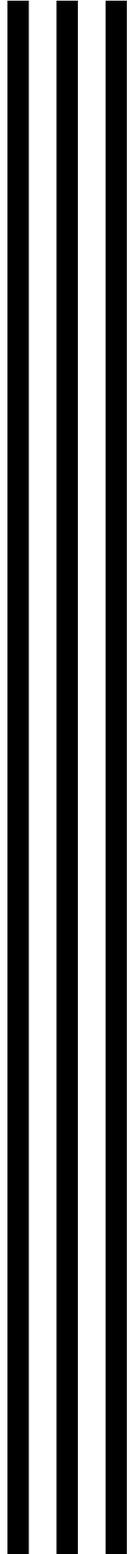


G3658-11



Collecting Evaluation Data: End-of-Session Questionnaires

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End-of-session questionnaires are commonly used to collect immediate feedback about educational events including workshops, training, conferences, field days or meetings. We are usually anxious to know how people reacted to our effort and what they learned. Because the participants are in one place, we can get information from them quickly and easily. This information can help us improve our programs and demonstrate results.

Collecting end-of-session feedback is important for various reasons:

- It helps us know immediately what worked and what didn't.
- It provides information for improving the current program and designing future programs.
- It provides information helpful in accountability reporting.
- It shows participants and stakeholders that we are interested in improving and that we value their input.

This manual provides a variety of sample questions and ways to format questions to help you develop your own end-of-session questionnaire. It will help you determine your specific information needs and write questions to answer those information needs. This manual **does not** include every possible question. It **does not** present a single form to use. Nor, does it identify the **best** questions to ask. That will depend upon your event, audience and information needs. Be selective, use what seems appropriate and/or create your own questions to meet your particular needs.

This manual is organized according to the five types of information that can be gained at the end of an educational event. These include information about:

1. **Participant reactions**
2. **Teaching and facilitation**
3. **Outcomes**
4. **Future programming**
5. **Participant background**

ALTERNATIVES TO END-OF-SESSION QUESTIONNAIRES

Using a questionnaire to gain evaluative feedback at the end of a session is a very common practice. People, however, may be tired of filling out questionnaires, or another method might be more appropriate given your purpose or participant characteristics. A questionnaire requires that the participants be able to read and write. This may be difficult for young children or for participants with low literacy or disabilities. There are a variety of ways to collect immediate feedback other than a written questionnaire. Consider what will most likely yield the results you seek. Some alternatives include:

- Observations of interactions, skill development or learning¹
- A group discussion at the end of the session guided by specific evaluation questions
- Personal interviews with participants
- Photographs or a videotape of the session or particular aspects of the event

Using an end-of-session questionnaire is a fast and easy way to collect data from a large number of people. As with any method it has certain advantages and disadvantages.

Advantages	Disadvantages
Allows people to remain anonymous	Inappropriate for young children, populations with low literacy
Provides written documentation of people's own perspectives	Participants are often tired and in a hurry to leave
Can reach a large number of people	Potential for positive bias since participants tend to respond to please the presenter
Convenient	Self-reports
Low cost	Requires careful question construction to obtain useful information

¹ See UW-Extension publication, *Collecting Evaluation Data: Observational Techniques (G3658-5)*.

PLANNING YOUR END-OF-SESSION QUESTIONNAIRE

If you've decided to use an end-of-session questionnaire, do some upfront planning to ensure more useful results. Start with the planning steps for any evaluation (for further help see Extension Publication, *Planning a Program Evaluation* (G3658-1). Although these steps are ordered below, many should be thought about simultaneously.

1. Why are you doing an end-of-session evaluation?

Often, we pass out end-of-session questionnaires without much thought or real use in mind. What is your purpose and what do you hope to accomplish by asking participants for their feedback?

2. Who will use the information? How will they use it?

Is this evaluation your idea or is someone else asking you to evaluate? How will the information from the evaluation be used?

3. What do you (and others) want to know?

Take a few moments and write down three to five topics or questions that represent what you want to know about your educational event.

"I would really like to know..."

1. _____
2. _____
3. _____
4. _____
5. _____

4. What specific questions will you ask?

Be more specific. Begin to list the questions you and others want answered. Do you want to know about people's reactions to the presentations, knowledge gains, satisfaction with the facility, what participants expect to do as a result of attending, etc.? Be clear and precise about what you want to know and how you will use the information. Differentiate between what would be nice to know and what you need to know.

5. How should the form be designed and formatted?

How long do you want it to be? How should the questions be ordered? Do you have a graphic or design to make the questionnaire more eye pleasing? Remember, the look of the questionnaire is critical.

6. Who will check the questionnaire?

Allow enough time in your planning to have someone else review your questionnaire. In good evaluation, we always pilot test our instruments and data collection procedures. At the minimum, ask a colleague or interested other to read and critique your questionnaire.

7. When will the form be used/distributed?

Will the form be included in the conference packet, placed on tables, handed out at the end of each subsection, at the end of the whole conference or when? Experience shows that you should allow time for filling out the questionnaire within the designated time frame of the program.

8. How will the data be managed and analyzed?

If you are expecting only a limited number of participants, you may hand tally the results. For larger numbers of participants, you may consider a computer spreadsheet program, data management software or a statistical package for data processing and analysis. Don't forget to make time for and think about interpretation. Words and numbers do not speak for themselves. You will want to answer the questions: What did we learn? What are the recommendations?

9. How will you use your results for program improvement and external reporting?

Plan for sharing and communicating your results. Participants, key stakeholders, program staff, colleagues, funders and others will be interested in the results. Reporting may be as simple as relating the results at a meeting or preparing a short report or media release.

10. Who is responsible for each task above? How much time will each take?

Will you do it all alone or will you have help? Sharing the tasks of evaluation with others spreads ownership, understanding and commitment and generally results in a better product.

Often we put together an end-of-session questionnaire hurriedly and at the last minute. With a little foresight and planning, you can obtain more useful information.

SUGGESTIONS AND TIPS

- **Make the evaluation form easy to complete.** Keep your questions brief, choose a font that is easy to read and leave plenty of white space on the form, so it does not appear cluttered.
- **Keep your audience in mind.** The questionnaire you use will depend on the audience – age, literacy level, etc. Phrase the questions and format the questionnaire to match the characteristics of your audience.
- **Cluster similar items to save space and time.** For example:

Rather than asking separate questions:

-
1. How would you rate the content?
 poor fair good excellent
 2. How would you rate the facility?
 poor fair good excellent
 3. How would you rate the teaching?
 poor fair good excellent

Cluster items into one question:

-
1. How would you rate each of the following:

	poor	fair	good	excellent
a. the content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. the facility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. the teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- **Think about how to write the question.** There are many different ways to phrase a question (see page 8). Decide what types of questions provide the information you want. Yes-No response, one best answer choice, rating, ranking, comparison, matching, list or open-ended questions are all possibilities. UWEX Cooperative Extension's *Questionnaire Design: Asking Questions with a Purpose* (G3658-2) reviews how to write questions in greater detail. Examples of different rating scales are found in Appendix 2.
- **Consider cultural issues.** When developing an end-of-session questionnaire for persons from different cultures, consider carefully the meaning of the words you use. Concepts may have different meaning even within the same ethnic group. Ensure that the structure of the questions and the response instructions are clear and understandable. To be on the safe side, ask a representative of the cultural community to review your questionnaire.
- **Keep the form short.** It is important to remember that participants are often tired at the end of an educational event, so questionnaires need to be focused and concise. Work towards obtaining the most information that can be provided in the least amount of time. Be clear about your purpose and limit data collection to the information you are sure to use.
- **Provide time for participants to complete the evaluation forms.** To get feedback from most participants, schedule time for them to fill out the questionnaire as part of your educational event. You may wish to save the final announcements for the event until after participants complete the questionnaire.
- **Guard against a positive bias.** Often participants give high marks to please the instructor. Stress to participants that you are interested in both the strengths and weaknesses of the session. Include a question that asks about weaknesses or ways to improve.

TYPES OF QUESTIONS

Questions can be open or close-ended. Within close-ended questions, various possibilities exist. Spend some time making sure the wording of your question solicits the information you want.

OPEN-ENDED QUESTION:

What did you find most useful about today's workshop?

CLOSE-ENDED QUESTIONS:

1. **YES – NO question:**

Did you find today's workshop useful?

- a. No
- b. Yes

2. **One best answer question:**

Of the following topics, which ONE was most useful to you? (Check ONE please.)

- a. physical punishment
- b. setting limits
- c. consequences
- d. listening
- e. anger
- f. challenging behaviors

3. **Check all that apply question:**

Which of the following topics were most useful to you? (Check all that apply.)

- a. physical punishment
- b. setting limits
- c. consequences
- d. listening
- e. anger
- f. challenging behaviors

4. **Rating question**

To what extent did you find today's workshop useful?

- a. not useful
- b. somewhat useful
- c. very useful
- d. extremely useful

5. **Ranking question**

Of the topics we covered today, please rank their usefulness to you in order of 1, 2, 3, 4, 5, 6 where, 1 = most useful and 6 = least useful.

- a. physical punishment
- b. setting limits
- c. consequences
- d. listening
- e. anger
- f. challenging behaviors

- **Protect the anonymity of the respondent.** Signatures on end-of-session evaluation forms are usually optional. Forms can be collected on an empty desk or in a box by the door rather than returned directly to you.
- **Use the feedback you receive.** Making changes based on the feedback you receive shows participants that you value their input. Explain how you plan to use the information as you distribute the forms.
- **Proof read, edit and pilot test.**

CAUTION

End-of-session evaluation questionnaires can provide valuable information on different aspects of an educational event useful in program planning, program improvement and accountability. Still, recognize them for what they are: self-reports, providing participants' perceptions at one point in time – immediately after an event. They do not test participants or verify outcomes or document actual learning or changes in behavior. Participant perceptions provide valuable information, but what people believe they learn and what they actually learn may be different. In fact, there is no definite relationship between what people feel they learn and what they actually learn (Dixon, 1990; LeRouzic and Cusick, 1998). Consequently, exercise caution when using end-of-session questionnaires to document change. Think about combining end-of-session evaluation forms with other types of data collection to provide a more complete accounting of your educational event and its benefits.

KINDS OF INFORMATION: WHAT DO YOU WANT TO KNOW?

In the past we often used end-of-session questionnaires as a “happiness index” to find out how satisfied people were with the facility, the instruction, the content – how much people liked us and our program. Increasingly, we see that with careful thought about what we’d like to know and specific wording of our questions, we can collect more useful information for program improvement and accountability purposes.

There are five different kinds of information that end-of-session questionnaires can provide. Do you want to know about:

1. Participant Reactions (pages 12-21)

How do participants feel about the program? What did they like? What didn’t they like? Participant reactions are a measure of satisfaction. They tell you how pleased people are, if they are likely to attend a future session or if they are likely to recommend the session to others. Reactions are not outcomes. They do not tell you what people learned or how people have benefited. But, positive outcomes are more likely if people react positively and are satisfied.

2. Teaching and Facilitation (pages 22-25)

How you are viewed as a teacher or facilitator is often a high priority. Or, you may have invited others to teach or facilitate the session. Participant feedback can help you identify strengths, weaknesses and areas for improvement. This is how you develop professionally as an educator. It also helps you determine what you will do differently next time.

3. Outcomes (pages 26-36)

What are the results of the educational event? What are the benefits for the participants and others? While you may not be able to actually measure knowledge gains, skill development, changes in attitudes, motivations or opinions, you can ask questions about what people **think** they gained and **intend** to do as a result of the educational effort. There also may be unintended or unexpected outcomes you’ll want to ask about. Be sure that the outcomes you ask about are possible given the scope and length of the educational event.

4. Future Programming (pages 37-40)

At the end of a session is an opportune time to ask participants about any additional educational needs or interests that they might have. This information can help you plan future programs or redirect current efforts.

5. Participant Background (pages 41-45)

You may be interested in gathering information about participants’ backgrounds to determine who is attending and who you may be missing. Knowing relevant characteristics of the

participants (such as their age, skill level, prior knowledge) can also help you understand their other responses on the questionnaire.

This manual provides sample questions for each of these five kinds of information. Typically end-of-session questionnaires include questions from several of these areas. The sample questions that follow are not meant to be complete, perfect or exhaustive. Change them or add others to meet your particular information needs.

8. Would you recommend this satellite program to others? (Circle one.)

- a. Yes
- b. No
- c. Uncertain

OR

Definitely Yes						Definitely No
1	2	3	4	5	6	

9. What would you estimate as the dollar value of this conference? (Circle one.)

- a. Less than \$25
- b. \$26 - \$50
- c. \$51 - \$75
- d. \$76 - \$100
- e. \$101 - \$300
- f. \$301 - \$500
- g. Other, please specify: _____

10. The meeting has me feeling (Circle one number for each item.):

- | | | | | | |
|------------------|---|---|---|---|------------|
| a. bored | 1 | 2 | 3 | 4 | stimulated |
| b. dissatisfied | 1 | 2 | 3 | 4 | satisfied |
| c. not motivated | 1 | 2 | 3 | 4 | motivated |
| d. not focused | 1 | 2 | 3 | 4 | focused |

11. For my experience level, the workshop was:

- | | | |
|--|----|---|
| <ul style="list-style-type: none"> a. ____ too basic b. ____ about right c. ____ too advanced | OR | <ul style="list-style-type: none"> a. ____ too easy b. ____ just right c. ____ too difficult |
| OR | | |
| <ul style="list-style-type: none"> a. ____ too elementary b. ____ about right c. ____ too technical | OR | <ul style="list-style-type: none"> a. ____ too simple b. ____ just right c. ____ too complicated |

12. Overall the clinic:

- a. ____ was a good learning experience
- b. ____ was a mediocre learning experience
- c. ____ was of little value and should NOT be continued

13. Please evaluate this session by circling a number on the following scale: (Circle one number for each.)

	Poor				Excellent
<i>a. general overall impression</i>	1	2	3	4	5
<i>b. usefulness of subject matter for me professionally</i>	1	2	3	4	5
<i>c. usefulness of subject matter for me personally</i>	1	2	3	4	5

14. What was most useful about the demonstration?

15. What was least useful about the demonstration?

16. What I found most useful was:

17. What three things from this conference were most helpful to you?

- a.* _____
b. _____
c. _____

18. What was the single best thing about the day?

19. What were the weaknesses of this workshop?

20. What were the strong points of this training?

21. Please comment on the quality of this workshop:

22. The things that could have been omitted from the day are:

23. What I was looking for from this workshop but didn't get:

24. Have you attended similar workshops provided by others? (Circle one.)

- a. Yes*
b. No

If YES, how do they compare to this workshop provided by Extension?

25. Were you satisfied with the field day? (Circle one.)

- a. Yes
- b. No

Why or why not?

26. How can the conference be improved?

27. What would make the workshop more useful?

28. My general comments and suggestions for improving this conference are:

29. What part of the conference did you like most?

30. What part of the conference did you like least?

31. Six presentations were made at today's seminar. Circle the response that best reflects how well you felt each presentation met your needs.

<i>[List title of presentations.]</i>	<i>Not Well</i>	<i>Somewhat</i>	<i>Very Well</i>	<i>Did Not Attend</i>
a. _____	1	2	3	9
b. _____	1	2	3	9
c. _____	1	2	3	9
d. _____	1	2	3	9
e. _____	1	2	3	9
f. _____	1	2	3	9

32. Please evaluate the presentations made today. (Circle one number for each.)

<i>[List title of presentations.]</i>	<i>Poor</i>										<i>Excellent</i>
a. _____	1	2	3	4	5	6	7	8	9	10	
b. _____	1	2	3	4	5	6	7	8	9	10	
c. _____	1	2	3	4	5	6	7	8	9	10	
d. _____	1	2	3	4	5	6	7	8	9	10	

33. Please give your reaction to the following sessions:

<i>[Title of session]</i>	<i>Poor</i>	<i>Fair</i>	<i>Good</i>	<i>Excellent</i>	<i>Not Applicable</i>
a. <i>Presentation</i>	1	2	3	4	NA
b. <i>Usefulness to my work</i>	1	2	3	4	NA
c. <i>Overall rating</i>	1	2	3	4	NA
d. <i>Comments:</i>					

<i>[Title of session]</i>	<i>Poor</i>	<i>Fair</i>	<i>Good</i>	<i>Excellent</i>	<i>Not Applicable</i>
a. <i>Presentation</i>	1	2	3	4	NA
b. <i>Usefulness to my work</i>	1	2	3	4	NA
c. <i>Overall Rating</i>	1	2	3	4	NA
d. <i>Comments:</i>					

34. How valuable did you find each exhibit?

<i>[Title of exhibits]</i>	<i>Not at All Valuable</i>				<i>Very Valuable</i>	<i>Didn't Visit</i>
a. _____	1	2	3	4	5	NA
b. _____	1	2	3	4	5	NA
c. _____	1	2	3	4	5	NA

35. From the following list of topics that were covered today, please indicate how useful you found each to be. (Please circle one number for each topic.)

<i>[List topics.]</i>	<i>Not Useful</i>	<i>Slightly Useful</i>	<i>Moderately Useful</i>	<i>Very Useful</i>
a. _____	1	2	3	4
b. _____	1	2	3	4
c. _____	1	2	3	4
d. _____	1	2	3	4

36. How well did the information presented meet your expectations? (Please circle one number.)

<i>A Little</i>						<i>A Great Deal</i>
1	2	3	4	5	6	

37. What wasn't covered in today's workshop that you expected?

38. Please rate the workshop content on the following. (Place an X in the appropriate space.)

	Very Poor	Fair	Good	Very Good	Excellent
a. Met my needs	—	—	—	—	—
b. Suitable to my level of experience	—	—	—	—	—
c. Interesting	—	—	—	—	—
d. Up-to-date and forward-looking	—	—	—	—	—
e. Consistent with description	—	—	—	—	—
f. Understandable	—	—	—	—	—
g. Logically organized	—	—	—	—	—
h. Included sufficient examples	—	—	—	—	—
i. Overall rating of workshop content	—	—	—	—	—

39. Please indicate your agreement with the following statements about the seminar by circling your answer. 1=Strongly Disagree; 2=Disagree; 3=Neither Agree nor Disagree; 4=Agree; 5=Strongly Agree

	Strongly Disagree				Strongly Agree
<i>The educational materials and content...</i>					
a. Helped me better understand the issue	1	2	3	4	5
b. Provided information relevant to my work	1	2	3	4	5
c. Were based on current, up-to-date information	1	2	3	4	5
d. Addressed the topic identified in the title	1	2	3	4	5
e. Were well organized	1	2	3	4	5
f. Were easy to understand	1	2	3	4	5
g. Will be of great immediate use to me	1	2	3	4	5

40. How useful do you think the project manual will be?

Of Little Use					Of Great Use
1	2	3	4	5	

41. Please indicate your evaluation of the workshop.

	Poor	Fair	Good	Excellent
a. Was organized and followed a logical order	1	2	3	4
b. Provided information I can use in my work	1	2	3	4
c. Will be helpful in my career	1	2	3	4
d. Expanded my thinking about the topic	1	2	3	4
e. Related information to client needs	1	2	3	4
f. Provided material I can use with clients	1	2	3	4

42. Please rate the workbook on the following:

	<i>Poor</i>	<i>Fair</i>	<i>Good</i>	<i>Excellent</i>
<i>a. Easy to read</i>				
<i>b. Easy to understand</i>				
<i>c. Provides information you can use</i>				
<i>d. Effectively integrates information on pesticides and microbial contamination</i>				

43. What reactions do you have to the methods that were used today? (Check one for each category.)

	<i>Poor</i>	<i>Fair</i>	<i>Good</i>	<i>Excellent</i>
<i>a. Readings selected</i>				
<i>b. Lectures</i>				
<i>c. Visual aids, transparencies</i>				
<i>d. Videotapes</i>				
<i>e. Group activities</i>				
<i>f. Group discussion</i>				
<i>g. Consultation on problems</i>				

44. Please check the TWO topics that were most useful to you?*[List topics.]*

- _____ a. _____
 _____ b. _____
 _____ c. _____
 _____ d. _____

B. Reactions to Administration, Facilities and Logistics

You may be interested in people's reactions to the location of the event, the time, accommodations and food, as well other logistical details.

1. Was your stay satisfactory? (Circle one.)

- a. Yes
 b. No
 c. Please explain: _____

2. Was the time of the meeting convenient? (Circle one.)

- a. Yes
- b. No
- c. If no, a more appropriate time would be: _____

3. Was the date [specify the date] of the training convenient? (Circle one.)

- a. Yes
- b. No

4. Was the location of the meeting convenient? (Circle one.)

- a. Yes
- b. No
- c. If no, please suggest another location _____

5. Were you able to get to the meeting location easily? (Circle one.)

- a. Yes
- b. No

6. How far did you travel to get to the meeting? _____ miles.**7. How would you rate the:**

- | | | | | |
|--------------------|------|------|------|-----------|
| a. Snacks at break | Poor | Fair | Good | Excellent |
| b. Meals | Poor | Fair | Good | Excellent |
| c. Lodging | Poor | Fair | Good | Excellent |
| d. Parking | Poor | Fair | Good | Excellent |
| f. Service | Poor | Fair | Good | Excellent |

Comments:

8. Do you think the registration fee was: (Circle one.)

- a. Too high?
- b. Just right?
- c. Too low?

9. How would you rate the satellite conference on the following? (Circle one number for each.)

	<i>Low</i>			<i>High</i>	
a. Comfortable setting for learning	1	2	3	4	5
b. Good audio reception	1	2	3	4	5
c. Good video reception	1	2	3	4	5
d. Adequate time for interaction	1	2	3	4	5

10. Circle one answer for each question.

a. Could you see?	Yes	No
b. Could you hear?	Yes	No
c. Was the room temperature comfortable?	Yes	No
d. Were the coffee/stretch breaks convenient?	Yes	No
e. Comments:		

11. What aspects about the conference logistics (i.e. food, evening activities, room layout) could be improved?

12. How would you rate the following:

	<i>Less than Adequate</i>			<i>Excellent</i>	
a. Preprogram communications	1	2	3	4	5
b. Registration	1	2	3	4	5
c. Location of conference	1	2	3	4	5
d. Conference facility	1	2	3	4	5
e. Meeting rooms	1	2	3	4	5
f. Convenient time	1	2	3	4	5

2. TEACHING AND FACILITATION

You may be interested in your own performance or that of others who are presenting or leading the event. Knowing how well you are teaching (transmitting information) and facilitating (assisting the learning process or guiding a group) helps you improve professionally and identify changes that may be needed in future programs. Increasingly, Extension educators serve as facilitators of groups rather than teachers per se, so your questions need to be worded appropriately.

There are numerous aspects of teaching and facilitation that you might wish to include in your questions including:

- Overall effectiveness
- Knowledge of subject matter
- Ability to facilitate learning
- Ability to facilitate group process
- Preparation and organization
- Attitude toward learners
- Ability to engage learners
- Use of visuals and teaching materials
- Communications
- Use of time
- Approachability
- Answering questions
- Adjustments to interests, level of participants

SAMPLE QUESTIONS

1. To what extent did the instructor:

	<i>Not Much</i>				<i>Great Deal</i>
a. Know the subject	1	2	3	4	5
b. Encourage participation	1	2	3	4	5
c. Answer questions completely	1	2	3	4	5
d. Respect your knowledge and experience	1	2	3	4	5
e. Use appropriate examples	1	2	3	4	5
f. Provide clear explanations	1	2	3	4	5
g. Generate a desire to learn	1	2	3	4	5
h. Use an effective mix of lectures and exercises	1	2	3	4	5

2. To what extent do you agree or disagree with the following statements:

<i>The instructor . . .</i>	<i>Strongly Disagree</i>			<i>Strongly Agree</i>	
<i>a. Was well prepared</i>	1	2	3	4	5
<i>b. Was interested in helping me learn</i>	1	2	3	4	5
<i>c. Stimulated my desire to learn</i>	1	2	3	4	5
<i>d. Answered questions clearly</i>	1	2	3	4	5
<i>e. Related program content to real-life situations</i>	1	2	3	4	5
<i>f. Gave clear explanations</i>	1	2	3	4	5
<i>g. Held my attention</i>	1	2	3	4	5
<i>h. Presented information that will help me</i>	1	2	3	4	5

3. Please give your frank and honest reactions. (Place one number in each cell where 1=Poor, 2=Fair, 3=Good, 4=Very Good, 5=Excellent.)

<i>Leader</i>	<i>Knowledge of Subject</i>	<i>Presentation</i>	<i>Discussion</i>	<i>Use of Audio Visuals</i>	<i>Overall</i>
<i>a. Warren Peace</i>					
<i>b. Guy Wire</i>					
<i>c. Natalie Dressed</i>					
<i>d. Pete Moss</i>					

4. Please give your evaluation of the speakers by circling the appropriate letter: (E=Excellent, G=Good, F=Fair, P=Poor)

<i>Speaker</i>	<i>Content of Presentation</i>	<i>Speaking Ability</i>	<i>Course Materials</i>
<i>a. Warren Peace</i>	<i>E G F P</i>	<i>E G F P</i>	<i>E G F P</i>
<i>b. Guy Wire</i>	<i>E G F P</i>	<i>E G F P</i>	<i>E G F P</i>
<i>c. Natalie Dressed</i>	<i>E G F P</i>	<i>E G F P</i>	<i>E G F P</i>
<i>d. Pete Moss</i>	<i>E G F P</i>	<i>E G F P</i>	<i>E G F P</i>

5. Please put an X along the line between the pairs of choices to give your opinion about the instructor.

<i>Instructor</i>		
<i>a. Muddled</i>		<i>Organized</i>
<i>b. Boring</i>		<i>Interesting</i>
<i>c. Inhibiting</i>		<i>Motivating</i>
<i>d. Discouraging</i>		<i>Encouraging</i>
<i>e. Unresponsive</i>		<i>Responsive</i>

6. Please circle one number that most accurately indicates your evaluation of the presenter.

PREPARATION				
1	2	3	4	5
<i>Much planning evident</i>				<i>Little planning evident</i>
KNOWLEDGE OF SUBJECT MATTER				
1	2	3	4	5
<i>Meaning always clear</i>				<i>Meaning often obscure</i>
KEEPING THE SESSION INTERESTING				
1	2	3	4	5
<i>Participants actively engaged</i>				<i>Considerable boredom</i>
EXPLANATIONS				
1	2	3	4	5
<i>Very clear</i>				<i>Confusing</i>
ANSWERING QUESTIONS				
1	2	3	4	5
<i>Answers them fully and directly</i>				<i>Does not answer them</i>
LEVEL OF PRESENTATION				
1	2	3	4	5
<i>Easily followed</i>				<i>Too advanced</i>

7. What do you think are the instructor's strengths?

8. How could the instructor improve?

9. How well did the agent facilitate the group process? (Circle one.)

<i>Not Well</i>					<i>Very Well</i>
1	2	3	4	5	

10. To what extent did the educator help the group:

	<i>Not Much</i>			<i>A Great Deal</i>	
a. Build consensus	1	2	3	4	5
b. Establish priorities	1	2	3	4	5
c. Gain necessary information	1	2	3	4	5
d. Listen to each other	1	2	3	4	5
e. Keep to the agenda	1	2	3	4	5

11. Would you recommend this instructor to others?

<i>Yes, Definitely</i>					<i>No, Suggest You Find Someone Else</i>
1	2	3	4	5	

3. OUTCOMES

Outcomes are the results of the educational event and the benefits people gain from participating. As you write your questions, consider what type of outcomes you would expect participants to be able to reflect on at the end of the event. Consider the objectives of the event, how it is implemented, the length of the session, what it covers, the experience of program participants, etc. Keep your questions realistic and consistent with the scope, content and audience of the event.

As self-reports, end-of-session evaluation questionnaires reflect people's perceptions of outcomes. Individual perceptions are real and valuable, but they may or may not reflect actual learning or change.

There are a variety of outcomes you might be interested in, such as

- Overall benefits that participants attribute to the session
- Commitment to action
- Perceived changes in motivation, confidence or abilities
- Perceived changes in knowledge and skills
- Perceived changes in attitudes, beliefs and opinions
- Intended changes
- Perceptions of before and after differences

Sara Steele (1995) cautions that if we think only in terms of **new** knowledge gains, we may be missing a variety of important outcomes. She offers a list of other knowledge gains and kinds of results your program may be fostering such as:

- Expanded understanding
- Increased insights into what was already known
- Clarified things that had been learned
- Refocused attention to a topic
- Helped integrate information that had been heard
- Helped in understanding one's own beliefs
- Challenged thinking
- Stimulated interest to learn more
- Stimulated new thinking
- Provided ammunition to use in an argument
- Triggered ideas
- Helped in applying information
- Encouraged action
- Helped in self understanding

SAMPLE QUESTIONS

A. Overall Benefits

End-of-session questionnaires often include a question about the general benefit or value of the event.

1. What did you gain from this workshop? (Check all that apply.)

- a. Answers to my questions
- b. Resource materials I can use
- c. Ideas I can try immediately
- d. Names of other people to contact
- e. Nothing new
- f. Anything else? _____

2. How much of the content of this workshop did you already know? (Check one.)

- a. Nothing _____
- b. A little _____
- c. Quite a bit _____
- d. Most of it _____

3. What percentage of the content covered today did you already know? (Check one.)

- a. 0-25%
- b. 26-50%
- c. 51-75%
- d. 76-100%

4. Which of the following benefits do you attribute to this clinic?

[List benefits.]

- | | | |
|----------|-----|----|
| a. _____ | Yes | No |
| b. _____ | Yes | No |
| c. _____ | Yes | No |

5. To what extent did the conference make you think?

<i>Not at All</i>					<i>A Great Deal</i>
1	2	3	4		5

6. How do you think this workshop will help you in your work?

7. Indicate one or two main things you learned or gained today.

8. The most important thing I learned today was:

9. What did you gain from this experience that was unexpected?

10. What new things did you learn today?

11. The conference was designed to build skills in [. . .]. To what extent did the conference help you to: (Circle one number for each item.)

<i>[List specific skills.]</i>	<i>Not at All</i>	<i>Very Little</i>	<i>Somewhat</i>	<i>Very Much</i>
a. _____	1	2	3	4
b. _____	1	2	3	4
c. _____	1	2	3	4
d. _____	1	2	3	4

B. Commitment to Action

People who make a public commitment to action are more apt to follow through than those who do not make such a commitment. One technique is to ask participants to express what they intend to do based on the learning experience before they leave the session. They may simply list one thing they intend to do on a paper or note card. If the instructor keeps a copy, follow-up is possible.

1. What one or two ideas from this workshop will you try?

OR

Do you intend to try any of the techniques discussed today?

- a. Yes _____
- b. No _____
- c. If Yes, what do you plan to try?

2. How do you plan to use the information from the conference?

3. What will you do differently as a result of this demonstration?*OR***Do you intend to do anything differently as a result of today's workshop?**

- a. Yes _____
 b. No _____
 c. If Yes, please describe:

4. What one thing will you try as a result of this clinic?**5. What materials or information do you intend to use?***[List materials and information.]*

- | | | | |
|----------|-----|----|----------------------|
| a. _____ | Yes | No | Not applicable to me |
| b. _____ | Yes | No | Not applicable to me |
| c. _____ | Yes | No | Not applicable to me |

6. Which of the following will you consider doing as a result of this workshop:*[List actions.]*

- | | | | |
|----------|-----|----|----------------------|
| a. _____ | Yes | No | Not applicable to me |
| b. _____ | Yes | No | Not applicable to me |
| c. _____ | Yes | No | Not applicable to me |

7. How do you expect to use the notebook of resource materials?**C. Perceived Changes in Motivation, Confidence or Abilities****1. To what extent do you feel more able to [...] as a result of this training:**

<i>Not at All</i>					<i>Great Extent</i>
1	2	3	4	5	

2. As a result of this course, I feel that I can:

3. Below is a list of things that some people have gained from taking part in a workshop like this. (Please check any which you feel you have gained.)

- a. Greater confidence
- b. Increased morale
- c. Support from others with similar problems
- d. Increased motivation
- f. Other _____

4. Benefit to me from today's workshop:

	<i>Poor</i>	<i>Fair</i>	<i>Good</i>	<i>Excellent</i>	<i>NA</i>
a. <i>Stimulated me to think</i>	_____	_____	_____	_____	_____
b. <i>Motivated me to want to learn more</i>	_____	_____	_____	_____	_____
c. <i>Motivated me to do something different</i>	_____	_____	_____	_____	_____

5. The opportunity to present what I learned to my peers helped to reinforce my learning and confidence.

<i>Strongly Disagree</i>							<i>Strongly Agree</i>
1	2	3	4	5	6	7	

D. Perceived Changes in Knowledge and Skills

Short quizzes or content specific questions may be used to assess knowledge at the end of the session. This shows what people know at the end of the event. Without a baseline, comparison or linkage to the event, however, do not attribute this knowledge to the educational event. Participants might have had this knowledge before attending.

1. In what areas do you feel knowledgeable enough to make decisions and in what areas do you feel that you need more information or counsel?

<i>[List topic areas.]</i>	<i>Knowledgeable</i>	<i>Need More Help</i>
a. _____	_____	_____
b. _____	_____	_____
c. _____	_____	_____
d. _____	_____	_____

2. As a result of this conference, to what extent do you understand the following topics? (Circle one number for each topic.)

<i>[List topics.]</i>	<i>Not Very Well</i>	<i>Understand Most</i>	<i>Understand Very Well</i>	<i>Already Knew</i>
a. _____	1	2	3	4
b. _____	1	2	3	4
c. _____	1	2	3	4
d. _____	1	2	3	4

3. Please circle the answer that best describes how much you learned today about each topic listed.

<i>[List topics.]</i>	<i>Nothing</i>	<i>A Little Bit</i>	<i>Quite a Bit</i>	<i>A Lot</i>
a. _____	Nothing	A Little Bit	Quite a Bit	A Lot
b. _____	Nothing	A Little Bit	Quite a Bit	A Lot
c. _____	Nothing	A Little Bit	Quite a Bit	A Lot
d. _____	Nothing	A Little Bit	Quite a Bit	A Lot

4. To what extent do you feel you've gained new skills in:

<i>[List skill areas.]</i>	<i>Not Much</i>					<i>A Lot</i>
a. _____	1	2	3	4	5	
b. _____	1	2	3	4	5	
c. _____	1	2	3	4	5	
d. _____	1	2	3	4	5	

5. To what extent has this workshop helped prepare you to do the following: (Circle one number for each skill area.)

<i>[List skill areas.]</i>	<i>No Difference</i>	<i>Somewhat Better Prepared</i>	<i>Much Better Prepared</i>	<i>More Confused</i>
a. _____	1	2	3	4
b. _____	1	2	3	4
c. _____	1	2	3	4

6. What did you learn at this field day? (Circle one number for each item.)

<i>[List expected knowledge changes.]</i>	<i>Gave Me New Information</i>	<i>Reinforced What I Already Knew</i>	<i>Nothing New Presented</i>
a. <i>Ways to prevent groundwater pollution</i>	1	2	3
b. <i>Signs and symptoms of pesticide poisoning</i>	1	2	3
c. <i>The effects of pesticides on people</i>	1	2	3

7. As a result of participating in the workshop:

SA = Strongly Agree; A = Agree; N = Neither Agree Nor Disagree; D = Disagree; SD = Strongly Disagree

	SA	A	N	D	SD
a. I learned new skills that will help me in my job	_____	_____	_____	_____	_____
b. I increased my knowledge about [...]	_____	_____	_____	_____	_____
c. I am more aware of [...]	_____	_____	_____	_____	_____
d. I am stimulated to learn more	_____	_____	_____	_____	_____

8. To what extent do you think you learned about the following topics:

	[List topics.]	Little	Some	A Lot		
a.	_____	1	2	3	4	5
b.	_____	1	2	3	4	5
c.	_____	1	2	3	4	5
d.	_____	1	2	3	4	5

E. Perceived Changes in Attitudes, Beliefs and Opinions

1. Have you changed your attitude about water consumption in any way as a result of this trial? (Circle one.)

- a. Yes
- b. No
- c. If yes, please specify:

2. As a result of today’s session, please indicate your opinion on the following statement. (Circle one number.)

“I wish this community had more outdoor recreation centers.”

- a. Strongly agree
- b. Mildly agree
- c. Neither agree nor disagree
- d. Mildly disagree
- e. Strongly disagree

3. As a result of today’s clinic, do you feel that [...] is:

Riskier				Safer	No Change in Opinion
1	2	3	4	NC	

4. As a result of today's workshop, to what extent do you feel that your attitude has changed about:

<i>[List topics.]</i>	<i>Not at All</i>	<i>Not Much</i>	<i>Somewhat</i>	<i>A Great Deal</i>
a. _____	_____	_____	_____	_____
b. _____	_____	_____	_____	_____
c. _____	_____	_____	_____	_____

5. Are you thinking differently about [...] as a result of today's workshop?

- a. Yes
- b. No
- c. Please comment if you care to:

6. Please indicate how your opinion has changed as a result of participating in this program.

<i>[List practices.]</i>	<i>No Change</i>	<i>Less Positive</i>	<i>Slightly More Positive</i>	<i>Moderately More Positive</i>	<i>Much More Positive</i>
a. _____	_____	_____	_____	_____	_____
b. _____	_____	_____	_____	_____	_____
c. _____	_____	_____	_____	_____	_____
d. _____	_____	_____	_____	_____	_____
e. _____	_____	_____	_____	_____	_____

F. Intended Changes

Changes in behaviors and practices only become evident once the participant returns to his/her home, work or life. In an end-of-session evaluation form, you can only ask about changes in behavior and practices that participants **intend** or **plan** to make.

1. Do you plan to [list the practice or change expected]? (Circle one.)

- a. Yes
- b. No
- c. Don't know
- d. If yes, how? Please specify:

2. What is one thing you intend to do as a result of this conference?

3. Which of the following practices do you intend to use that you did not use before this training? (Check one answer for each.)

<i>[List practices.]</i>	<i>Used Before</i>	<i>Intend to Use</i>	<i>Don't Intend to Use</i>
a. _____	_____	_____	_____
b. _____	_____	_____	_____
c. _____	_____	_____	_____
d. _____	_____	_____	_____
e. _____	_____	_____	_____

4. Please check the appropriate answer for the changes we talked about today.

<i>[List change.]</i>	<i>Currently Doing This</i>	<i>Expect to Make This Change</i>	<i>Not Sure About Doing This</i>
a. _____	_____	_____	_____
b. _____	_____	_____	_____
c. _____	_____	_____	_____
d. _____	_____	_____	_____
e. _____	_____	_____	_____

5. During the course of this meeting, we talked about a variety of ways you can eat to have a healthier diet. Which of the following do you expect to do? (Check those that you intend to do.)

- [List dietary changes.]*
- ___ a. _____
 - ___ b. _____
 - ___ c. _____
 - ___ d. _____
 - ___ e. _____

6. As a result of this training, do you intend to make changes in the following area? (Check one space per item.)

<i>[List areas.]</i>	<i>Low</i>	<i>High</i>
a. _____	_____	_____
b. _____	_____	_____
c. _____	_____	_____
d. _____	_____	_____
e. _____	_____	_____

7. As a result of this conference, what changes do you anticipate?

<i>I plan to:</i> <i>[List items.]</i>	<i>Stop or Discontinue</i>	<i>Decrease</i>	<i>No Change</i>	<i>Start or Increase</i>
a. _____	_____	_____	_____	_____
b. _____	_____	_____	_____	_____
c. _____	_____	_____	_____	_____
d. _____	_____	_____	_____	_____
e. _____	_____	_____	_____	_____

8. As you think about the next three months, circle the number which best describes the degree to which you WILL ENGAGE in the following practices. (1= Almost never, 2=Seldom, 3= About half the time, 4=Often, 5=Almost always)

<i>[List practices.]</i>	<i>In the next three months, will I?</i>				
	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
a. _____	1	2	3	4	5
b. _____	1	2	3	4	5
c. _____	1	2	3	4	5
d. _____	1	2	3	4	5
e. _____	1	2	3	4	5

G. Perceptions of Before and After Differences

Comparison adds strength to the assessment of outcomes. One way to do this in an end-of-session evaluation is to ask participants to compare their knowledge or ability at the beginning of the event with that at the end. This evaluation design, called the retrospective or post-then-pre design, has certain advantages over the traditional pre-post test design (see Rockwell, 1989 and Le Rousic and Cusick, 1998.). It is a popular and valid questionnaire design (see Appendix 1).

1. Please CIRCLE one rating for both BEFORE and AFTER the meeting:

	<i>Low</i>	<i>Moderate</i>	<i>High</i>
(1) <i>I understood the value of strategic thinking</i>			
a. <i>Before the meeting?</i>	1	2	3
b. <i>After the meeting?</i>	1	2	3
(2) <i>I knew how to write a mission statement</i>			
a. <i>Before the meeting?</i>	1	2	3
b. <i>After the meeting?</i>	1	2	3
(3) <i>I could perform a SWOT analysis</i>			
a. <i>Before the meeting?</i>	1	2	3
b. <i>After the meeting?</i>	1	2	3

2. Circle the appropriate number to indicate your degree of understanding of the listed topics BEFORE the training and AFTER the training.

	<i>My understanding</i>							
	<i>Before training</i>				<i>After training</i>			
<i>[List topics.]</i>	<i>Very Little</i>	<i>Some</i>	<i>Quite a Bit</i>	<i>A Lot</i>	<i>Very Little</i>	<i>Some</i>	<i>Quite a Bit</i>	<i>A Lot</i>
a. _____	1	2	3	4	1	2	3	4
b. _____	1	2	3	4	1	2	3	4
c. _____	1	2	3	4	1	2	3	4
d. _____	1	2	3	4	1	2	3	4

3. The expected outcomes for this training are listed in the left column. For each outcome please:

- Write a "B" on the scale to show your level of achievement when you Began the training today.

- Write an "N" on the same scale to indicate your level of achievement Now.

<i>Expected Outcomes</i>	<i>Achievement Scale</i>									
a. Participant will increase knowledge about...	10	20	30	40	50	60	70	80	90	100
b. Participant will increase ability to...	10	20	30	40	50	60	70	80	90	100
c. Participant will gain confidence in...	10	20	30	40	50	60	70	80	90	100
d. _____	10	20	30	40	50	60	70	80	90	100
e. _____	10	20	30	40	50	60	70	80	90	100

4. FUTURE PROGRAMMING

End-of-session questionnaires provide an opportunity to hear from participants about what their additional educational needs are, what preferences they have, how they best learn or would like to learn. This information is helpful in planning future programs or modifying existing efforts. Remember, though, that you are only receiving input from the people who came to the event, not all potential participants.

SAMPLE QUESTIONS

A. Needs Related to the Current Session

What do participants feel they still need to know about the topic at hand? In what areas do they feel they could use more practice? What is the best way to provide this additional programming? If you collect this information, it is important to respond to participant feedback. This shows that you take their opinions seriously.

1. **Would you like more information on any topic we covered today?**
 - a. *Yes*
 - b. *No*
 - c. *If yes, please list your questions or topics.*
2. **What would you like covered that wasn't covered today?**
3. **What kind of follow-up on today's workshop do you think would be helpful?**
4. **What assistance do you need in order to put into practice the ideas covered in this video conference?**
5. **Where do we go from here?**
6. **What additional information do you feel you need?**
7. **Do you have any suggestions that might help the group continue its learning?**
8. **Are there any topics you feel should be added to this session?**

B. Topics for Future Sessions

1. What would you like to see addressed at a future field day? (Check all that interest you.) OR (Please check TWO that interest you the most.)

[List potential topics.]

- _____ a. _____
- _____ b. _____
- _____ c. _____
- _____ d. _____
- _____ e. Other, please specify: _____

2. Please recommend topics and potential speakers for future training.

3. What topics would be of interest to you in future workshops?

4. Please add any recommendations or changes you suggest.

C. Other Planning Information

1. In preparation for our next session, we'd like to get some idea of what problems people are having related to [...]. Please describe briefly some issues or problems you'd like addressed.

2. In planning for our next workshop, it is helpful to know what people are currently doing. Please check any items in the list below that you currently do.

[List activities.]

- _____ a. _____
- _____ b. _____
- _____ c. _____
- _____ d. _____
- _____ e. _____
- _____ f. _____

3. Which of the following issues do you think are most important for us to address at an upcoming meeting? (Circle ONLY THREE.)

[List issues.]

- a. _____
 b. _____
 c. _____
 d. _____
 e. _____
 f. _____

4. How do you think we might get more people involved in these meetings?

5. What method of delivery do you prefer? (Check all that apply.)

- a. ___ *Small group discussion*
 b. ___ *Lecture*
 c. ___ *Large group discussion*
 d. ___ *Panel discussion*
 e. *Other:* _____

6. How do you learn the best?

7. Which of the following techniques help you learn the best? (Check all that apply.)

- a. ___ *Small group discussion*
 b. ___ *Lecture*
 c. ___ *Role playing*
 d. ___ *Individual work*
 e. ___ *Computer assisted learning*
 f. ___ *Video taped examples*
 g. ___ *Sharing by participants*
 h. ___ *Other* _____

8. To what extent did the following influence your attending this conference:

	<i>Strongly Influenced</i>	<i>Influenced</i>	<i>Did Not Influence</i>
a. <i>Content</i>	_____	_____	_____
b. <i>Location</i>	_____	_____	_____
c. <i>Length of program</i>	_____	_____	_____
d. <i>Price</i>	_____	_____	_____
e. <i>Speaker(s)</i>	_____	_____	_____
f. <i>Sponsor</i>	_____	_____	_____
g. <i>Other:</i> _____			

9. Please rank order the following factors to show how they affected your decision to attend this conference. (Place a 1 next to the most important factor, a 2 next to the second most important factor . . . to 6=least important.)

- a. ____ *Subject*
- b. ____ *Speakers*
- c. ____ *Recommendation*
- d. ____ *Price*
- e. ____ *Location*
- f. ____ *Time of year*

10. How far would you travel to attend another clinic like this one?

- a. ____ *0 - 20 miles*
- b. ____ *21 - 40 miles*
- c. ____ *41 - 60 miles*
- d. ____ *> 60 miles*

11. How would you recommend that we advertise this event?

12. How often should this event be held?

- a. ____ *yearly*
- b. ____ *every 2 years*
- c. ____ *every 4 years*
- d. ____ *other* _____

13. What time and day of the week are the most convenient meeting times for you?

- a. *Time* _____
- b. *Day of week* _____

5. PARTICIPANT BACKGROUND

Participant background information helps you know who is attending your event. By asking about a few key characteristics you can better describe who you are reaching with your educational effort. And, it helps you know which people you are not reaching. Who did you want to participate? Participant background information helps you see if you reached the intended audience.

Also, you may wish to include a few items that will help explain participant responses to the other questions on the end-of-session questionnaire. What characteristics are likely to influence people's responses to your other questions of interest? For example, the size of a participant's business may influence how useful s/he finds the information. Or, the number of children a parent has may influence his/her reaction to the parenting workshop. Also, you may be interested to know if participants who are similar respond in a similar way to your educational effort. For example, do farmers with the same type of operation respond similarly? This information will help you explain your results and help in planning future programs.

You also may be interested in knowing about the participant's previous experience, knowledge or contact with Extension.

There are a variety of participant background questions that are useful, but only include those that you will use. Such questions are typically placed at the end of the end-of-session questionnaire. You may wish to preface these questions to help participants understand their purpose. For example, "In order to know who is attending our Extension programs, please answer the following." Or, "As a basis for understanding your earlier answers, we would like to ask you some questions about yourself..." Or, "In order to know you better, we would like to ask you the following."

Background characteristics you might ask about include:

- Age
- Ethnicity
- Marital status
- Family size
- Occupation
- Size of farm/business operation
- Education
- Employment status/position
- Place of residence
- Level or proficiency in a skill
- Previous contact with Extension
- Prior knowledge of topic
- First time participants vs. repeats

SAMPLE QUESTIONS**A. Personal Information**

1. What is your current position? _____

2. What is your age?
 - a. _____ Under 18 years
 - b. _____ 18 - 24 years
 - c. _____ 25 - 34 years
 - d. _____ 35 - 49 years
 - e. _____ 50 - 74 years
 - f. _____ 75 or older

3. What is the highest level of education that you have completed? (Circle one.)
 - a. *Less than high school*
 - b. *High school graduate*
 - c. *Technical school or some college*
 - d. *College graduate or beyond*

4. Are you employed outside the home? (Circle one.)
 - a. *Full time*
 - b. *Part time*
 - c. *No*

5. Where do you live? (Circle one.)
 - a. *Rural farm*
 - b. *Rural community (less than 2,000 population)*
 - c. *Town of 2,000 - 24,999 population*
 - d. *City of 25,000 - 50,000 population*
 - e. *City of more than 50,000 population*

6. Please provide the following information:
 - a. Number of years in farming: _____
 - b. Total acres farmed
Total owned: _____
Total rented: _____

7. Who lives in the household during the week? (Check one.)

- a. ____ *One parent*
- b. ____ *One parent and one or more other adults*
- c. ____ *Two parents (or stepparents)*
- d. ____ *Two parents and one or more other adults*

8. How many years have you been in the apple business? _____ years**9. What is the business structure of your farm?**

- a. ____ *Family owned*
- b. ____ *Corporation owned*
- c. ____ *Partnership owned*
- d. ____ *Individually owned*

10. What agency or organization do you represent? _____**B. Additional Information**

Other background information of interest has to do with participants' prior knowledge of the topic, where they receive their information and the participant's prior involvement with Extension.

1. Have you attended meetings on water rights before?

- a. ____ *No*
- b. ____ *Yes*
- c. *If Yes, Where? _____*
Who sponsored it? _____

2. To what extent do you use the following information sources for parenting advice? (Circle one number for each information source.)

	<i>Not at All</i>	<i>Some</i>	<i>Quite a Bit</i>	<i>A Lot</i>
a. <i>Physician or nurse</i>	1	2	3	4
b. <i>Relatives and In-laws</i>	1	2	3	4
c. <i>Friends</i>	1	2	3	4
d. <i>Books, newspaper, magazines</i>	1	2	3	4
e. <i>Extension</i>	1	2	3	4
f. <i>Child care provider</i>	1	2	3	4
g. <i>County health nurse</i>	1	2	3	4

3. During the past year how often have you taken part in programs provided by the following?

	Approximate Number of Times	How helpful were they? (Check one.)		
		Little	Some	Very
a. Trade groups	_____	_____	_____	_____
b. Professional associations	_____	_____	_____	_____
c. Private companies	_____	_____	_____	_____
d. UW-Extension	_____	_____	_____	_____
e. Vocational or business school	_____	_____	_____	_____

4. Which of the sources below do you use for information on parenting. (Check all that apply.)

- a. ____ Magazines
- b. ____ Newspapers
- c. ____ Books
- d. ____ Health professionals
- e. ____ Friends
- f. ____ Relatives
- g. ____ Salespeople
- h. ____ Teachers
- i. ____ Extension
- j. ____ Religious community
- k. ____ Other, please list: _____

5. In the list below, which do you read on a regular basis. (Check all that apply.)

- a. ____ Agri-view
- b. ____ Country Today
- c. ____ Grassland Farmer
- d. ____ Wisconsin Agriculturalist
- e. ____ Extension newsletter
- f. ____ Other, please list: _____

6. How did you learn about this workshop? (Please check ALL that apply.)

- a. Newspaper (name) _____
- b. Magazine (name) _____
- c. University announcement
- d. Business associate
- e. Friend/neighbor
- f. Extension office
- g. Other, please specify: _____

7. Where did you learn about this satellite program?

- a. Brochure mailed to you directly
- b. Newspaper (Which one?) _____
- c. Brochure given to you
- d. Word of mouth
- e. Internet
- f. Journal or magazine (Which one?) _____

8. Was this your first Extension field day? (Circle one.)

- a. Yes
- b. No

10. How many workshops conducted by a Cooperative Extension agent have you attended in [year]? _____

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APPENDIX A

RETROSPECTIVE EVALUATION— THE POST-THEN-PRE DESIGN

Appendix A is an article, “Post-then-Pre Evaluation: Measuring Behavior Change More Rapidly” by S. Kay Rockwell and Harriet Kohn (*Journal of Extension*, Summer 1989). It explains the logic behind retrospective evaluation and includes several detailed examples of end-of-session evaluation forms.

Used with permission from the *Journal of Extension*. URL: <http://www.joe.org/joe/1989summer/a5.html>

Following the article are a series of sample questionnaires used with permission of the authors.

Rockwell, S. Kay. 1995. “Post-Activity Evaluation.” Handout in Module # 10 of a 15 module graduate course, ALEC826: Program Evaluation in Adult Education and Training. Agricultural Leadership, Education & Communication Department, University of Nebraska: Lincoln.

S. Kay Rockwell is Extension Specialist-Evaluation, Cooperative Extension Service, University of Nebraska-Lincoln and **Harriet Kohn** is Extension Specialist-Food and Nutrition, Cooperative Extension Service, University of Nebraska-Lincoln.

Post-Then-Pre Evaluation

Measuring behavior change more accurately

S. Kay Rockwell
Harriet Kohn

What's an easy, simple, reliable, and valid way to measure whether a program has impact? This question is asked frequently by Extension agents and specialists as they respond to accountability needs within the Extension organization. The "post-then-pre" method of self-report evaluation offers one solution for documenting behavior change. The data collection instruments are relatively easy to develop, use, and analyze. Results are credible and indicate program impact even though the process seems backwards.

Problems with Typical Approach

In Extension, a typical approach has been to use a pretest-posttest research design to document behavior change. However, in certain types of self-report program evaluation, pretest-posttest comparison results may be an inaccurate assessment of instructional impact because participants may have limited knowledge at the beginning of a program that prevents them from accurately assessing baseline behaviors. By the end of the program, their new understanding of the program content may have an impact on the responses on their self-assessment. If a pretest was used at the beginning of the program, participants have no way to correct an answer at the end of the program if they made an inaccurate assessment in the baseline data.¹

The evaluation problem, then, is that a pretest taken at the beginning of an Extension education program may be invalid because participants have limited knowledge in responding

accurately to the questions being asked on the pretest. Consider the following pretest question for a nutrition program: "Do you include one food rich in vitamin C in your diet daily?" To answer this question accurately, the respondent must have some idea of which foods are rich in vitamin C. A participant who doesn't know which foods are rich in vitamin C may overestimate vitamin C intake on the pretest. After actually participating in the Extension program and learning about foods rich in vitamin C, the participant can validly answer the question.

Now suppose the participant has increased vitamin C intake as a result of the program. On the posttest, aimed at measuring this change in behavior, the participant reports the same level of vitamin C intake as reported on the pretest. The posttest level is accurate, but because the pretest was an overestimate (due to the participant's lack of knowledge), it will appear that no change in behavior has occurred between pretest and posttest. Such an evaluation result makes it appear that the program had no effect on behavior when, in fact, the program significantly increased vitamin C intake.

Correcting Problem

The post-then-pre design corrects this problem. The problem is handled by not giving a pretest at the beginning of the program. Then, at the end of the program, the participant answers two questions. The first question asks about behavior as a result of the program. This is the posttest question. Then the participant is asked to report what the behavior had been before the

Table 1. Comparing pre-post and post-then-pre scoring.

Hypothetical self-report for “include one vitamin C rich food daily” with pre-post and post-then-pre	
Pre-post	
Pre score=	Often (4)
Post score=	Often (4)
Post-then-pre	
Post score=	Often (4)
Retrospective pre score (then)=	Seldom (2)

program. This second question is really the pretest question, but it's asked after the program when the participant has sufficient knowledge to answer the question validly. That's why this approach is called post-then-pre.

Table 1 illustrates both the traditional pre-then-post approach for the vitamin C example and the post-then-pre approach. In the pre-then-post example, the participant incorrectly reported “often” eating vitamin C rich foods on the pretest when the accurate answer should have been “seldom.” The valid posttest answer is “often.” With the pre-then-post approach, Table 1 shows no behavior change. However, with the post-then-pre approach, behavior change is demonstrated because the pretest response is “seldom” and the posttest response is “often.”

The “post-then-pre” design accounts for changes in learners' knowledge by allowing participants to first report present behaviors (post); and then rate how they perceived these same behaviors just before taking the course (then pre). The retrospective pretest at the end of the program is more accurate because it's answered in the same frame of reference as the posttest. Thus, the problem of what's called “response-shift bias” in self-report, pre-post designs is minimized.²

Using Post-Then-Pre for a Nutrition Course

Finding ways of reaching today's audiences that will result in healthier nutritional habits is a

challenge for nutrition educators. Recognizing that simply providing cognitive-based education won't necessarily mean positive dietary changes, a course entitled “Eating Today for a Healthier Tomorrow” (ETHT) was developed. The focus was to provide a learning environment that facilitated behavior change by involving participants in behavioral goal setting, providing correct nutritional facts, and teaching processes for evaluating dietary information.

ETHT, targeted to adults, enabled participants to use food and nutrition practices that help reduce the risks of heart disease, cancer, osteoporosis, and obesity. An instructor's manual provided directions for teaching the material and a participant's manual included all the basic dietary information. An Extension home economist and a registered dietitian taught the course cooperatively in six sessions of 2 1/2 hours each.

To assess the impact of ETHT, Extension specialists and agents developed a post-then-pre self-report instrument for instructors to use. Table 2 illustrates some of the 30 practices that represent types of behaviors to be maintained or changed as a result of taking the course. As part of the overview in the first session, instructors gave participants a copy of the 30-item list to keep in their course notebooks. At the final session, participants were asked to complete the self-evaluation instrument indicating how frequently they did each practice before the course and at the end of the course.

Table 2. Sample practices included on self-report post-then-pre instrument.

1 = almost never, 2 = seldom, 3 = about half the time, 4 = often, 5 = almost always

	Before ETHHT DID I?					End of ETHHT DO I?				
Set goals for changing my health behavior	1	2	3	4	5	1	2	3	4	5
Use information from nutrition labels	1	2	3	4	5	1	2	3	4	5
Leave extra food on plate when it's more than I need	1	2	3	4	5	1	2	3	4	5
Include one vitamin C rich food daily	1	2	3	4	5	1	2	3	4	5
Limit egg yolks to three or less per week	1	2	3	4	5	1	2	3	4	5

Coding instructions were developed so staff could enter the data into a microcomputer file. Using SAS³ on a mainframe, a computer program was written to analyze the data and summarize the results for each practice. A chart format was used for the computer output and included the mean scores for post (present score) and then (pre score) along with the t-value and probability level of a paired t-test. The agents then graphed the results for their class on a standard form (Figure 1).

Each of the Extension agents (13 in 1987 and 16 in 1988) who taught the ETHHT course received the results for their class. Data from all courses taught across the state were collapsed

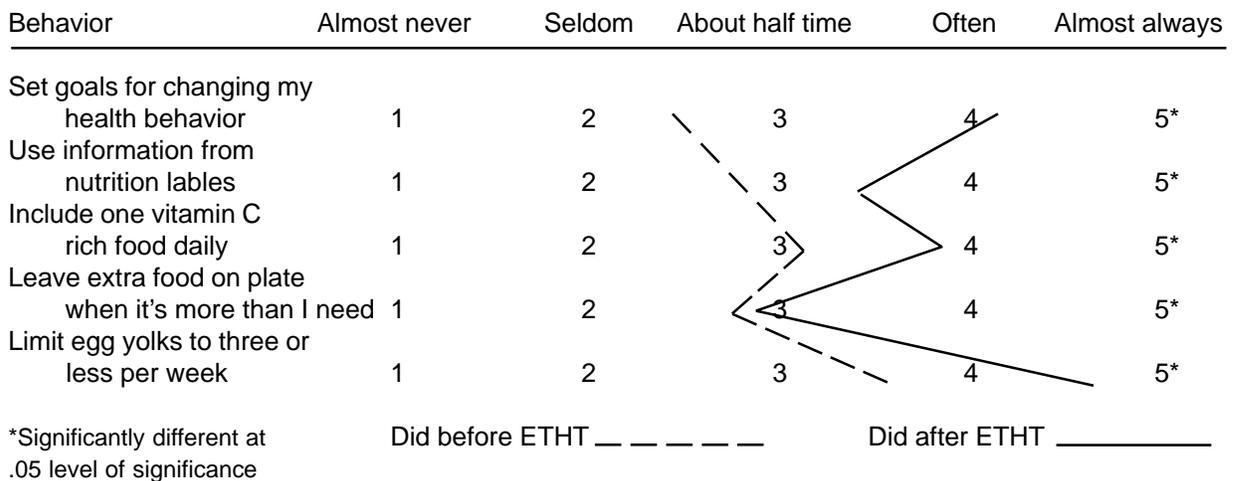
into a statewide summary for use by the nutrition specialist and other Extension staff.

...Using a post-then-pre evaluation design greatly helps specialists and agents document how Extension programs effect change in people's lives.

Using the Results

The Extension agents used the results in three ways. First, they reviewed changes participants made and associated these changes with the course content and teaching methods. If participants made no change in certain behaviors,

Figure 1. Sample of report for post-then-pre data.



agents questioned whether they needed to alter their teaching method or amount of emphasis placed on the topic. Second, agents used the data indicating behavior change to support course impact. The impact findings provided accountability to local Extension boards and councils as well as to the Extension organization. Third, the results were shared with local residents through newspaper releases. And, they provided good testimonials as agents promoted new classes.

The nutrition specialist and other state Extension staff used the statewide summary to report course impact to a funding agency as well as to ES-USDA. A summary of the findings has also been used by administrative staff with legislators, boards and councils, and other decision makers.

Conclusions

Using a post-then-pre design to identify self-reported behavioral changes can provide substantial evidence for program impact. Although a nutrition example was provided here, the methodology can be adapted and easily applied to other Extension programs. Theoretically, Extension specialists and agents develop programs from a set of behavioral objectives. The challenge in constructing a post-then-pre evaluation instrument is to identify specific behaviors that may change and then develop an appropriate measurement scale that tests the amount of self-perceived behavior change. Clientele can easily complete a post-then-pre instrument in a relatively short time frame. Computers are easily accessed for accurate data analysis. Results can be effectively reported simply without taking a great deal of staff

time. Using a post-then-pre evaluation design greatly helps specialists and agents document how Extension programs effect change in people's lives.

Footnotes

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This article is on-line at <http://www.joe.org/joe/1989summer/a5.html>.

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Evaluation of the *Successful Aging Conference*

A. Directions

Please rate yourself on each of the items below
AFTER you participated in the *Successful Aging Conference*

B. Directions

THINK BACK and rate yourself on each of the items below **BEFORE** you participated in the *Successful Aging Conference*

	A. Directions				B. Directions			
	Very familiar	Quite familiar	Somewhat familiar	Unfamiliar	Very familiar	Quite familiar	Somewhat familiar	Unfamiliar
I - There are a number of resources available for <i>older adults</i>. How familiar are (were) you with:								
a. printed material that is available	1	2	3	4	1	2	3	4
b. toll-free phone numbers that are available	1	2	3	4	1	2	3	4
c. services that are available	1	2	3	4	1	2	3	4
2. There are a number of resources available for <i>caregivers and families</i>. How familiar are (were) you with:								
a. printed material that is available	1	2	3	4	1	2	3	4
b. toll-free telephone numbers that are available	1	2	3	4	1	2	3	4
c. services that are available	1	2	3	4	1	2	3	4
	Ability to locate resources				Ability to locate resources			
			Somewhat				Somewhat	
3. How would you rate your <i>ability to locate</i>:	Very good	Quite good	good	Not good	Very good	Quite good	good	Not good
a. printed material that is available	1	2	3	4	1	2	3	4
b. toll-free phone numbers that are available	1	2	3	4	1	2	3	4
c. services that are available	1	2	3	4	1	2	3	4
	Degree of understanding				Degree of understanding			
4. How would you rate your <i>understanding</i> about:	A lot	Quite a bit	Some	Very little	A lot	Quite a bit	Some	Very little
a. the aging process	1	2	3	4	1	2	3	4
b. the role of mental health in older people	1	2	3	4	1	2	3	4
c. the role of spiritual health in older people	1	2	3	4	1	2	3	4
d. the role of physical health in older people	1	2	3	4	1	2	3	4
	Quite enthusiastic	Slightly enthusiastic	Slightly unenthusiastic	Quite unenthusiastic	Quite enthusiastic	Slightly enthusiastic	Slightly unenthusiastic	Quite unenthusiastic
5. How do you feel about growing older?	1	2	3	4	1	2	3	4

6. Approximately, how often do you use resources (i.e., printed material, toll-free telephone numbers, services, etc.) available to older people?

- 1. Weekly
- 2. Bi-weekly
- 3. Monthly
- 4. Bi-monthly
- 5. Less than once every two months

7. By participating in this conference, how many strategies have you learned that will make it easier for you to grow older?

- 1. None -- SKIP TO #8
- 2. Some (1 to 3 strategies)
- 3. Several (4 to 6 strategies)
- 4. A lot (over 6 strategies)

8. Do you think these strategies will alter the way you might grow older?

- 1. Yes, definitely
- 2. Yes, probably
- 3. Probably not
- 4. Definitely not

9. How much opportunity have you had at this conference to share information on aging strategies with others?

- 1. A great deal
- 2. Quite a bit
- 3. Some
- 4. Very little or none

10. What practical information have you gained from this conference that will help you personally or help you as a caregiver or a professional?

11. What is the primary reason you came to the conference?

- 1. Because I'm a caregiver or family member of an older person
- 2. Because I'm a professional employed in an occupation dealing with aging
- 3. Because I want the knowledge for my own benefit as I grow older.
- 4. Other (please explain)

12. Where do you live?

- 1. Within city limits of a village or city
- 2. Outside city limits

13. Are you...

- 1. Female
- 2. Male

14. What year were you born? _____

PESTICIDE APPLICATOR TRAINING EVALUATION

Circle one: Initial Certification Re-certification					
Training Session (town) _____ Date _____					
County _____					
PLEASE EVALUATE THIS TRAINING SESSION BY CIRCLING THE APPROPRIATE NUMBER: Superior Excellent Good Fair Poor					
Relevance of topics to you	5 4 3 2 1				
The quality of the teaching materials	5 4 3 2 1				
Presenter's knowledge about the topic	5 4 3 2 1				
Preparation of the presenter	5 4 3 2 1				
DID YOU LEARN ANYTHING IN THIS TRAINING ABOUT:	Gave me considerable new information Gave me some new information Reinforced what I already knew				
...methods to prevent ground water contamination	3 2 1				
...signs and symptoms of pesticide poisoning	3 2 1				
...the effects of pesticides on people	3 2 1				
...the effects of pesticides on the environment	3 2 1				
...handling pesticides	3 2 1				
...reporting pesticide spills	3 2 1				
...laundering pesticide contaminated clothing	3 2 1				
...pesticide labels and formulations	3 2 1				
...controlling insects to an integrated pesticide program	3 2 1				
...managing pests (weeds/disease/insects)	3 2 1				
PESTICIDE APPLICATOR PRACTICES	After today, will you...				
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">Almost always</td> <td style="text-align: center;">Often</td> <td style="text-align: center;">Sometimes</td> <td style="text-align: center;">Almost never</td> </tr> </table>	Almost always	Often	Sometimes	Almost never
Almost always	Often	Sometimes	Almost never		
...use nonchemical control methods?	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">4</td> <td style="text-align: center;">3</td> <td style="text-align: center;">2</td> <td style="text-align: center;">1</td> </tr> </table>	4	3	2	1
4	3	2	1		
...check equipment calibration?	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">4</td> <td style="text-align: center;">3</td> <td style="text-align: center;">2</td> <td style="text-align: center;">1</td> </tr> </table>	4	3	2	1
4	3	2	1		
...check for worn nozzles?	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">4</td> <td style="text-align: center;">3</td> <td style="text-align: center;">2</td> <td style="text-align: center;">1</td> </tr> </table>	4	3	2	1
4	3	2	1		
...check labels for signal words?	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">4</td> <td style="text-align: center;">3</td> <td style="text-align: center;">2</td> <td style="text-align: center;">1</td> </tr> </table>	4	3	2	1
4	3	2	1		
...use protective gloves?	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">4</td> <td style="text-align: center;">3</td> <td style="text-align: center;">2</td> <td style="text-align: center;">1</td> </tr> </table>	4	3	2	1
4	3	2	1		
...use protective goggles?	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">4</td> <td style="text-align: center;">3</td> <td style="text-align: center;">2</td> <td style="text-align: center;">1</td> </tr> </table>	4	3	2	1
4	3	2	1		
...use protective coveralls or aprons?	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">4</td> <td style="text-align: center;">3</td> <td style="text-align: center;">2</td> <td style="text-align: center;">1</td> </tr> </table>	4	3	2	1
4	3	2	1		
...scout fields for specific pest problems?	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">4</td> <td style="text-align: center;">3</td> <td style="text-align: center;">2</td> <td style="text-align: center;">1</td> </tr> </table>	4	3	2	1
4	3	2	1		
	Before today, did you...				
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">Almost always</td> <td style="text-align: center;">Often</td> <td style="text-align: center;">Sometimes</td> <td style="text-align: center;">Almost never</td> </tr> </table>	Almost always	Often	Sometimes	Almost never
Almost always	Often	Sometimes	Almost never		

PUBLIC POLICY EDUCATION PROCESS TRAINING Evaluation for Participants

Directions: Read each of the statements and rank yourself at the present time. Next, think back to your understanding about each statement before taking the course. Circle the appropriate numbers using the following key:

- 1 = no understanding/involvement
- 2 = little understanding/involvement
- 3 = moderate understanding/involvement
- 4 = quite a bit of understanding involvement
- 5 = consistently involved

How would you describe your understanding of the following:	My Understanding and Involvement									
	After Training					Before Training				
	None	Little	Moderate	Quite a Bit	Complete	None	Little	Moderate	Quite a Bit	Complete
1. The role of citizen participation in public policymaking	1	2	3	4	5	1	2	3	4	5
2. The difference between a private and public issue	1	2	3	4	5	1	2	3	4	5
3. The importance of public policy education in Extension programming	1	2	3	4	5	1	2	3	4	5
4. Controversy as a normal part of public policy education programming	1	2	3	4	5	1	2	3	4	5
5. Who is affected by a public policy issue	1	2	3	4	5	1	2	3	4	5
6. How administrator's view involvement in public issues	1	2	3	4	5	1	2	3	4	5
7. Models describing "who" makes public decisions	1	2	3	4	5	1	2	3	4	5
8. Models describing "how" policymaking is a process	1	2	3	4	5	1	2	3	4	5
9. How citizen influence might occur in the community	1	2	3	4	5	1	2	3	4	5
10. How facts, myths, and values create controversy with public issues	1	2	3	4	5	1	2	3	4	5
11. The role of ethics in public decision making	1	2	3	4	5	1	2	3	4	5
12. The role of educator versus advocate.	1	2	3	4	5	1	2	3	4	5
13. Different roles for educators as they teach public policy issues	1	2	3	4	5	1	2	3	4	5
14. How educators can deliver public policy education through FCL program	1	2	3	4	5	1	2	3	4	5
15. How an issue evolves in the public policy education process	1	2	3	4	5	1	2	3	4	5
16. Teaching subject content and public policy process specifically for the audience (individuals, families, groups/organizations, policymakers)	1	2	3	4	5	1	2	3	4	5
17. The alternatives and consequences approach	1	2	3	4	5	1	2	3	4	5
18. Determine teaching strategy according to audience type (policymakers, groups and organizations, or individuals and families)	1	2	3	4	5	1	2	3	4	5
19. How to monitor and evaluate a public policy education program	1	2	3	4	5	1	2	3	4	5
20. How to analyze public policy issues to identify potential for programming	1	2	3	4	5	1	2	3	4	5

Post Meeting Evaluation New Tools for Pasture Production II

Number of head of beef cows (describe) _____
 Number of yearlings on pasture _____
 Usual number of groups of cattle _____
 Number of acres of pasture _____
 Number of pasture units (paddocks) _____
 Percent of pasture covered with trees _____

The objective of this program is to provide you with information and skills to help make your operation more productive and profitable. Please indicate relevance of topics to your operation.

- ___ Superior
- ___ Excellent
- ___ Good
- ___ Fair
- ___ Poor

Did you learning anything in this program about...	Gave me considerable new information	Gave me some new information	Reinforced what I already knew
How cattle can be used to enhance grass production	3	2	1
How to get started in planning and implementing rotational grazing	3	2	1
How to plan and design a water distribution system	3	2	1
Design and plan fence layouts for rotational grazing	3	2	1
Hay storage with the use of tallow and or plastic coverings	3	2	1
Production and carrying capacity with rotational grazing	3	2	1
How forages need adequate rest periods for maximum production	3	2	1

Please indicate what best represents your current grazing system: comment?

- ___ Use continuous season long grazing (5 to 6 months)
- ___ Move cattle 3 to 5 times per season
- ___ Move cattle every 7 to 30 days
- ___ Move cattle every 3 to 7 days
- ___ Move cattle every 1 or 2 days

Please indicate what grazing system you would like to be using in two years: comment?

- ___ Use continuous season long grazing (5 to 6 months)
- ___ Move cattle 3 to 5 times per season
- ___ Move cattle every 7 to 30 days
- ___ Move cattle every 3 to 7 days
- ___ Move cattle every 1 or 2 days

What is the most limiting factor keeping your operation from moving to a more intensive grazing system?

As a result of this program do you intend to make any changes in your operation in the following areas?	Definitely will	Probably will	Probably will not	Definitely will not
Utilize more electrical cross fencing	4	3	2	1
Utilize mom high-tensile fence	4	3	2	1
Make changes in hay storage systems	4	3	2	1
Make changes in water systems for livestock	4	3	2	1

Please make additional comments or changes you plan to make, and/or thoughts on the back of this survey.

**Eating Today for a Healthier Tomorrow (ETHT)
Overall Evaluation for Participants**

Date of **BIRTH** (used for I.D. Number):

____ (Month) ____ (Day) ____ (Year) _____ (County) _____ (Course) _____ (Date)

Thank you for your participation in this program. Please help us to evaluate the overall effectiveness of the ETHT program so that it can be designed to meet the need of its participants.

A. Have you shared the information from the program with anyone?

_____ 1. Yes _____ 2. No

If yes, please write how many in each of the following categories:

Number:

_____ Spouse
_____ Children
_____ Other relative
_____ Co-worker
_____ Friend
_____ Extension club
_____ Other _____

B. In general I felt the quality of the ETHT program was:

C. What suggestions do you have for improving the ETHT

APPENDIX B

RATING SCALES

We often ask participants to evaluate a session by selecting from among different choices, such as “excellent,” “good” or “disappointing.” When we order these options to express differences of opinion, we are using a “scale.”

When developing a scale, think about the kind of information you need. **Category scales** use words or phrases and give respondents clear and defined choices. **Numeric scales** use numbers and may give respondents more options to choose from. **Semantic differentials** use pairs of opposing adjectives to help measure people’s reactions to a topic or idea.

Whichever scale you use, it should be easy to read and understand. Give clear instructions and keep the order of choices (e.g. from low to high and negative to positive) the same throughout the form (except with semantic differentials). Also, consider your respondents’ age, literacy level and cultural background.

An odd number of options allows people to select a middle option and an even number forces respondents to take sides. An even number is appropriate when you want to know what direction the people in the middle are leaning. Forcing people to choose a side may frustrate some respondents.

As a general rule for creating scales, simpler is better. Ensure that the wording in the scale makes sense for the question.

Category Scales

Category scales use words or phrases to express a range of choices. The wording of your scale depends upon what you want to know, the level of differentiation you desire and your respondents.

For Example:

___ not at all satisfied
 ___ somewhat satisfied
 ___ very satisfied

___ not at all satisfied
 ___ slightly satisfied
 ___ moderately satisfied
 ___ very satisfied
 ___ extremely satisfied

Whether you use three, four or five categories in your scale depends on the amount of differentiation that you want or that is inherent in the question. Category scales with more than six options are hard to create and even harder to read and understand.

A common mistake when creating a category scale is including “no opinion” or “uncertain,”

as a middle response. These options are not actually a part of the scale. A middle category in a scale between “agree” and “disagree” would be “neither agree nor disagree.” Options such as: “no opinion,” “neutral,” “not applicable” and “don’t know” are placed off to the side, in a separate column.

Make sure that the scale is balanced. When you give both positive and negative options, your scale should contain equal numbers of each. A poor set of responses would be: “decreased, stayed the same, increased a little, increased somewhat, increased a lot” (options include only one negative choice and three positive ones).

Finally, when using words in your scale, it is important that the words all refer to the same thing.

For Example:

What was your reaction to the session? (Please check your response.)

POOR	BETTER
<input type="checkbox"/> not worth my time	<input type="checkbox"/> not at all interested
<input type="checkbox"/> slightly interested	<input type="checkbox"/> slightly interested
<input type="checkbox"/> moderately interested	<input type="checkbox"/> moderately interested
<input type="checkbox"/> very interested	<input type="checkbox"/> very interested

In the above example, the choices in the left column include two concepts — “worth” and “interest level.” The right column includes only “interest level,” making better response options.

Sample Category Scales

strongly disagree disagree neither agree nor disagree agree strongly agree	disagree neither agree nor disagree agree	completely disagree mostly disagree slightly disagree slightly agree mostly agree completely agree
--	---	---

very rarely rarely occasionally frequently very frequently	never seldom about half the time usually always	not at all little occasionally often all the time
not really somewhat quite a bit	never rarely sometimes often always	never seldom sometimes often

not much some a great deal	a little some a lot	not much little somewhat much a great deal
not important moderately important very important	unimportant of little importance important very important	unimportant of little importance moderately important important very important

poor fair average good excellent	very poor not good all right good excellent	extremely poor below average average above average excellent
too elementary okay too technical	too fast just right too slow	poor not good good excellent
did not understand understood a little understood most of it understood very well	no help at all slightly helpful fairly helpful very helpful	quite unsuccessful somewhat unsuccessful somewhat successful quite successful

definitely will not probably will not probably will definitely will	absolutely no mostly no neither yes or no mostly yes absolutely yes	never true sometimes true often true
not at all very little somewhat to a great extent	not at all true slightly true true about half the time mostly true completely true	probably not maybe quite likely definitely

very dissatisfied somewhat dissatisfied neither satisfied nor dissatisfied somewhat satisfied very satisfied	not at all satisfied slightly satisfied somewhat satisfied very much satisfied
didn't get what I wanted got a little of what I wanted got a lot of what I wanted got everything I wanted	very uncomfortable uncomfortable comfortable very comfortable

Semantic Differentials

Semantic differentials are a way to capture attitudes, opinions and impressions about a certain topic. Respondents mark a space along a line between two sets of opposing adjectives.

My Communication Skills with My Parents:

Beautiful	_____	_____	_____	_____	_____	_____	_____	Ugly
Passive	_____	_____	_____	_____	_____	_____	_____	Active
Loud	_____	_____	_____	_____	_____	_____	_____	Quiet
Positive	_____	_____	_____	_____	_____	_____	_____	Negative
Angry	_____	_____	_____	_____	_____	_____	_____	Calm
Boring	_____	_____	_____	_____	_____	_____	_____	Interesting

While it may seem odd to describe communication skills as “beautiful” or “ugly,” the point of semantic differentials is to record immediate impressions, not studied responses. Still, the adjective pairs should bear some relationship to the topic that you are examining. Forms usually list ten to 12 adjective pairs for each subject. This may vary depending upon the age or ability of your respondent. Mix the order of positive and negative adjectives, so that the positive ones aren’t always on the same side of the page.

You may use three, five or seven spaces between the adjective pairs. The odd number allows respondents to mark the middle space on the scale when they have no particular impression or feeling about the subject. Assign numbers (from 1 to 3, 5 or 7) to the spaces between the adjective pairs, with “1” for the space next to the negative adjective. Score each answer depending on where respondents put their “X” and then compute the average score.

Adjective Pairs

confusing.....clear	cold.....warm
dynamic.....static	sweet.....sour
superficial..... profound	dull.....lively
right..... wrong	pleasant.....unpleasant
biased.....objective	weak..... strong
leading.....following	soothing.....jarring
closed.....open	dirty.....clean
valuable.....worthless	unsure.....confident
tense.....relaxed	good.....bad
active.....passive	orderly.....chaotic

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