementing a survey. Managing data involves a number of equally important steps, including formatting survey forms appropriately, designing spreadsheets to accurately represent responses, and reviewing data for consistency.

These factors should be considered early and often when creating and implementing any survey. This section presents guidelines for each of the topics in turn to help you maximize success.



2.1

Picking Locations

Picking survey locations is one of the most critical aspects of designing an intercept survey.

What you are measuring, how your system is designed and used, and the context each potential survey location is in all interact to determine which locations work best for each survey. For example, carefully choosing survey locations to observe how people travel near certain land uses will produce bad results if the survey is conducted at times when people are not there.

In most cases, how many places you can survey is significantly limited by resources: you will rarely be able to cover every possible location at every possible time. Choices about survey locations should therefore be treated as ‘informed decisions’ designed to answer your research question with the right level of effort.

Asking the following questions will help you pick the best survey locations:

- » How Much of Your System Are You Changing?
- » Can You Collect Enough Responses?
- » What is Around Your Survey Locations?



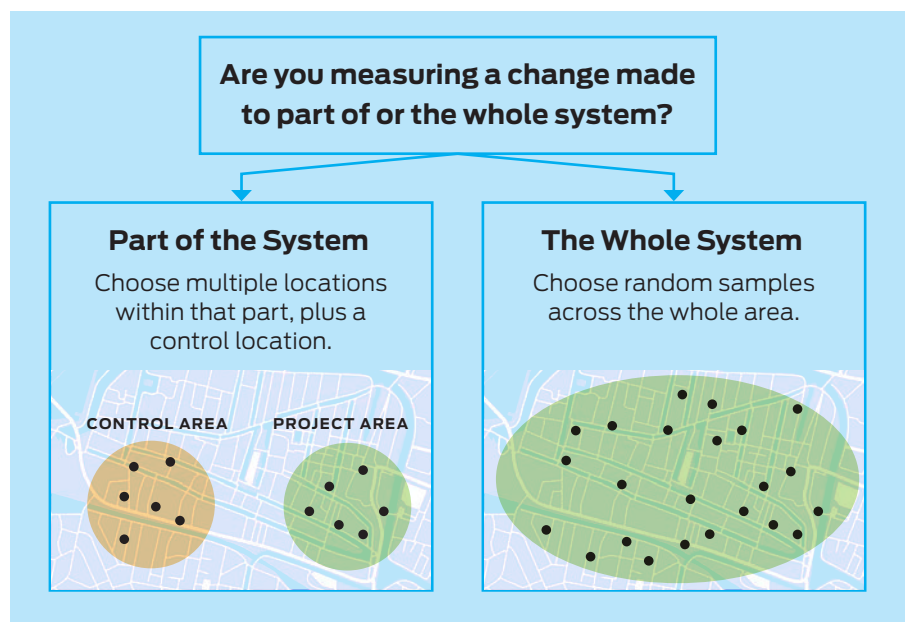
How Much of Your System Are You Changing?

CHANGES TO PART OF THE SYSTEM

- » When measuring the effect of initiatives in a specific area, such as community outreach in a single neighborhood or a targeted increase in station density, you should survey locations both in that area and a similar area where the changes have not been made, called a 'control area'. The control area should be similar to your target area in as many ways as possible, including land use, density, demographics, and station network design.
- » Comparing the change in the factors you are trying to impact in the target area to change in the control area over time lets you tell if the differences are a result of your initiative or other things that affected both of them equally: if the two areas change in the same way, your strategies probably did not have the desired impact.

CHANGES TO THE WHOLE SYSTEM

- » When measuring systemwide initiatives, such as large marketing campaigns and changes to pass and pricing options, your sample of survey locations must accurately represent the entire service area. Evaluating systemwide initiatives in a rigorous way is more difficult than measuring targeted initiatives due to the lack of a control area within the same system.
- » In limited cases it may be possible to use another bike share system or city as a control, but you should be careful to make sure that they are sufficiently similar. If you do not have a control area, your analysis should take into consideration the possibility that the changes you see are related to factors other than your initiatives.



PRO TIP**Number of Hours**

Match the population of respondents to the overall population by spending the same number of hours surveying at all survey sites. This allows busier areas to naturally get more responses.

Can You Collect Enough Responses?

RIDERSHIP OR FOOT TRAFFIC

- » Ridership or foot traffic can vary considerably from city to city and location to location. In many cases, it may be impractical to survey locations with extremely low ridership or foot traffic because there are not enough people to survey over a reasonable time period. You should check historical ridership data or try to anticipate the number of people walking by in order to determine if this may be a problem. Your research question or methodology may have to be adjusted to reflect this, including using a different data collection method.

SIZE OF SERVICE AREA

- » Network size and coverage differs from system to system. Larger systems may cover a wider variety of land use and demographic types, which requires surveying a higher percentage of all locations to draw generalizable conclusions about the service area. This requirement is especially applicable if the station network is less dense.

REPRESENTATIVE LOCATIONS

- » Whether surveying a single part of your system or the entire service area, there are likely to be too many blocks or stations to survey each one. To allow for accurate generalization, choose a subset of locations that represents the areas you are evaluating. You should survey at least 1 location in each different area, using basic factors such as land use, ridership, and demographics to determine the area borders. In addition, the number for each separate area should be proportional to the total number of stations with those characteristics.
- » If surveying both a target and a control area, the proportion of selected stations in the control area with each unique set of characteristics should match the proportion in the target area in order to make what you are comparing is as similar as possible.
- » When making claims about an entire bike share system or city, you must survey locations in each part of the system or city that has different characteristics. Often, such sampling requires too much time and staffing resources to be feasible; constraining your research question to measure specific groups or neighborhoods may be preferable.

PRO TIP**Keep Businesses Informed**

If you are surveying directly in front of a store, it can be helpful to let the manager know in advance. Even if you are standing on public property, telling an owner or manager ahead of time can keep things going smoothly.

What Is Around Your Survey Locations?

LAND USE

- » Nearby land uses influence transportation patterns in general, including those of bike share users. The distance someone will walk to a bike share station is relatively small, so stations in the same area may have different ridership characteristics, particularly where numerous station alternatives exist.
- » The types of people walking by and what they are doing may be affected by localized land use effects. Because of this, you should be careful to avoid unintentionally selecting any survey location strongly impacted by a single use, such as those next to hospitals, schools, and stadiums among others.

STREETS

- » The street and transportation networks shape people's travel behaviors. Bike share stations in a destination area such as a commercial corridor may show different rider characteristics based on the direction of travel, side of the street, or proximity to a bicycle facility.
- » People traveling by other modes may be influenced by bus stops, crosswalks, and parking. Likely travel patterns should be considered to avoid survey locations that favor one group or type of use.

DEMOGRAPHICS

- » Demographics differ from location to location, affected by both broad neighborhood characteristics and localized factors. You should perform a thorough analysis or apply local knowledge of the demographics of an area beforehand, taking into account residents, workers, and visitors, to make sure you will reach the right people.

2.2

Picking Dates and Times

People's travel patterns vary depending on when they're traveling.

Different land uses may have very different levels of use throughout the day, week, and year. Simple things, such as the day of the week or the time of day, can have big impacts on a survey. Anticipating these variations can help you collect the most representative data and avoid skewed results.

TIMES OF DAY

Peak and Off-peak

- » Hour by hour, daily travel patterns are often predictable. Weekday travel can be divided into peak, or rush, hours (7 to 10am and 5 to 8pm) and off-peak hours. In some places, people traveling at the weekday rush-hour peaks are more likely to be higher-income and male. Bike share ridership usually follows these peak and off-peak patterns, though some bike share systems, particularly smaller ones, see less peaked usage on weekdays because a lower percentage of their ridership is commute-related. For these systems, trips are generally more clustered around lunchtime.
- » Weekend travel is more evenly distributed, with bike share trips peaking around midday. The types of people riding are also likely to differ: a higher percentage of weekend bike share trips tend to be taken by casual users.

Checking the Amount of Local Travel

- » Overall foot traffic or ridership at certain times of day need to be considered if you can collect enough responses in a reasonable amount of time. You should check historical ridership data of your bike share system or try to anticipate how many people will be walking by when designing research questions and picking survey times to account for this possibility.

PRO TIP

Remember Your Research Question

Keep your research question in mind when choosing dates and times for your survey. If you are trying to characterize overall usage of the system, you will want to have a mix of weekday and weekend/evening surveying.

DAYS OF THE WEEK

Weekdays

- » Collect information representing weekday travel on Tuesday, Wednesday, or Thursday, as Monday and Friday travel patterns tend to be less typical.

Weekends

- » For Friday or weekend travel, the impact of religious services should be taken into account; in many cities, this can affect both peak travel times and intensity of retail or other leisure activities. Because religious demographics vary significantly by city and neighborhood, you should consider the particular characteristics of your own communities.

TIMES OF YEAR

Holidays and Special Events

- » Holidays, including major religious holidays, as well as special events should be avoided when choosing survey dates. In general, events such as sports games or concerts are most likely to only impact travel patterns on that day, while holidays of any length or importance can affect travel both the week before and after.

Seasonal Variation

- » Seasonal variation impacts travel patterns significantly; this includes things such as weather, as well as long, cyclical events such as school and university sessions. You should carefully consider the potential changes in demographics and trip profiles as a result of these larger cycles.

TABLE 3

When Will You Conduct Your Survey?

	9-to-5 Commuters	Resident Casual Users	Visitors
Weekdays Peak	+++	+	
Weekdays Off-peak	++	+	+
Weekend		++	+++
Summer	++	+++	+++

2.3

Training Surveyors

PRO TIP

Pair Up

When choosing surveyors, prioritize people with experience. If a surveyor is nervous or new, pair them with someone more experienced to help initially engage respondents.⁶

Check In with Surveyors

Check in with your surveyors as soon as possible after their first shift to see if they have any clarifying questions and if they need extra help or had any problems with data collection.

You should coach surveyors through the survey to make sure that they understand it and, if possible, create opportunities to practice delivering it through mock survey exercises.

The way surveyors deliver a survey and approach people heavily influences its success. Bad technique can both lower response rates and prevent the trust-building necessary to get quality, complete answers.

When surveying or training surveyors, the following should be kept in mind:

UNDERSTAND THE GOAL

- » In order to feel comfortable explaining a survey and conveying information, surveyors must understand the survey's context and goals. This equips the surveyors with the tools to be flexible in delivery of questions and ensures that any rephrasing they do to clarify meaning to respondents still results in valid responses. You should give surveyors a clear overview of the project and how the specific content and structure of the survey are related to it.

PRACTICE THE SURVEY

- » Surveyors must know the questions and their progression, as well as the layout of the survey form, in order to deliver the survey naturally and confidently; without practicing, surveyors may stumble over wording, record responses incorrectly, or struggle to communicate to respondents what information questions are intended to collect.
- » You should coach surveyors through the survey to make sure that they understand it and, if possible, create opportunities to practice delivering it through mock survey exercises.

APPROACHING PEOPLE

Smile

- » Smiling, displaying open body language, and having a friendly demeanor make surveyors less threatening and have a significant effect on people's comfort engaging with them.

Don't Get in the Way

- » Surveyors should avoid following people or positioning themselves in such a way that they block people's paths. Aggressive techniques reduces the chance that a person will respond and may make other potential respondents uncomfortable.

Be Concise

- » Concise introductory sentences are essential to getting as many respondents as possible, since surveyors have a small window of time to communicate who they are and the goal of the survey. Good

PRO TIP

Identify Yourself

Identifying yourself as City staff or starting with “Hi, I’m with the City…” is an easy way for surveyors to legitimize their presence and let people know that they will not be asked for money or to give out sensitive information.

Dress for Success

Wear casual, neutral clothing when surveying. More formal clothing, such as solid-colored button-down shirts, suit jackets, or wool, make surveyors appear less relatable.

first sentences are short and engage people with some information about the survey topic. Providing an organization or agency name can lend legitimacy and make people more likely to respond.

WORK QUICKLY

- » Surveyors must be prepared to move through the survey quickly so that respondents do not become impatient. For example, they should be completely ready to start the survey, such as by changing to a new survey form, before approaching someone, as well as being well rehearsed.
- » People are more likely to take a survey if they see someone else taking it first. Surveyors should move quickly to approach the next person in order to take advantage of this.

PAUSE AND RESET

- » If someone sees another person refusing to take a survey, they are also likely to say no. If the surveyor is standing at a location where potential respondents are arriving frequently, surveyors should wait to solicit the next person until it is someone who did not see a previous rejection.

Sample Opening Question	Why It Works	When to Use it
<p>“Hi, I’m with the [city/bike share system/ organization name]. Could I ask you how [you arrived here today]?”</p> <p>“Hola, soy parte de [la ciudad/el sistema de bicicletas públicas/la organización], ¿podría preguntar [cómo llegó usted hoy día a este punto]?”</p>	<ul style="list-style-type: none"> » Gets right to the point by including a shortened version of the first question you plan to ask in your survey. 	<ul style="list-style-type: none"> » The survey tone is conversational and focused on just one topic.
<p>“Hi, I’m with the [city/bike share system/ organization name]. Could I ask you a few questions about [how you get around the city]?”</p> <p>“Hola, soy parte de [la ciudad/el sistema de bicicletas públicas/la organización], ¿podría hacerle un par de preguntas acerca de [cómo consigue usted moverse por la ciudad]?”</p>	<ul style="list-style-type: none"> » Includes a framing question that gives people an overall sense of why you are stopping them and what you plan to ask. 	<ul style="list-style-type: none"> » The survey covers multiple topics.
<p>“Hi, I’m with the [city/bike share system/ organization name]. Have you gotten the chance to answer a few questions about/take the survey on [the impact of bike share in the neighborhood]?”</p> <p>“Hola, soy parte de [la ciudad/el sistema de bicicletas públicas/la organización], ¿ha tenido la oportunidad de responder a las preguntas sobre/participar en la encuesta sobre [el impacto del sistema de bicicletas públicas en el barrio]?”</p>	<ul style="list-style-type: none"> » Reverses the focus and tries to make taking a survey something that people want to do, which may be particularly useful for advocates. 	<ul style="list-style-type: none"> » The survey covers multiple topics.

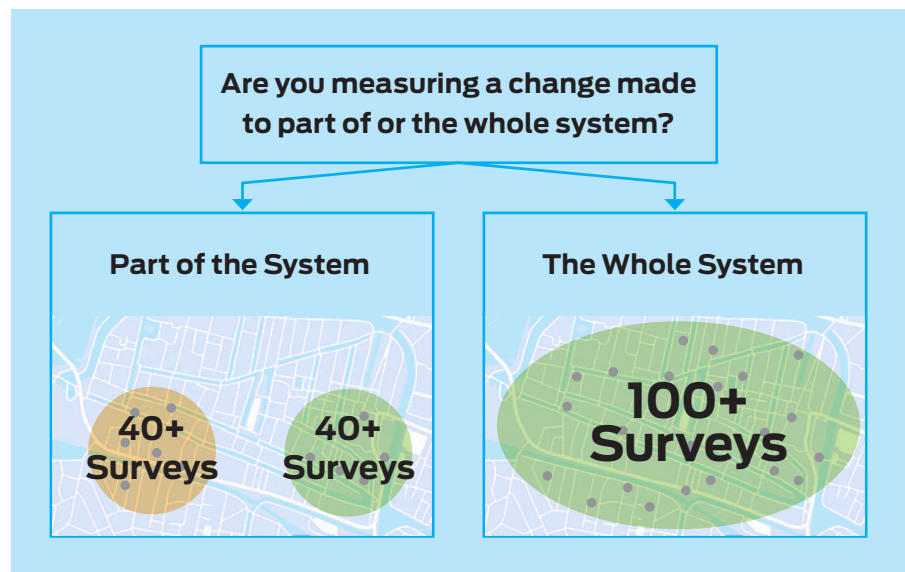
2.4

Number of Responses

Collecting enough responses is key to quality results: too few responses can impact how representative your data is and how reliable your results are.

When determining a goal for the number of responses, consider the types of comparisons you may want to make. Whether you are comparing across neighborhoods, times of day, or other factors, you should collect at least 40 complete surveys within each group. For example, this means that if you are comparing results for two distinct neighborhoods, the minimum total number of responses would be 80, with 40 coming from each.

If you are trying to collect responses to represent an entire bike share system, aim for at least 100, being careful to choose a sampling methodology that proportionally covers every type of land use and demographic profile. Keep in mind that as the overall size of the system increases, an increase in the total number of stations surveyed is recommended, which in turn requires a higher number of completed responses.



2.5

Capturing and Recording Data

PRO TIP

Survey Technology

Entering responses on tablets or smartphones may reduce the time spent on data entry.

However, it is better to use paper forms unless you are completely confident that the technology will work and will be easy and fast for surveyors.

PRO TIP

15-minute Increments

15-minute time increments are easy for surveyors to keep track of and record but are still granular enough for good data analysis.

Accurately and clearly recording the information collected by an intercept survey allows you to turn answers into results: if data is jumbled, hard to understand, or entered incorrectly it may be unusable.

Four aspects of recording and collecting data are crucial to its quality:

SURVEY FORM DESIGN

The layout of an intercept survey sheet greatly impacts how easy it is for a surveyor to ask questions and record answers, which in turn affects how accurate the resulting data is.

Don't Clutter the Page

- » Dense text makes it difficult for a surveyor to process and relay the questions at a glance. Keep question wording as short as possible and minimize on-the-page instructions.

Make Response Options Easy to Find

- » Arrange response options in single rows or columns. These formats are easier to scan visually, speeds up recording and reduces errors.
- » Keep response option wording as short as possible. Answer choices that prominently feature the most important words are easier to find quickly.

Separate Questions Visually

- » Draw boxes around or lines between each set of questions and responses. Dividing the survey into discrete visual units keeps the eye focused on responses related to their corresponding questions.
- » Short, related questions that use the same scale can be put in tables to provide logical structure, speed up question delivery, and make data entry easier.

Record Who, When, and Where

- » Provide space at the top of each survey form for surveyors to write their name, date, time, and location. Including this information on each form ensures that it does not get lost before the data is entered. The time should be filled out during the survey, while the name, date, and location should be completed all at once before or after to minimize distractions.

SPREADSHEET DESIGN

Spreadsheet design provides the foundation for data entry, which determines the accuracy and legibility of the finished dataset.

Organization

- » Choose short column headers that include the numbered value of the corresponding question (such as 'q1', 'q2', 'q3' etc.) If the question has multiple columns, such as select-all-that-apply questions, a distinct descriptive word can be added at the end of the question name for each column, for example 'q1_subway' or 'q1_walk'.
- » Keep a separate spreadsheet in the data entry workbook with a key table that matches the column headers you chose with the full text of the questions in another row.
- » Separate different data collection events (by day and site) into different spreadsheets. This improves the accuracy of data entry by reducing visual clutter and improving organization.
- » Include the following three spreadsheets in every data entry workbook:
 - A table with your entered data
 - A table that matches the values you chose to represent each response option in your data entry spreadsheet to the full text of the response option, listed by column header.
 - A table that matches each column header you chose with the full text of each corresponding question.

Fields

- » Include the following fields for every data entry spreadsheet in order to give complete context for each record:
 - Unique Response ID
 - Date
 - Time Period
 - Location
 - Surveyor Name

TEMPLATES

Example survey forms and data entry spreadsheets are available at nacto.org/interceptsurveytoolkit. Download these templates to use as a base for your survey and data collection forms.

- » [Example Surveys in English \(Word\)](#)
- » [Example Surveys in Spanish \(Word\)](#)
- » [Example data entry spreadsheets \(Excel\)](#)

PRO TIP**Unanswered Questions**

Enter '999' as the value in a cell when a question is intentionally skipped or left blank. This lets you know that the person entering the data did not miss the question on accident.

PRO TIP**Don't Delay**

Have your surveyors enter their data into the spreadsheet as soon as possible after their survey shift. They may still be able to remember details for any survey they are having trouble correctly coding.

DATA CODING

Data coding is the process of translating survey responses into a usable format for analysis, which impacts the ease of entering and processing survey responses. Coding systems that are not intuitive or simple may slow down data entry, increase error rates, and complicate data analysis.

Multiple Choice

- » For multiple choice questions, assign a sequence of numbers starting with '1' to each potential response, including 'Other', with a separate key table that shows the values that correspond to the numerical values. For yes/no questions, assign '1' to 'yes' and '0' to 'no'.
- » Put written-in values that correspond to 'Other' responses in separate columns.

Select All That Apply

- » For 'select-all-that-apply' questions, provide a separate column for each potential response that contain values corresponding to 'Selected' and 'Not Selected'.
- » Put written-in values that correspond to 'Other' responses in separate columns.

DATA VALIDATION

Data validation is the process of checking that data has been entered correctly. Data entry is prone to error and requires close monitoring to avoid unusable results.

Check Regularly

- » Check spreadsheets regularly, particularly at the beginning stages, for each person performing data entry. Effective data entry requires practice, and the number of errors someone makes is likely to be higher when they first start working with a new survey or spreadsheet design.
- » Set up data validation for cells in Excel or Google Sheets, which blocks data enterers from inputting invalid values.

Keep Originals

- » Keep survey forms in case entered data needs to be referenced or corrected later.
- » Label survey forms so that that originals can be easily matched to their corresponding data entries.



3

Creating Your Survey

3.1

How Do You Design an Intercept Survey?

Creating an effective survey requires consideration of multiple levels of design.

Survey writers must look beyond just identifying the content of the questions they want to ask to the relationship of the questions to each other, the format and types of questions, and the survey's overall flow.

CHOOSING QUESTIONS

- » The choice of questions must not only address the connection between question content and your research question, but also make sure that questions are grouped logically, clearly related from the respondent's point of view, and useful when analyzed together. Failing to do so can frustrate respondents and make your analysis less powerful.

TYPES OF QUESTIONS

- » Some question formats capture certain kinds of information better than others, and each type of question has its own strengths and weaknesses.
- » Choosing the right type of question based on what you are trying to ask is key to valid results. For example, putting a broad, open-ended question in a multiple choice format with a short list of results is unlikely to record a respondent's intended answer accurately.

SURVEY FLOW

- » Intercept surveys form a type of structured conversation, which means that they should be organized and flow like one.
- » Questions should follow logically from one another and sensitive information should be approached carefully, since overly intrusive questions or awkward ordering are often met with discomfort and confusion.

QUESTION WORDING

- » The phrasing of questions influences the accuracy of responses and people's ability to answer them. Vague wording, biased questions, and inappropriate response choices can all result in invalid responses.
- » In addition to the guidance provided in this section, the bank of example questions found in the second part of this Toolkit allows you to bypass the need to craft questions yourself.

3.2

Choosing Questions

When choosing questions, you must consider both how they will relate to your future analysis, as well as how respondents will understand and relate to them. Choose questions that are:

CONCRETELY LINKED TO YOUR RESEARCH QUESTION

- » While questions may in some cases collect extra information, the short length of intercept surveys means that most questions you include should generate data that can be used to specifically answer your research question.
- » Starting from and constantly referencing a research question is crucial to creating a coherent survey and a usable dataset.

MORE USEFUL WHEN ANALYZED TOGETHER

- » Collecting answers to multiple questions from single respondents means that the information can be linked at the individual level for analysis purposes. This gives you the opportunity to better understand how different responses relate to and correlate with one another.
- » Surveys should be designed in a way that maximizes their analytic power by considering what research questions can be answered by combining your survey questions.

CLEARLY RELEVANT TO THE RESPONDENT

- » When answering surveys, people are sensitive to revealing personal information, especially if the motivation is unclear. Because of this, questions that seem unrelated to a survey or that do not logically follow from previous ones cause respondents discomfort and may create mistrust.
- » A lack of context can also result in inaccurate answers. As such, the reason for asking a question must be obvious to respondents in order to avoid bad data or incomplete surveys.

SPECIFIC, IMMEDIATE, AND TANGIBLE

- » In some cases, you may want to record the opinions or future actions of people based on hypothetical conditions. While these types of questions are often the only way to get at certain kinds of information, they must be based on simple scenarios that respondents can accurately answer from what they already know.
- » Hypothetical questions that extend too far beyond a person's existing experience or that rely on complex scenarios are likely to produce bad results.

CONSISTENT WITH ACS/CENSUS DEMOGRAPHIC CATEGORIES

- » Comparing the demographic characteristics of people within and across surveys is vital to understanding how different groups think, feel, and act.
- » The American Community Survey (ACS) and the Census are some of the richest and most widely used datasets that contain this information in the United States. Choosing response values that are consistent with these datasets allows you to easily link survey responses to broader demographic information and provides a consistent format for demographic information over time and across surveys.



3.3

Types of Questions

PRO TIP

Make Them Choose One

Making respondents select only one answer choice for a closed question can make the most striking or definitive case for what you are trying to prove by letting you identify someone's main reason for doing or believing something.

EXAMPLE

Did the trip you just took start at work, school, home, or another location?

- Go to or from work
- Go to or from school
- Home
- Other:

The types of questions you choose influence the analysis that you can perform with the resulting information, as well as how easy it is to conduct the survey and enter the data. There are three main question types, whose differences have strong implications for how a question is delivered and analyzed.

These three types are:

CLOSED QUESTIONS

Format

- » Scales
- » Multiple choice
- » Numerical values

What They Are

- » Closed questions are designed with a definite, closed set of choices that are given to or known by the respondent; these include multiple choice questions, questions that record the strength of an attitude or feeling, and questions that require numerical values (such as age or number of times.)

Why to Use Them

- » Closed questions are the most common types of intercept survey questions because they can directly target information by asking for specific answers; they are the easiest to code and analyze due to a limited and restricted number of response options; and they are the least prone to ambiguity in responses because they require surveyors and those entering data to make minimal judgment calls.
- » If you want results that will allow you to strongly claim "x% of people do this", use a closed question.

Limitations

- » Compared to other question types, closed questions are more likely to miss unanticipated responses or force respondents to answer questions unintuitively. To avoid this, question should generally include a 'Don't Know', 'Other', or 'N/A' option, but surveyors should not make these options known unless respondents seem unsure or uncomfortable. Possible choices must additionally list all of the most likely responses and not overlap in meaning with one another to avoid inconsistent answers.

EXAMPLE**What was the main purpose of your trip today?**

Go to/from work

Go to/from school

Errands/appointments

Dining/shopping

Exercise/recreation

Work meeting/appointment

Get to/from transit stop

Other:_____

FIELD-CODED QUESTIONS**Format**

- » Open response, closed choices

What They Are

- » Field-coded questions are asked in the same way as open questions, with open-ended phrasing and without a list of response options, but surveyors select from a list of choices that correspond to anticipated potential answers.

Why to Use Them

- » Field-coded questions are easier to analyze than open questions, since possible answers are limited to defined options before data entry. By eliminating the need for surveyors to write down full answers by hand, they also speed up surveying when compared to open questions.
- » If you want to conclude that "x% of people do each of these things" for a wide array of choices, or if you want to have a lot of potential response options, use a field-coded question.
- » In addition, they are preferable to closed questions when there are many possible responses because the surveyor does not have to read a long list to the respondent.

Limitations

- » Compared to other question types, field-coded questions require that surveyors be more carefully trained to identify answer categories quickly because of the on-the-fly nature of recording. As such, choices should also be limited to a manageable number and wording of response options should be short enough to easily find on a page.

EXAMPLE

Describe how you use bike share:

OPEN QUESTIONS

Format

- » Write-in

What They Are

- » Open questions are open-ended questions where the survey administrator writes down a response almost word-for-word.

Why to Use Them

- » Open questions are the least complex type because no structure is imposed on the response, which allows for free, conversational answers and increases the likelihood a respondent will say something you had not considered asking. Open questions also collect people’s comments in sentences, which makes them ideal to gather quotes.
- » If you want to present subjective narratives about people's experiences, use an open question.

Limitations

- » The unconstrained nature of open questions makes them both difficult to code and analyze, since those entering the data must create categories and apply best-guess strategies to sorting words and pieces of the responses. Allowing people to talk freely while writing down their responses also makes them time-consuming to deliver. Because of these issues, open questions are often added at the end of a survey to gather additional comments and only analyzed on an as-needed basis.

TABLE 4

Uses by Question Types

I want to...	Closed	Field-coded	Open
Quantify Results	++	++	+
Focus on Specific Factors/Activities	++	+	
Capture Unanticipated Answers	+	+	++
Gather Quotes			++
Use a Tablet/Smartphone	++	++	

3.4

Survey Flow

PRO TIP

Specific vs. General

If you are doing a longer survey, give a short description of the survey at the very beginning and a brief introduction before each section of questions within the survey to frame the questions for the respondent so they understand why they are being asked.

If you are asking a question about something that may be unfamiliar to the respondents, be sure to include an 'educational' introduction to give them any background they may need to know how to respond.

CREATE A STORY WITH QUESTION ORDER AND TYPES

- » The way people respond and relate to a survey is influenced by how natural the survey feels overall. Much in the way that conversations have a logical flow, a survey should proceed in a way that the goal of the survey is clear and that each question or section flows into the next. Surveys that appear to be a series of disjointed questions often make respondents less trustful of the survey's motivations and they are less likely to respond openly.

ASK QUESTIONS THAT NEED MORE CONTEXT AT THE END

- » As a respondent completes a survey, they build up both context and a greater understanding of the survey's goals. To make use of this learning, you should put questions that benefit from increased knowledge or a specific frame of mind towards the end of the survey. For instance, a survey about bike share pricing should ask general questions about knowledge of bike share and pass types before addressing specific aspects of pricing.

SAVE SENSITIVE QUESTIONS FOR LAST

- » Collecting personal information is one of the most important aspects of an intercept survey, particularly for biking and bike share: understanding who is riding and connecting this to other responses captures information on a topic that is poorly understood in the world of biking. Likewise, questions that aim to understand how people perceive transportation with respect to self-identity and community, such as race/ethnicity or income, is critical to understanding community ownership and equitable inclusion.
- » Placing sensitive questions, such as those asking about personal information, at the end of the survey uses the trust built between the surveyor and the respondent to increase the likelihood the person will answer them. In addition, if someone chooses not to answer, all other information will have already been collected, meaning that the rest of the survey responses up to that point will still be usable.

COLLECT DEMOGRAPHIC INFORMATION NON-VERBALLY

- » In addition to asking personal questions at the end of the survey, allowing people to answer them without having to give responses out loud reduces the discomfort of providing such information. Where possible, you should include a section on a separate side or sheet of paper that people can take and fill out silently. The surveyor should make sure that these responses stay attached or connected to the answers for the rest of the survey.

3.5

Question Wording

Question wording is one of the most complex, difficult aspects of survey building: wording influences both the methodological validity of questions and the ability of respondents to answer them.

Even the most well written questions should be pretested to make sure that they are easy to understand and that people respond to them in the way you expect.

The Toolkit provides a bank of pre-tested questions that covers most subjects you are likely to be interested in with respect to bike share to help eliminate the process of writing your own questions. While it is strongly recommended that you use the provided questions, the following guidelines can be used to create questions that cover information out of the scope of the example questions. When writing a question, you should pay particular attention to structure and language, as well as response options, to ensure question quality.

USE SIMPLE VOCABULARY AND A CONVERSATIONAL TONE

- » Using easy-to-understand words and avoiding awkward or overly formal phrasing increase the relatability of the surveyor and build rapport with respondents that leads to more honest answers.
- » Simple language also ensures that questions will be understood by all members of the community, including those with lower proficiency in the survey language.
- » To make the survey sound as natural as possible, you may also give surveyors flexibility in exact wording or in providing explanation for questions. However, surveyors must be carefully trained to avoid fundamentally altering question wording.

BAD



What was the approximate duration in minutes of your most recent trip?

GOOD



About how many minutes did the bike share trip you just took take?

MAKE QUESTIONS UNIDIMENSIONAL AND SHORT

- » Wordy questions or those that have multiple parts detract from the information being collected and confuse respondents; multipart questions also mean that people must hold multiple pieces of information in their mind, which can make it hard for them to focus.
- » Questions should be edited to be as short as possible. In addition, questions that have multiple parts should be broken into individual parts and asked separately.

BAD

Did you use another transportation mode as part of the trip you just took and, if so, which other modes did you take?

GOOD

Did you use another transportation mode as part of the trip you just took?
Which other transportation modes did you take?

AVOID ASKING ABOUT TWO THINGS IN THE SAME QUESTION

- » Questions that require respondents to give a single answer about two separate subjects (e.g. 'Do you enjoy riding the bus and the train?') make it more difficult for people to respond clearly and confidently, as well as making the resulting data less likely to represent people's true intentions or behaviors.
- » These types of questions, also called 'double-barreled' questions, should be split into two to prevent this.

BAD

How often do you use bike share to get to the bus or a store/business?

GOOD

How often do you use bike share to get to the bus?

How often do you use bike share to get to a store/business?

AVOID LOADED QUESTIONS AND JUDGMENT WORDS

- » The language and phrasing of questions should not reveal the survey writer's bias. Loaded questions (e.g., Have you stopped driving to work?) include assumptions made about the respondent which force them to deny implied statements.
- » Judgment words (e.g., even, just, only, etc.) also make assumptions about a respondent's attitude toward a question that can bias their answer.
- » In both cases, the questions are likely to produce responses that do not represent someone's opinions and experiences in a neutral or accurate way.

BAD



As a result of using bike share, how much more do you ride a bicycle?

GOOD



As a result of using bike share, do you ride a bicycle more often, less often, or about the same as before you joined?

CHOOSE NEUTRAL, NON-LEADING LANGUAGE

- » Leading questions (e.g., 'Do you find the train more comfortable than the bus?', 'Do you like biking for recreation?') encourage people to respond in a particular way; in many cases, the wording comes from the response the survey writer expects.
- » Leading questions can often be reworded by replacing certain constructions with 'or' (e.g. 'Which do you find more comfortable to ride, the train or the bus?') or changing the structure of the question to allow for a wider variety of responses (e.g. 'On the following scale, how much do you enjoy biking for recreation?')

BAD



What are all the reasons bike share was the best mode to make this trip today?

GOOD



What are all the reasons you chose to take bike share to make this trip today, instead of another transportation mode?

PRO TIP**Using Frequencies**

By including specific frequencies in questions, you can do calculations based on the responses, such as finding the number of dollars spent per year.

ASK ABOUT CONCRETE, UNAMBIGUOUS FREQUENCIES

- » Many words that are used in everyday conversation to represent how often something happens are too ambiguous to be accurately analyzed as part of a survey (e.g. often, frequently, rarely, a few times, many times, etc.).
- » The assumptions a respondent must make to define these words vary by person and context. To avoid this, questions should ask about specific frequencies that use units of measurement (e.g., 'how many days a week,' 'how many times a day,' etc.).
- » In cases where it may be hard for someone to answer accurately or where space is limited, you may still need to use frequency words; in such cases, you should link them to more concrete measures and options should be chosen to make the values as unambiguous as possible (e.g. 'about once a week', 'a few times a month', and 'about once a month or less'.)

BAD

How often do you take bike share for a trip where you would have previously used a different transportation mode?

GOOD

In a typical month at this time of year, how many times do you take bike share for a trip where you would have previously used a different transportation mode?

4

Questions to Use

ENGLISH AND SPANISH

BACKGROUND

1. Are you a visitor/tourist?
 - No
 - Work-related visitor
 - Leisure-related visitor
 - Other: _____
2. In minutes, how long does it take to walk from your home/where you're staying to the closest [SYSTEM NAME] station?
_____ minutes
 - I live/am staying outside the system area
 - Don't know/not sure
3. In minutes, how long does it take to walk from your main place of work/school to the closest [SYSTEM NAME] station? *(Surveyor Instructions: If person is a work-related visitor, ask about main work place while here.)*
_____ minutes
 - I work outside the system area
 - N/A (unemployed/travels to multiple work places equally/leisure visitor)
 - Don't know/not sure
4. How do you get around on a regular basis? List all the different transportation modes you use frequently. Include how you get to and from work but not special or very infrequent trips.
 - Bus
 - [BRT]
 - [URBAN RAIL – subway, light rail, streetcar]
 - [COMMUTER/REGIONAL RAIL]
 - Car
 - Carshare, e.g. Zipcar, car2go
 - Taxi/Lyft/Uber etc.
 - Walk
 - Personal Bike
 - Bike Share
 - Other: _____

5. Do you have any of the following vehicles available to you on a regular basis to get around? Choose all that apply. *(Surveyor Instructions: Read all responses.)*
- Personal bike (other than [SYSTEM NAME])
 - Bike Share (Monthly or Annual Membership)
 - Carshare, e.g. Zipcar, car2go
 - Car, van, SUV, truck or other personal vehicle
 - Other: _____
6. What type of [SYSTEM NAME] membership or pass did you use for this trip?
- (List all membership and pass types as they differ by duration or usage scheme, but not cost or payment method. See 'Model Responses for System-Specific Questions' at end of section for models.)
7. Is the pass or membership you used reduced cost or discounted? This includes things such as subsidized plans, reduced cost plans provided by your employer, or free passes. *(Surveyor Instructions: Probe for more specificity if not adequate.)*
- (List all types of discounts for the system that are of interest, including income-/public-housing-based, corporate discounts, free passes through promotions or hotels etc. See 'Model Responses for System-Specific Questions' at end of section for models.)
8. How did you pay for the membership or pass you used for this trip? For example, cash, credit/debit, or with your phone.
- Cash
 - Credit/Debit
 - Phone
 - Other: _____

ANTECEDENTES

1. ¿Es usted visitante/turista?
 - No
 - Visitante trabajando
 - Visitante vacacionando
 - Otros: _____

2. ¿Cuántos minutos se tarda en caminar desde su casa/donde se aloja a la estación más cercana del [NOMBRE DEL SISTEMA]?
_____ minutos
 - Vivo/me quedo fuera del área del sistema
 - No sé/no estoy segura(o)

3. ¿Cuántos minutos se tarda en caminar desde su trabajo principal/escuela a la estación más cercana del [NOMBRE DEL SISTEMA]? *(Surveyor Instructions: If person is a work-related visitor, ask about main work place while here. ¿Cuál es su trabajo principal durante su visita?)*
_____ minutos
 - Trabajo fuera del área del sistema
 - N/A (desempleado/viajo la misma cantidad de tiempo a varios lugares de trabajo/vacacionando)
 - No sé/no estoy segura(o)

4. Regularmente, ¿cuál(es) tipo(s) de transporte utiliza? Escoja todos los diferentes tipos de transporte que utiliza con frecuencia. Incluya cómo va y vuelve del trabajo, pero no incluya viajes especiales o que sean infrecuentes.
 - Autobús
 - [BRT]
 - [URBAN RAIL]
 - [COMMUTER/REGIONAL RAIL]
 - Carro¹ o carro compartido informal²
 - Sistema de autos compartidos, ej. Zipcar, car2go
 - Taxi/Lyft/Uber etc.
 - Caminando³
 - Bicicleta personal
 - Sistema de bicicletas públicas
 - Otros: _____

¹ Coche o auto

² Vehículo compartido informal

³ A pie

5. De los siguientes vehículos, ¿cuáles tiene regularmente a su disposición para transportarse? Elija todo lo que corresponda. (*Surveyor Instructions: Read all responses.*)
- Bicicleta personal (que no sea [NOMBRE DEL SISTEMA])
 - Sistema de bicicletas públicas⁴ (membresía mensual o anual)
 - Sistema de autos compartidos, ej. Zipcar, car2go
 - Coche, carro, furgoneta/van/camioneta, SUV, mini van, camión u otro vehículo personal
 - Otros: _____
6. ¿Qué tipo de membresía o pasaje del [NOMBRE DEL SISTEMA] uso para este viaje?
- (Enliste todos los tipos de membresía y pasajes que se diferencian por la duración o el régimen de uso, pero no por el costo o método de pago. Vea " Ejemplos de Respuesta" para una guía.)
7. ¿Es el pasaje o su membresía que utilizó de costo reducido o con descuento? Esto incluye planes de subvenciones, costos reducidos establecidos por su empleador, o pasajes gratuitos, por ejemplo. (*Surveyor Instructions: Probe for more specificity if not adequate.*)
- (Enliste todos los tipos de descuentos del sistema que son de interés, incluyendo los descuentos de ingresos/basado en la vivienda pública, descuentos corporativos, pasajes gratuitos a través de promociones de los hoteles, etc. Vea " Ejemplos de Respuesta" para una guía.)
8. ¿Cómo pagó la membresía o pasaje que utilizó para este viaje? Por ejemplo, en efectivo, tarjeta de crédito/débito, o con su teléfono.
- Efectivo
 - Crédito/Débito
 - Teléfono
 - Otros: _____

⁴ Sistema de bicicletas compartidas

RIDER BEHAVIOR

GENERAL

Skip any questions in this section (Q9 – Q15) if respondent is a visitor/tourist

Bike Share Only

9. As a result of using [SYSTEM NAME], how much more or less often do you ride a bicycle? This includes both [SYSTEM NAME] and any personal bicycle.

- Much more often
- Somewhat more often
- About the same
- Somewhat less often
- Much less often

10. As a result of using [SYSTEM NAME], how much more or less often do you use each of the following transportation modes?

	Much less often	Somewhat less often	About the same	Somewhat more often	Much more often	N/A or never used
Bus						
[BRT]						
[URBAN RAIL – subway, light rail, streetcar]						
[COMMUTER/REGIONAL RAIL]						
Car						
Carshare, e.g. Zipcar, car2go						
Taxi/Lyft/Uber etc.						
Walk						
Personal Bike						
Other:						

11. In a typical month at this time of year, how many times do you take [SYSTEM NAME] for a trip where you would've previously used a different transportation mode, including walking?

- Never
- Once a month or less
- A few times a month

Personal Bike Also

12. If you didn't have access to [a bike/SYSTEM NAME], what transportation mode would you most often replace [your bike/SYSTEM NAME] trips with?

- Bus
- [BRT]
- [URBAN RAIL – subway, light rail, streetcar]
- [COMMUTER/REGIONAL RAIL]
- Car
- Carshare, e.g. Zipcar, car2go
- Taxi/Lyft/Uber etc.
- Walk
- Personal Bike
- Bike Share
- Other: _____

13. In a typical month at this time of year, how often do you use [a bike/SYSTEM NAME] to get to or from the following transportation modes?

	Never	Once a month or less	A few times a month	About once a week	2 – 4 times a week	5 + times a week	Don't know/not sure
Bus							
[BRT]							
[URBAN RAIL – subway, light rail, streetcar]							
[COMMUTER/REGIONAL RAIL]							
Car							
Carshare, e.g. Zipcar, car2go							
Other:							

14. In a typical month at this time of year, how often do you make a round trip where you take [a bike/SYSTEM NAME] in one direction and the following transportation modes in the other direction?

	Never	Once a month or less	A few times a month	About once a week	2 – 4 times a week	5 + times a week	Don't know/not sure
Bus							
[BRT]							
[URBAN RAIL – subway, light rail, streetcar]							
[COMMUTER/REGIONAL RAIL]							
Car							
Carshare, e.g. Zipcar, car2go							
Taxi/Lyft/Uber etc.							
Walk							
Other:							

15. What have you or do you use [a bike/SYSTEM NAME] for? *(Surveyor Instructions: Don't read options at first, but check those similar to respondent's answers. If respondent is confused, responses can be read.)*

- Go to/from work
- Go to/from school
- Errands/appointments
- Social activities/dining/shopping
- Exercise/recreation
- Work meeting/appointment
- Get to or from train/bus
- Other: _____

SPECIFIC TRIP

Bike Share Only

16. (Please indicate how strongly you agree or disagree with the following statement) The availability of a [SYSTEM NAME] station influenced my decision to come to this area today.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- Neutral/No Opinion

17. What [SYSTEM NAME] station did the trip you just took start at? Please give the closest intersection (A park or landmark is okay if there's no intersection nearby or you don't know it.)

_____ at _____

- Prefer not to answer
- Don't know/not sure

Personal Bike Also

18. Where did the trip you just took start? Please give the closest intersection (A park or landmark is okay if there's no intersection nearby or you don't know it.)

_____ at _____

- Prefer not to answer
- Don't know/not sure

19. About how many minutes did the [bike/SYSTEM NAME] trip you just made take? (*Surveyor Instructions: Only include the length of the bike portion, even if they combined modes.*)

_____ minutes

- Don't know/not sure

20. What's the main purpose of your trip today? (*Surveyor Instructions: Don't read options, but check the one similar to respondent's trip purpose.*)

- Go to/from work
- Go to/from school
- Errands/appointments
- Social activities/dining/shopping
- Exercise/recreation
- Work meeting/appointment
- Other: _____

21. What are all the reasons you chose to take [your bike/SYSTEM NAME] to make this trip today, instead of another transportation mode? (*Surveyor Instructions: Don't read options, but check all similar to respondent's reasons.*)

- Too far to walk
- No bus/train or bus/train inconvenient
- No bus/train or bus/train inconvenient at this time of day
- Don't have a car
- Don't like to drive (in this area) at this time of day
- Parking is limited/expensive (in this area)
- Too much traffic (in this area)
- Wanted to get exercise/trip was recreational/health reasons
- Bicycling is faster/easier (in this area)
- Bicycling is cheaper than other alternatives
- I enjoy biking/it's fun
- Other: _____
- Don't know/not sure

22. If [your bike/SYSTEM NAME] weren't available at all, which of the following best describes what you would have done? Choose all that apply. (*Surveyor Instructions: Read all options.*)

- Still come at the same day/time today
- Made trip on a different day/at a different time
- Gone to a different area instead
- Wouldn't have made the trip at all
- Don't know/not sure

22a. (If answered anything other than 'Wouldn't make trip' to Q22) What transportation mode would you have used instead?

- Bus
- [BRT]
- [URBAN RAIL – subway, light rail, streetcar]
- [COMMUTER/REGIONAL RAIL]
- Car
- Carshare, e.g. Zipcar, car2go
- Taxi/Lyft/Uber etc.
- Walk
- Personal Bike
- Bike Share
- Other: _____

23. Did the trip you just took start at work, school, home/where you're staying, or another location?

- Work
- School
- Home/Where You're Staying
- Other: _____

24. Did you use another transportation mode as part of the trip you just took? *(Surveyor Instructions: This only includes modes that involved transferring immediately from one to another. Don't include modes broken up by a significant activity/pause or used as the other direction of a round trip. Ask clarifying questions if needed to get the correct answer.)*

- Yes
- No

24a. (If yes to Q24) Which other transportation modes did you take?

- Bus
- [BRT]
- [URBAN RAIL – subway, light rail, streetcar]
- [COMMUTER/REGIONAL RAIL]
- Car
- Carshare, e.g. Zipcar, car2go
- Taxi/Lyft/Uber etc.
- Walk
- Personal Bike
- Bike Share
- Other: _____

24b. (If yes to Q24) About how many minutes did your whole trip take, including both [biking/SYSTEM NAME] and the other transportation modes?

_____ minutes

- Don't know/not sure

COMPORTAMIENTO DEL CICLISTA

GENERAL

Si el encuestado es un visitante/turista, omite cualquier pregunta en esta sección (Q9 - Q15)

Solamente el Sistema de Bicicletas Públicas

9. Como resultado del uso de [NOMBRE DEL SISTEMA], ¿con qué frecuencia, más o menos, se monta hoy en una bicicleta? Esto incluye [NOMBRE DEL SISTEMA] y cualquier bicicleta personal.
- Frecuentemente
 - Algo frecuente
 - más o menos la misma frecuencia
 - Algo infrecuente
 - Infrecuentemente
10. Como resultado de usar [NOMBRE DEL SISTEMA], ¿con qué frecuencia, más o menos, utiliza cada uno de los modos de transporte?

	Infrecuentemente	Algo infrecuente	más o menos la misma frecuencia	Algo frecuente	Frecuentemente	N/A o nunca lo uso
Autobús						
[BRT]						
[URBAN RAIL]						
[COMMUTER / REGIONAL RAIL]						
Carro o carro compartido informal						
Sistema de autos compartidos, ej. Zipcar, car2go						
Taxi/Lyft/Uber etc.						
Caminando						
Bicicleta personal						
Otro:						

11. En esta época del año, en un mes típico ¿cuántas veces usa [NOMBRE DEL SISTEMA] para un viaje en el que previamente usó un modo de transporte diferente, incluyendo caminar?

- Nunca
- Una vez al mes o menos
- Varias veces al mes
- Alrededor de una vez a la semana
- 2 - 4 veces a la semana
- 5 + veces a la semana
- No sé / no estoy segura(o)

También Bicicletas Personales

12. Si no tenía acceso a [una bicicleta/NOMBRE DEL SISTEMA], ¿qué modo de transporte es lo que más reemplazaba sus viajes en [su bicicleta /el NOMBRE DEL SISTEMA]?

- Autobús
- [BRT]
- [URBAN RAIL]
- [COMMUTER / REGIONAL RAIL]
- Carro o carro compartido informal
- Sistema de autos compartidos, ej. Zipcar, car2go
- Taxi/Lyft/Uber etc.
- Caminando
- Bicicleta personal
- Sistema de bicicletas públicas
- Otros: _____

13. En esta época del año, en un mes típico, ¿con qué frecuencia utiliza [una bicicleta/NOMBRE DEL SISTEMA] para llegar y regresar desde los siguientes modos de transporte?

	Nunca	Una vez al mes o menos	Varias veces al mes	Alrededor de una vez a la semana	2 - 4 veces a la semana	5 + veces a la semana	No sé/no estoy segura(o)
Autobús							
[BRT]							
[URBAN RAIL]							
[COMMUTER/REGIONAL RAIL]							
Carro o carro compartido informal							
Sistema de autos compartidos, ej. Zipcar, car2go							
Taxi/Lyft/ Uber etc.							
Caminando							
Otro:							

14. En esta época del año, en un mes típico, ¿con qué frecuencia hace una ida y vuelta usando [una bicicleta/NOMBRE DEL SISTEMA] en una dirección y los siguientes modos de transporte en la otra dirección?

	Nunca	Una vez al mes o menos	Varias veces al mes	Alrededor de una vez a la semana	2 - 4 veces a la semana	5 + veces a la semana	No sé/no estoy segura(o)
Autobús							
[BRT]							
[URBAN RAIL]							
[COMMUTER/REGIONAL RAIL]							
Carro o carro compartido informal							
Sistema de autos compartidos, ej. Zipcar, car2go							
Taxi/Lyft/ Uber etc.							
Otro:							

15. ¿Para qué usa o ha usado [una bicicleta/NOMBRE DEL SISTEMA]? (Surveyor Instructions: Don't read options at first, but check those similar to respondent's answers. If respondent is confused, responses can be read.)

- Ida y vuelta al trabajo
- Ida y vuelta a la escuela
- Mandados/diligencias/citas
- Actividades sociales/salir a comer/ir de compras
- Ejercicio/recreación
- Reunión o cita de trabajo
- Transporte al tren/autobús
- Otros: _____

VIAJE ESPECÍFICO

Solamente el Sistema de Bicicletas Públicas

16. (Por favor, indique qué tan de acuerdo o en desacuerdo con la siguiente declaración) La disponibilidad de una estación de [NOMBRE DEL SISTEMA] influyó mi decisión de venir a esta área hoy día.

- Totalmente de acuerdo
- De acuerdo
- En desacuerdo
- Totalmente en desacuerdo
- Neutro/Sin opinión

17. ¿En cuál estación de [NOMBRE DEL SISTEMA] comenzó el viaje que acaba de realizar? Por favor, dé la intersección más cercana (Un parque o punto de referencia está bien si no hay intersección cercana o no la conoce.)

_____ a _____

- Prefiero no contestar
- No sé/no estoy segura(o)

También Bicicletas Personales

18. ¿Dónde comenzó el viaje que acaba de realizar? Por favor, dé la intersección más cercana (Un parque o punto de referencia está bien si no hay intersección cercana o no la conoce.)

_____ a _____

- Prefiero no contestar
- No sé/no estoy segura(o)

19. Aproximadamente, ¿cuántos minutos fue el viaje en [bicicleta/NOMBRE DEL SISTEMA] que acaba de hacer? (*Surveyor Instructions: Only include the length of the bike portion, even if they combined modes.*)

_____ minutos

- No sé/no estoy segura(o)

20. ¿Cuál es el propósito principal de su viaje hoy? (*Surveyor Instructions: Don't read options, but check the one similar to respondent's trip purpose.*)

- Ida y vuelta al trabajo
- Ida y vuelta a la escuela
- Mandados/diligencias/citas
- Actividades sociales/salir a comer/ir de compras
- Ejercicio/recreación
- Reunión o cita de trabajo
- Otros: _____

21. ¿Cuáles son todas las razones que eligió tomar [su bicicleta/NOMBRE DEL SISTEMA], en vez de otro modo de transporte, para hacer este viaje hoy? (*Surveyor Instructions: Don't read options, but check all similar to respondent's reasons.*)

- Demasiado lejos para caminar
- No hay autobús ni tren o autobús y tren son inconvenientes
- No hay autobús ni tren o autobús y tren son inconvenientes a esta hora del día
- No tengo un coche
- No me gusta conducir (en esta zona) a esta hora del día
- El estacionamiento es limitado/caro (en esta zona⁵)
- El exceso de tráfico (en esta área⁶)
- Quería hacer ejercicio/por razones de recreo/por razones de salud
- En bicicleta es más rápido/más fácil (en esta zona)
- En bicicleta es más barato que otras alternativas
- Me gusta andar en bicicleta/es divertido
- Otros: _____
- No sé/no estoy segura(o)

22. Si [su bicicleta/NOMBRE DEL SISTEMA] no fuera disponibles de ninguna manera, ¿cuál de las siguientes opciones describe mejor lo que hubiera hecho? Elija todo lo que corresponda. (*Surveyor Instructions: Read all options.*)

- Igualmente vendría el mismo día/a la misma hora
- Realizaría el viaje en un día diferente/a una hora diferente
- Iría a un área diferente en vez
- No haría el viaje en lo absoluto
- No sé/no estoy segura(o)

⁵ Área

⁶ Zona

22a. (Si la respuesta a Q22 fue cualquiera excepto "No haría el viaje") ¿Qué modo de transporte hubiera utilizado en su lugar?

- Autobús
- [BRT]
- [URBAN RAIL]
- [COMMUTER/REGIONAL RAIL]
- Carro o carro compartido informal
- Sistema de autos compartidos, ej. Zipcar, car2go
- Taxi/Lyft/Uber etc.
- Caminando
- Bicicleta personal
- Sistema de bicicletas públicas
- Otros: _____

23. ¿El viaje que acaba de realizar empezó en el trabajo, la escuela, el hogar/en donde se aloja, o en otro lugar?

- Trabajo
- Escuela
- Su hogar/alojamiento
- Otros: _____

24. ¿Utilizó otro modo de transporte como parte del viaje que acaba de realizar? (*Surveyor Instructions: This only includes modes that involved transferring immediately from one to another. Don't include modes broken up by a significant activity/pause or used as the other direction of a round trip. Ask clarifying questions if needed to get the correct answer.*)

- Sí
- No

24a. (En caso de que haya contestado afirmativo a Q24) ¿Qué otros medios de transporte tomó?

- Autobús
- [BRT]
- [URBAN RAIL]
- [COMMUTER/REGIONAL RAIL]
- Carro o carro compartido informal
- Sistema de autos compartidos, ej. Zipcar, car2go
- Taxi/Lyft/Uber etc.
- Caminando
- Bicicleta personal
- Sistema de bicicletas públicas
- Otros: _____

24b. (En caso de que haya contestado afirmativo a Q24) Aproximadamente, ¿cuántos minutos tomó todo su viaje, incluyendo [ir en bicicleta/NOMBRE DEL SISTEMA] y los demás modos de transporte?

_____ minutos

- No sé/no estoy segura(o)

ECONOMICS

25. How much do you expect to or did you spend on the following in this area today?

	Amount (\$)	Don't know/not sure
Food/Drink/Coffee		
Shopping		
Total, including all other spending		

26. Is that how much you usually spend when you're in this area? *(Surveyor Instructions: If 'no', ask for the amount they usually spend.)*

- Yes
- No, I usually spend \$ _____
- I don't know/I don't usually come here/I'm a tourist

27. About how many stores or businesses do you expect to or did you visit today?

_____ stores/businesses

- Don't know/not sure

28. How often do you come to this area to shop or visit other businesses (personal services, banks, etc.)?

- First time
- Once a month or less
- A few times a month
- About once a week
- 2 – 4 times a week
- 5 + times a week
- Don't know/not sure

29. (Please indicate how strongly you agree or disagree with the following statement) I would be less likely to come to this area if [SYSTEM NAME] weren't available here.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- Neutral/No Opinion
- N/A; I work/live/am staying here

ECONOMÍA

25. ¿Cuánto es lo que espera gastar o gastó hoy en lo siguiente en esta área?

	Cantidad (\$)	No sé/no estoy segura(o)
Comida/bebidas/café		
Compras		
Total, incluyendo todo lo demás que gasto		

26. ¿Esa es la cantidad que normalmente gasta cuando está en esta área? (*Surveyor Instructions: If 'no', ask for the amount they usually spend.*)

- Sí
- No, por lo general gasto \$ _____
- No sé/ Por lo regular no vengo aquí/Soy turista

27. Aproximadamente, ¿cuántas tiendas o negocios esperas visitar o has visitado hoy?

_____ tiendas/negocios

- No sé/no estoy segura(o)

28. ¿Con qué frecuencia llegas a esta zona para ir de compras o visitar otros negocios (servicios personales, bancos, etc.)?

- Primera vez
- Una vez al mes o menos
- Varias veces al mes
- Alrededor de una vez a la semana
- 2 - 4 veces a la semana
- 5 + veces a la semana
- No sé/no estoy segura(o)

29. (Por favor, indique qué tan de acuerdo o en desacuerdo con la siguiente declaración) Yo estaría menos dispuesta(o) a llegar a esta zona si [NOMBRE DEL SISTEMA] no estuviera disponible aquí.

- Totalmente de acuerdo
- De acuerdo
- En desacuerdo
- Totalmente en desacuerdo
- Neutro/Sin opinión
- N/A; Trabajo/Vivo/Me quedo en esta área

KNOWLEDGE OF BIKE SHARE

30. How did you first learn about [SYSTEM NAME]? *(Surveyor Instructions: Don't read options, but check all similar to respondent's answers.)*
- Employer/information at work or school
 - Community center/faith-based organization
 - Friend/family/coworker
 - Social media (Facebook, Twitter, Instagram etc.)
 - Television/radio
 - Ad on a bus/bus shelter/[URBAN OR COMMUTER/REGIONAL RAIL]
 - Newspaper or online
 - Seeing the stations/kiosks
 - [OTHER FORMS, E.G. COMMUNITY EVENT, SPECIFIC MARKETING EFFORTS ETC.]
 - Other: _____
31. Can you tell me any of the [SYSTEM NAME] membership or pass types you know about?
- (List all membership and pass types as they differ by duration or usage scheme, but not cost or payment method. Wrong answers that are of interest may also be added. See 'Model Responses for System-Specific Questions' at end of section for models.)
32. Can you tell me how much a [SPECIFIC MEMBERSHIP/PASS TYPE] costs without discounts?
- (Different memberships or pass types should be asked as separate questions. The question should only be asked if they indicated that they knew about the specific membership or pass type in questions. See 'Model Responses for System-Specific Questions' at end of section for models.)
33. Can you tell me any of the subsidies and discounts you know about for [SYSTEM NAME]?
- (List all types of discounts for the system that are of interest, including income-/public-housing-based, corporate discounts, free passes through promotions or hotels etc. See 'Model Responses for System-Specific Questions' at end of section for models.)
34. Can you tell me what payment methods are accepted for passes and memberships? For example, cash, credit/debit, or by using your phone.
- Cash
 - Credit/Debit
 - Phone
 - Other: _____

CONOCIMIENTO DEL SISTEMA DE BICICLETAS PÚBLICAS

30. ¿Cómo fue que aprendió por primera vez acerca de [NOMBRE DEL SISTEMA]? (Surveyor Instructions: Don't read options, but check all similar to respondent's answers.)

- Empleador/información en el trabajo o la escuela
- Centro comunitario/organización basada en la fe (iglesia)
- Amiga(o)/familiar/compañera(o) de trabajo
- Los medios sociales (Facebook, Twitter, Instagram, etc.)
- Televisión/radio
- Un anuncio en el autobús/parada de autobús [URBAN OR COMMUTER/REGIONAL RAIL]
- Periódico o el Internet
- Al ver las estaciones/quioscos
- [OTRAS FORMAS EJ. EVENTO COMUNITARIO, ESFUERZOS ESPECÍFICOS DE MARKETING ETC.]
- Otros: _____

31. ¿Me puede decir los tipos de membresía o pasajes del [NOMBRE DEL SISTEMA] que conoce?

- (Muestre todos los tipos de membresía y pasajes que se diferencian por la duración o el régimen de uso, pero no por el costo o método de pago. También se pueden añadir respuestas incorrectas que son de interés. Vea "Ejemplos de Respuesta" para una guía.)

32. ¿Me puede decir cuánto cuesta [UNA MEMBRESÍA ESPECÍFICA/UN TIPO DE PASAJE] sin descuentos?

- (Diferentes tipos de membresías o pasajes se deben preguntar como diferentes preguntas. La pregunta sólo se debe preguntar si ellas(os) indicaron que sabían acerca de una membresía específica o pasaje en las preguntas. Vea "Ejemplos de Respuesta" para una guía.)

33. ¿Me puede decir cuáles de los subsidios y descuentos del [NOMBRE DEL SISTEMA] conoce?

- (Liste todos los tipos de descuentos del sistema que son de interés, incluyendo los descuentos de ingresos/basado en la vivienda pública, descuentos corporativos, pasajes gratis a través de promociones de los hoteles, etc. Vea "Ejemplos de Respuesta" para una guía.)

34. ¿Me puede decir qué métodos de pago se aceptan para los pasajes y las membresías? Por ejemplo, efectivo, tarjeta de crédito/débito, o por teléfono.

- Efectivo
- Tarjeta de crédito/débito
- Teléfono
- Otros: _____

PERCEPTION OF SAFETY

35. (Please indicate how strongly you agree or disagree with the following statement) I would consider riding [a bike/SYSTEM NAME] or ride more often if there were more safe places to ride

- Strongly agree
- Agree
- Disagree
- Strongly Disagree
- Neutral/No Opinion
- N/A

36. (Please indicate how strongly you agree or disagree with the following statement) If I rode or when I ride [a bike/SYSTEM NAME], I would be or am concerned about getting hit by a motor vehicle

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- Neutral/No Opinion
- N/A

37. What would be your level of comfort with riding on each of the following types of bike facilities?
(Surveyor Instructions: Show a card with labeled pictures of facilities. Pick no more than four types per question. See 'Example Bicycle Facility Pictures' end of section for examples and instructions.)

	Very Uncomfortable	Somewhat Uncomfortable	Somewhat Comfortable	Very Comfortable	No Opinion
Shared Lane Markings					
Conventional Bike Lane					
Buffered Bike Lane					
Parking-protected Bike Lane					
Curb-protected Bike Lane					
Raised Bike Lane					

PERCEPCIÓN DE LA SEGURIDAD

35. (Por favor, indique qué tan de acuerdo o en desacuerdo con la siguiente declaración) Yo consideraría usar [una bicicleta/NOMBRE DEL SISTEMA] o viajar por bicicleta más si hubiera lugares más seguros para andar en bicicleta.

- Totalmente de acuerdo
- De acuerdo
- En desacuerdo
- Totalmente en desacuerdo
- Neutro/sin opinión
- N/A

36. (Por favor, indique qué tan de acuerdo o en desacuerdo con la siguiente declaración) Si usara o cuando uso [una bicicleta/NOMBRE DEL SISTEMA], estaría o estoy preocupado que me golpee un vehículo de motor

- Totalmente de acuerdo
- De acuerdo
- En desacuerdo
- Totalmente en desacuerdo
- Neutro/sin opinión
- N/A

37. De las siguientes opciones de infraestructura para bicicletas, indique cuál es su nivel de comodidad al andar en bicicleta: *(Surveyor Instructions: Show a card with labeled pictures of facilities. Pick no more than four types per question. See 'Example Bicycle Facility Pictures' end of section for examples and instructions.)*

	Muy incómodo	Algo incómodo	Algo cómodo	Muy cómodo	Sin opinión
Carril compartido con marcas					
Carril de bicicletas/ Carril-bici/ Ciclovía					
Carril de bicicletas protegido/ Carril-bici protegido/ Ciclovía protegida					
Carril de bicicletas protegido por carros estacionados/ Ciclovía segregada con estacionamiento adyacente					
Carril de bicicletas protegido por guarniciones/ Ciclovía segregada con guarnición					
Carril de bicicletas sobre la acera/Acera-Bici/Ciclovía segregada a través de la elevación del pavimento					

PERCEPTIONS OF BIKING/BIKE SHARE¹

“Whether or not you have used bike share, please indicate how strongly you agree or disagree with each statement. Note that when the statement has ‘me’ in it, it’s referring to you.”

Use the following scale for each question (Surveyor Instructions: Don’t read ‘Neutral/No Opinion’ or ‘N/A’ options to respondent. Only mark if they respond that way on their own):

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- Neutral/No Opinion
- N/A

General Perceptions

38. I consider [SYSTEM NAME] to be part of the city’s public transportation system
39. [Riding a bike/SYSTEM NAME] is a good alternative to using (other forms of) public transportation
40. [Riding a bike/SYSTEM NAME] is a good way to spend less money on transportation
41. [Riding a bike/SYSTEM NAME] is a good way to get to/from public transportation
42. [SYSTEM NAME] stations take up street and sidewalk space that would be better used for other things
43. [Riding a bike/SYSTEM NAME] is a convenient way for people to get places in [CITY NAME]
44. Overall, [SYSTEM NAME] is good for the city
45. I would like to use [SYSTEM NAME] more than I currently do
46. I would like to ride a bike (for transportation) more than I currently do

Engagement, Ownership, and Neighborhood Impacts

47. Having nearby [SYSTEM NAME] stations will attract new people to move into the neighborhood
48. I often see people like me [riding bikes/SYSTEM NAME]
49. Concerns of people like me were addressed in decisions about [SYSTEM NAME] in my neighborhood
50. Over time, the [SYSTEM NAME] program is getting better at serving the needs of people like me
51. Overall, [SYSTEM NAME] is good for my neighborhood

¹ Adapted from work forthcoming by Portland State University

PERCEPCIONES DE CICLISMO / DEL SISTEMA DE BICICLETAS PÚBLICAS

“Aún si o no ha utilizado el sistema de bicicletas compartidas, por favor indique qué tan de acuerdo o en desacuerdo está con cada declaración. Tenga en cuenta que cuando la frase tiene 'yo', se está refiriendo a usted.”

Utilice la siguiente escala para cada pregunta (Surveyor Instructions: Don't read 'Neutral/No Opinion' or 'N/A' options to respondent. Only mark if they respond that way on their own):

- Totalmente de acuerdo
- De acuerdo
- En desacuerdo
- Totalmente en desacuerdo
- Neutro/sin opinión
- N/A

Las Percepciones Generales

38. Considero [NOMBRE DEL SISTEMA] parte del sistema de transporte público de la ciudad
39. [Andar en bicicleta/NOMBRE DEL SISTEMA] es una buena alternativa (o otra forma) de usar transporte público
40. [Andar en bicicleta/NOMBRE DEL SISTEMA] es una buena manera de gastar menos dinero en transportación
41. [Andar en bicicleta/NOMBRE DEL SISTEMA] es una buena manera de llegar al transporte público
42. Las estaciones de [NOMBRE DEL SISTEMA] ocupan el espacio de la calle y acera que sería mejor utilizado para otras cosas
43. [Andar en bicicleta/NOMBRE DEL SISTEMA] es una manera conveniente para que la gente vaya a varios lugares en [NOMBRE DE LA CIUDAD]
44. En general, [NOMBRE DEL SISTEMA] es bueno para la ciudad
45. Me gustaría usar [NOMBRE DEL SISTEMA] más de lo que actualmente hago
46. Me gustaría andar en bicicleta (como método de transporte) más de lo que actualmente hago

Compromiso, Pertenencia e Impacto Comunitario⁷

47. Teniendo estaciones cercanas de [NOMBRE DEL SISTEMA] atraerá a nueva gente a mudarse al vecindario⁸
48. Regularmente veo a gente como yo que [andan en bicicletas/usan NOMBRE DEL SISTEMA]
49. Las preocupaciones de la gente como yo se abordaron en la decisiones acerca de [NOMBRE DEL SISTEMA] en mi barrio
50. Con el tiempo, el programa de [NOMBRE DEL SISTEMA] sirve mejor las necesidades de la gente como yo
51. En general, [NOMBRE DEL SISTEMA] es bueno para mi barrio

⁷ Involucración/Involucramiento/Envolvimiento, sentido de pertenencia e impacto en la comunidad

⁸ Barrio

BARRIERS TO BIKING

“When considering whether you might ride a bike or ride more frequently, would the following prevent or discourage you from biking? Please indicate how strongly you agree or disagree that each would prevent or discourage you. Note that when the statement has ‘me’ in it, it’s referring to you.”

Use the following scale for each question (Surveyor Instructions: Don’t read ‘Neutral/No Opinion’ or ‘N/A’ options to respondent. Only mark if they respond that way on their own):

- Strongly Agree*
- Agree*
- Disagree*
- Strongly Disagree*
- Neutral/No Opinion*
- N/A*

52. I don’t know how to ride a bike
53. I don’t have a bike or related gear (such as a helmet, lock, lights etc.)
54. It’s too expensive to buy a bike or related gear
55. I don’t have a safe place to store a bike at home
56. There might not be a safe place to leave a bike at the places I go
57. The places that I need to go are too far away to reach on a bike
58. I don’t know how to get where I need to go by bike
59. Traffic makes riding a bike in my neighborhood feel dangerous
60. My age makes it difficult to ride a bike
61. My level of fitness makes it difficult to ride a bike
62. Biking might aggravate a personal health issue
63. Carrying things on a bike is too difficult
64. Riding a bike with my kids is a hassle
65. Something could go wrong with a bike (such as a flat tire)
66. My friends and family wouldn’t want me to ride a bike
67. Riding a bike is not viewed as a cool activity by my friends
68. People might think that I can’t afford a car
69. Riding a bike could make me a target for police attention
70. Riding a bike could cause me to be harassed or a victim of crime
71. Riding a bike could mess up my hair or appearance
72. The clothes I wear are not appropriate for biking
73. Riding a bike could make me sweaty

BARRERAS PARA CICLISMO

“Al considerar si montaría una bicicleta o montaría con más frecuencia, ¿cuál de los siguientes la(o) prevendría o desanimaría de andar en bicicleta? Por favor, indique qué tan de acuerdo o desacuerdo de que cada uno la(o) prevendría o desanimaría. Tenga en cuenta que cuando la frase tiene 'yo', se está refiriendo a usted.”

Utilice la siguiente escala para cada pregunta (Surveyor Instructions: Don't read 'Neutral/No Opinion' or 'N/A' options to respondent. Only mark if they respond that way on their own):

- Totalmente de acuerdo
- De acuerdo
- En desacuerdo
- Totalmente en desacuerdo
- Neutro/sin opinión
- N/A

52. No sé cómo montar una bicicleta
53. No tengo una bicicleta o el equipaje relacionado (como un casco, candado, luces, etc.)
54. Es demasiado caro comprar una bicicleta o el equipaje relacionado
55. No tengo un lugar seguro en mi casa para guardar mi bicicleta
56. Probablemente no hay un lugar seguro para dejar una bicicleta en los lugares a donde voy
57. Los lugares a los que tengo que ir están demasiado lejos para llegar en una bicicleta
58. No sé cómo llegar en bicicleta a donde tengo que ir
59. El tráfico en mi barrio hace sentir que andar en bicicleta es peligroso
60. Mi edad hace que sea difícil andar en bicicleta
61. Mi nivel de condición física hace que sea difícil andar en bicicleta
62. El ciclismo podría agravar un problema de salud personal
63. Llevar las cosas en una bicicleta es demasiado difícil
64. Montar una bicicleta con mis hijos es una molestia
65. Algo podría ir mal con una bicicleta (como un pinchazo)
66. A mis amigos y familia no les gustaría que anduviera en bicicleta
67. Montar en bicicleta no es vista como una actividad atractivo⁹ por mis amigos
68. La gente puede pensar que no puedo costear un carro
69. Conducir una bicicleta me podría convertir en un objetivo de atención con la policía
70. Montar en bicicleta puede causarme a ser acosado o víctima de un delito
71. Montar una bicicleta podría arruinar mi pelo o la apariencia
72. Las ropas que uso no son apropiadas para el ciclismo
73. Andar en bicicleta podría hacerme sudoroso

⁹ suave, fresa, melaza, a fuego, chilero, chido, guay, etc.

BARRIERS TO BIKE SHARE²

“When considering whether you might ride [SYSTEM NAME] or ride more frequently, would the following prevent or discourage you from using it? Please indicate how strongly you agree or disagree that each would prevent or discourage you. Note that when the statement has ‘me’ in it, it’s referring to you.”

Use the following scale for each question (Surveyor Instructions: Don’t read ‘Neutral/No Opinion’ or ‘N/A’ options to respondent. Only mark if they respond that way on their own):

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- Neutral/No Opinion
- N/A

- 74. I worry that I’ll have to pay for the bike if anything happens to it
- 75. I don’t know enough about how to use it
- 76. Membership or use costs are too high *(Couple this with questions about knowledge of cost)*
- 77. I worry that there might not be an available bike at a station to check out, or a free space at a station when returning a bike
- 78. I worry that the [SYSTEM NAME] bikes wouldn’t adjust to fit me
- 79. I don’t want to use a credit or debit card to use bike share
- 80. There aren’t [SYSTEM NAME] stations near where I want to go
- 81. There aren’t [SYSTEM NAME] stations near my home
- 82. There aren’t [SYSTEM NAME] stations near my work
- 83. I don’t know where stations are to pick up or drop off a bike
- 84. Signing up for [SYSTEM NAME] is too complicated
- 85. Checking out and returning [SYSTEM NAME] bikes is too complicated
- 86. I can’t use [SYSTEM NAME] with my child(ren)
- 87. I prefer to ride my own bike
- 88. Other reasons related to biking in general prevent/discourage me from using [SYSTEM NAME]

² Adapted from work forthcoming from Portland State University

BARRERAS DEL SISTEMA DE BICICLETS PÚBLICAS

“Al considerar si usaría [NOMBRE DEL SISTEMA] o lo usaría con más frecuencia, ¿cuál de los siguientes la(o) prevendría o desanimaría de usarlo? Por favor, indique qué tan de acuerdo o desacuerdo de que cada uno la(o) prevendría o desanimaría. Tenga en cuenta que cuando la frase tiene 'yo', se está refiriendo a usted.”

Utilice la siguiente escala para cada pregunta (Surveyor Instructions: Don't read 'Neutral/No Opinion' or 'N/A' options to respondent. Only mark if they respond that way on their own):

- Totalmente de acuerdo
- De acuerdo
- En desacuerdo
- Totalmente en desacuerdo
- Neutro/Sin opinión
- N/A

74. Me preocupa que voy a tener que pagar por la bicicleta si algo le pasa a ella
75. No sé lo suficiente sobre cómo usarlo.
76. Las membresía o costos de usarla son demasiado altos (Couple this with questions about knowledge of cost)
77. Me preocupa que tal vez no haya disponible una bicicleta en la estación para usar, o un espacio libre en la estación para regresar la bicicleta
78. Me preocupa que las bicicletas del [NOMBRE DEL SISTEMA] no se ajustarían a mi medida
79. No quiero usar una tarjeta de crédito o débito para usar el sistema de bicicletas públicas
80. No hay estaciones de [NOMBRE DEL SISTEMA] cercanas a donde quiero ir
81. No hay estaciones de [NOMBRE DEL SISTEMA] cerca de mi casa
82. No hay estaciones [NOMBRE DEL SISTEMA] cerca de mi trabajo
83. No sé dónde están las estaciones para recoger o dejar las bicicletas
84. La inscripción para [NOMBRE DEL SISTEMA] es demasiado complicada
85. Sacar y regresar las bicicletas de [NOMBRE DEL SISTEMA] es demasiado complicado
86. No puedo usar [NOMBRE DEL SISTEMA] con mi hijas(os)
87. Prefiero montar mi propia bicicleta
88. Otras razones relacionado a andar por bicicleta me previene/desanima de usar [NOMBRE DEL SISTEMA]

DEMOGRAPHICS

89. What is your gender?

- Male
- Female
- Non-conforming
- Other: _____

90. Which of the following describe your race or ethnicity? Select all that apply.

- Asian
- Pacific Islander
- Black or African American
- Hispanic or Latino
- Native American
- White
- Other: _____

91. What is your age?

_____ years old

92. Are you currently employed, either full or part time?

- Full time
- Part time
- Retired
- Not employed

92a. (If yes to Q92) What's the ZIP code at your main place of work?

ZIP: _____

- Outside the US
- N/A (No main place of work or traveling worker)

93. What ZIP code do you live in?

ZIP: _____

- Outside the US
- N/A

94. What is the highest level of education you've received? *(Response text may be shortened to save space as long as surveyors understand the meaning of each.)*

- No H.S. diploma
- H.S. diploma/equivalent (GED)
- Some college, but no degree
- Associate's degree, vocational school, or certificate program
- Bachelor's degree
- Master's degree
- Professional school degree (MD, DDC, JD, etc.) or doctorate degree (PhD, EdD, etc.)

95. Are you currently enrolled in school, either full or part time?

- Full time
- Part time
- Not in school

96. What is your household's annual income from all sources before taxes? *(If collapsing categories for space, it is recommended to combine the upper bounds.)*

- Less than \$15,000
- \$15,000 to \$24,999
- \$25,000 to \$34,999
- \$35,000 to \$49,999
- \$50,000 to \$74,999
- \$75,000 to \$99,999
- \$100,000 +

97. Including you, how many people are supported by your household income?

_____ people

98. Do you own or rent your home?

- Own
- Rent
- Other: _____

99. How many children do you have or care for under and over [MINIMUM BIKE SHARE AGE] years old?

_____ children under [MINIMUM BIKE SHARE AGE] years old

_____ children over [MINIMUM BIKE SHARE AGE] years old

DEMOGRAFÍA

89. ¿Cuál es su género?

- Hombre
- Mujer
- Género no conforme¹⁰
- Otros: _____

90. ¿Cuál de las siguientes describe su raza u origen étnico? Seleccione todas las que correspondan.

- Asiático
- De las Islas del Pacífico
- Afroamericano o Negro
- Hispano o Latino
- Nativo Americano
- Blanco
- Otros: _____

91. ¿Cuál es su edad?

_____ años

92. ¿Está actualmente empleado, ya sea a tiempo completo o parcial?

- Tiempo completo
- Tiempo parcial
- Retirado
- No estoy empleada(o)

92a. (En caso afirmativo a Q92) ¿Cuál es el código postal de su trabajo principal?

Código postal: _____

- Fuera de los EE.UU.
- N/A (No hay lugar principal de trabajo o trabajador que viaja)

93. ¿En cuál código postal vive usted?

Código postal: _____

- Fuera de los EE.UU.
- N/A

94. ¿Cuál es el nivel más alto de educación que ha recibido? *(Response text may be shortened to save space as long as surveyors understand the meaning of each.)*
- Sin diploma de escuela secundaria
 - Diploma de escuela secundaria/equivalente (GED)
 - Un poco de universidad, pero sin título
 - Un título Asociado, escuela de formación profesional, o programa de certificación
 - Licenciatura/Bachillerato
 - Maestría
 - Grado de la escuela profesional (MD, DDC, JD, etc.) o doctorado (PhD, EdD, etc.)
95. ¿Está inscrito en la escuela, ya sea a tiempo completo o parcial?
- Tiempo completo
 - Tiempo parcial
 - No voy a la escuela
96. ¿Cuál es el ingreso anual de su hogar, de todas las fuentes, antes de impuestos? *(If collapsing categories for space, it is recommended to combine the upper bounds.)*
- Menos de \$ 15.000
 - \$ 15.000 a \$ 24.999
 - \$ 25.000 a \$ 34.999
 - \$ 35.000 a \$ 49.999
 - \$ 50.000 a \$ 74.999
 - \$ 75.000 a \$ 99.999
 - \$ 100.000 +
97. Incluyéndose usted, ¿cuántas personas dependen de su ingreso?
_____ gente
98. ¿Usted es dueña(o) o alquila su casa?
- Dueña(o)
 - Rento
 - Otros: _____
99. ¿Cuántos hijos tiene o cuida que son menores o mayores de [EDAD MÍNIMA PARA COMPARTIR EN EL SISTEMA DE BICICLETAS PÚBLICAS]?
- _____ Niño/as menores de [EDAD MÍNIMA PARA COMPARTIR EN EL SISTEMA DE BICICLETAS PÚBLICAS]
 - _____ Niño/as mayores de [EDAD MÍNIMA PARA COMPARTIR EN EL SISTEMA DE BICICLETAS PÚBLICAS]

Model Responses for System-Specific Questions

The operational details of a bike share systems vary from city to city. The following examples are meant to illustrate how to format surveys for questions that ask about the details of a specific bike share system. In particular, these formats should be used if asking questions 6, 7, 31, 32, and 33 above.

6. What type of [SYSTEM NAME] plan did you use for this trip?

EXAMPLES:

Citi Bike:

- 24-hour
- 3-day
- Annual – lump sum/unspecified
- Annual – monthly installment
- Other: _____

Breeze:

- Pay-as-you-go/hourly
- Monthly
- Student
- Annual
- Other: _____

Indego:

- Single ride (walk up)
- 'Flex' – annual, pay-per-ride
- Monthly
- Other: _____

7. Is the pass or membership you used reduced cost or discounted? (This includes things such as subsidized plans, reduced cost plans provided by your employer, or free passes.) (*Surveyor Instructions: Probe for more specificity if not adequate.*)

EXAMPLES:

Citi Bike:

- Public housing (NYCHA)
- Corporate/employer-based
- Other: _____

Breeze:

- Public housing
- Corporate/employer-based
- Resident
- Other: _____

Indego:

- EBT/Income-based (Access Pass)
- Corporate/employer-based
- Other: _____

31. Can you tell me any of the [SYSTEM NAME] pass and membership types you know about?

EXAMPLES:

Citi Bike:

- 24-hour
- 3-day
- Annual – lump sum/unspecified
- Annual – monthly installment

Wrong but relevant (optional)

- Single ride
- Other duration (e.g. 7-day)
- 'Monthly' – no mention of annual commitment
- Other: _____
- I don't know any

Breeze:

- Pay-as-you-go/hourly
- Monthly
- Student
- Annual

Wrong but relevant (optional)

- Single ride
- Other duration (e.g. 1/3/7 day pass)
- Other: _____
- I don't know any

Indego:

- Single ride (walk up)
- 'Flex' – annual, pay-per-ride
- Monthly

Wrong but relevant (optional)

- Other duration (e.g. 1/3/7 day pass)
- Annual
- Other: _____
- I don't know any

32. Can you tell me how much a [SPECIFIC MEMBERSHIP/PASS TYPE] costs without discounts?
(Some further specificity may need to be added to avoid ambiguous results. See Citi Bike for an example.)

EXAMPLES:

Citi Bike:

Can you tell me how much an annual pass costs per year without discounts?

- \$ _____
- Don't know/not sure

Can you tell me how much a 24-hour pass costs without discounts?

- \$ _____
- Don't know/not sure

Breeze:

Can you tell me how much an annual pass costs per year without discounts?

- \$ _____
- Don't know/not sure

Can you tell me how much a monthly pass costs without discounts?

- \$ _____
- Don't know/not sure

(Note: systems with 'Basic' and 'Plus' memberships will need to consider the impact of the different costs for passes of similar duration when analyzing results. Respondents may not know the difference between a 'Basic' and 'Plus' pass if asked directly.)

Indego:

Can you tell me how much a monthly pass costs without discounts?

- \$ _____
- Don't know/not sure

Can you tell me how much a single trip pass costs without discounts?

- \$ _____
- Don't know/not sure

33. Can you tell me any of the subsidies and discounts you know about for [SYSTEM NAME]?

EXAMPLES:

Citi Bike:

- Public housing (NYCHA)
- Corporate/employer-based
- Other: _____
- I don't know any

Breeze:

- Public housing
- Corporate/employer-based
- Resident
- Other: _____
- I don't know any

Indego:

- EBT/Income-based (Access Pass)
- Corporate/employer-based
- Other: _____
- I don't know any

Ejemplos de Respuestas

6. ¿Qué tipo de plan de [NOMBRE DEL SISTEMA] usó para este viaje?

EJEMPLOS:

Citi Bike:

- 24 horas
- 3-día
- Anual - pagado en su totalidad/no especificado
- Anual - pagos mensuales
- Otros: _____

Breeze:

- Pague por cada uso/por hora
- Mensual
- Estudiante (mensual)
- Anual
- Otros: _____

Indego:

- Pasaje individual (comprado en el quiosco)
- 'Flex' - anual, pague por cada uso
- Mensual
- Otros: _____

7. ¿Es el pasaje o membresía que utilizó un costo reducido o con descuento? (Esto incluye cosas tales como planes de subvenciones, planes de costos reducidos establecidos por su empleador, o pasajes gratis.) *(Surveyor Instructions: Probe for more specificity if not adequate.*

EJEMPLOS:

Citi Bike:

- La vivienda pública (NYCHA)
- Corporativa/a base de empleador
- Otros: _____

Breeze:

- La vivienda pública
- Corporativa/a base de empleador
- Residente
- Otros: _____

Indego:

- Basada en ingresos/EBT (Pasaje de Acceso)
- Corporativa/a base de empleador
- Otros: _____

31. ¿Me puede decir los pasajes y tipos de membresía del [NOMBRE DEL SISTEMA] que conoce?

EJEMPLOS:

Citi Bike:

- 24 horas
- 3-día
- Anual - pagado en su totalidad/no especificado
- Anual - pagos mensual

Equivocado, pero relevante (opcional)

- Pasaje individual
- Otro duración (ej. 7 días)
- 'Mensual' - ninguna mención del compromiso anual
- Otros: _____
- No sé ni uno

Breeze:

- Pague por cada uso/por hora
- Mensual
- Estudiante (mensual)
- Anual

Equivocado, pero relevante (opcional)

- Pasaje individual
- Otro duración (ej. pasaje de 1/3/7 días)
- 'Mensual' - ninguna mención del compromiso anual
- Otros: _____
- No sé ni uno

Indego:

- Pasaje individual (comprado en el quiosco)
- 'Flex' - anual, pague por cada uso
- Mensual

Equivocado, pero relevante (opcional)

- Pasaje individual
- Otros duración (ej. pasaje de 1/3/7 días)
- 'Mensual' - ninguna mención del compromiso anual
- Otros: _____
- No sé ni uno

32. ¿Me puede decir el costo de un [MEMBRESÍA ESPECÍFICA / TIPO DE PASAJE] sin descuentos?
(Some further specificity may need to be added to avoid ambiguous results. See Citi Bike for an example.)

EJEMPLOS:

Citi Bike:

¿Me puede decir cuánto cuesta un pasaje anual sin descuento?

- \$ _____
- No sé/no estoy segura(o)

¿Me puede decir cuánto cuesta un pasaje de 24 horas sin descuentos?

- \$ _____
- No sé/no estoy segura(o)

Breeze:

¿Me puede decir cuánto cuesta un pasaje anual sin descuento?

- \$ _____
- No sé/no estoy segura(o)

¿Me puede decir cuánto cuesta un pasaje mensual sin descuentos?

- \$ _____
- No sé/no estoy segura(o)

(Note: systems with 'Basic' and 'Plus' memberships will need to consider the impact of the different costs for passes of similar duration when analyzing results. Respondents may not know the difference between a 'Basic' and 'Plus' pass if asked directly.)

Indego:

¿Me puede decir cuánto cuesta un pasaje mensual sin descuentos?

- \$ _____
- No sé / no estoy segura(o)

¿Me puede decir cuánto cuesta un solo pasaje individual sin descuentos?

- \$ _____
- No sé/no estoy segura(o)

33. ¿Me puede decir que subsidios y descuentos conoce acerca de [NOMBRE DEL SISTEMA]?

EJEMPLOS:

Citi Bike:

- La vivienda pública (NYCHA)
- Corporativa/a base de empleador
- Otros: _____
- No sé ni uno

Breeze:

- La vivienda pública
- Corporativa/a base de empleador
- Residente
- Otros: _____
- No sé ni uno

Indego:

- Basada en ingresos/EBT (Pasaje de Acceso)
- Corporativa/a base de empleador
- Otros: _____
- No sé ni uno

Example Bicycle Facility Pictures

Pick no more than four facility types for a single question. Do not include the names of facilities on card, but instead number them. Try to match the road type for each, such as number of lanes, urban form, and direction, as well as the angle and zoom of the picture.

Type 1

Shared lane markings

Carril compartido con marcas



Type 2

Conventional bike lane

Carril de bicicletas/Carril-bici/Ciclovia



Type 3

Buffered bike lane

Carril de bicicletas protegido/Carril-bici protegido/Ciclovia protegida



Type 4

Parking-protected bike lane

Carril de bicicletas protegido por carros estacionados/Ciclovia segregada con estacionamiento adyacente



Type 5

Curb-protected bike lane

Carril de bicicletas protegido por guarniciones/Ciclovia segregada con guarnición



Type 6

Raised bike lane

Carril de bicicletas sobre acera/Acera-bici/Ciclovia segregada a través de la elevación del pavimento



More Resources

CITATIONS

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- 6 Hoe, N.D. (2015). Bike Sharing in Low-Income Communities: Results from a Spring 2015 Baseline Survey. Institute for Survey Research, Temple University, Philadelphia, PA. Accessed via: http://betterbikeshare.org/wp-content/uploads/2015/05/REPORT_Low-Income-Bike-Share-Baseline-Eval_FINAL-09-18-15.pdf

Example questions were based in part on work from the following sources:

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- Portland State University. Evaluating Efforts to Improve the Equity of Bike Share Systems, ongoing research.
- Transportation Alternatives. (2012). East Village Shoppers Study: A Snapshot of Travel and Spending Patterns of Residents and Visitors in the East Village. New York, NY. Accessed via: https://www.transalt.org/sites/default/files/news/reports/2012/EV_Shopper_Study.pdf

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- Rea, L.M. and Parker, R.A. Designing & Conducting Survey Research: A Comprehensive Guide. San Francisco, CA, Jossey-Bass Publishers.
- Richardson, A.J., Ampt, E.S., & Meyburg, A.H. (1995). Survey Methods for Transport Planning. Melbourne, Eucalyptus Press, University of Melbourne, Parkville.

Photos

Cover - Alex Engel/NACTO
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p. 12 - Montgomery County DOT
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p. 16 - Jordan Melograna/Multicultural Communities for Mobility
p. 28 - Jordan Melograna/Multicultural Communities for Mobility
p. 32 - Steve Osborne
p. 87-89 - Google Streetview

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