

**EXAMPLE  
EXTENSION PROGRAM  
EVALUATION TOOLS**

Agricultural Extension Service  
Institute of Agriculture  
University of Tennessee

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## Example Extension Program Evaluation Tools

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August 13, 1999

MEMORANDUM

TO: EXTENSION PERSONNEL EVALUATING EXTENSION EDUCATIONAL PROGRAMS

FROM: RICHARD L. POLING, EXTENSION PROGRAM EVALUATION SPECIALIST

SUBJECT: PROGRAM EVALUATION EXAMPLES

This document contains examples of instruments and scales for collecting data in the evaluation of Extension education programs. The examples found here are from a variety of sources. Many were developed and used by the author in conducting actual evaluation projects. Others have come from Extension colleagues across the country who have been gracious enough to share their ideas on evaluation instrument development.

The user of the examples herein is encouraged to also refer to the publication, "Evaluating Extension Program Outcomes" for additional information on the appropriate use of different instruments and scales. That publication is available from the Department of Agricultural and Extension Education, University of Tennessee-Knoxville, 224 Morgan Hall, P.O. Box 1071, Knoxville, TN 37901-1071, phone # (865) 974-7308.

Good luck with your evaluation efforts!

## PROGRAM EVALUATION EXAMPLES

### REACTIONS:

Session:				
Presenter:				
	Excellent	Good	Fair	Poor
Best Things:				
Improvements:				

		<b><u>Level of Agreement</u></b>
1.	This program provided a good background on _____ (Topic) _____.	SD D N A SA
2.	The program provided little useful information.	SD D N A SA
3.	I am pleased that I participated in this program.	SD D N A SA
4.	Major issues of this topic were not addressed.	SD D N A SA
5.	The information was presented at an understandable level.	SD D N A SA
6.	This information was well organized.	SD D N A SA
7.	The technical quality of the audio portion of the program was adequate.	SD D N A SA
8.	The technical quality of the video portion of the program was adequate.	SD D N A SA
9.	I could see the visuals clearly.	SD D N A SA

KNOWLEDGE CHANGE:

Hard Data:

Pre- and Posttest Example:

**Circle the correct answer.**

1. Water falls to the earth as: (A) RAIN.  
(B) CONDENSATION.  
(C) SURFACE WATER.  
(D) BOTH A & C.
  
2. When precipitation hits the ground, some of the water runs off and some soaks into the soil. Water soaking into the soil is called: (A) TRANSPIRATION.  
(B) PERCOLATION.  
(C) INFILTRATION.  
(D) CONDENSATION.
  
3. Water stored under the surface of the earth is called: (A) RUNOFF.  
(B) SURFACE WATER.  
(C) GROUND WATER.  
(D) PERCOLATION.

Soft Data:

Post-Program Example:

- SD = STRONGLY DISAGREE
- D = DISAGREE
- N = NEITHER AGREE NOR DISAGREE
- A = AGREE
- SA = STRONGLY AGREE

As a result of this training:

	Strongly Disagree				Strongly Agree
1. My knowledge of safe pesticide handling has increased.	SD	D	N	A	SA
2. I am more aware of the responsibility of pesticide applicators to protect the environment.	SD	D	N	A	SA
3. My knowledge of how to prevent exposure to pesticides has increased.	SD	D	N	A	SA
4. I have a better understanding of the EPA's Worker Protection Standards (WPS).	SD	D	N	A	SA



KNOWLEDGE CHANGE: (Cont.)

[NOTE: The following examples also include items measuring ASPIRATIONS of participants to adopt practices/behaviors learned from Extension. See ASPIRATION section.]

Office Visit Example:

Dear Extension Customer:	Date: _____
<p>We hope that, as a result of your discussion with <u>    </u> (Agent's/PA's Name) <u>    </u>, you have received the information that you were looking for about <u>    </u> [TOPIC(S), Fill-In]. Please circle either YES or NO below as to whether you feel more knowledgeable about this(these) topic(s) as a result of your visit with Extension.</p>	
<p>As a result of this visit, I know more about this topic. (Circle One)</p> <p style="text-align: center;">YES                      NO</p>	
<p>I plan to adopt, or utilize more often, practices based on the knowledge that I received from Extension on this topic. (Circle One)</p> <p style="text-align: center;">YES                      NO</p>	
<p>Which best describes you:</p> <p style="text-align: center;">MALE    FEMALE                      WHITE    BLACK    OTHER: _____</p>	
<p>Please complete this card and place in the COMMENTS box on the receptionist's desk. If you have any additional comments, please feel free to put them on the reverse side.</p>	

Telephone Log Example:

EXTENSION TELEPHONE LOG								
AGENT/ASSOCIATE NAME:				COUNTY/UNIT:				
Date	Time	Client Name	Topic	Sex	Race	Know- ledge?	Plan to Adopt?	Other

The telephone log is used to document learning experiences of clientele who have called via telephone. The agent uses the telephone log by completing the information about each caller (name is not necessary, but is helpful for follow-up purposes). Determining the gender and race of the caller may or may not be possible by telephone. However, if the caller is known to the agent or the agent works with the individual face to face at a later time, that information can be added then.

In terms of addressing knowledge change, the agent should, near the conclusion of the conversation, ask the caller a question related to increased knowledge on the part of the caller. Such a question might be:

*"After talking with me, have you learned anything new that you didn't know before?"*

The question, as phrased, is not quite as threatening as asking, "Did you learn anything?" Effort should be made to ask the question in a conversational manner that will allow the caller to respond without bias. The question should be asked in a fairly consistent manner from one caller to another. The agent might also ask the caller to indicate what new information they learned and make a note of that in the "Other" column.

A YES/NO question can also be asked at this time about the individual's aspirations to adopt practices/ behaviors based on the information provided. Such a question might be:

*"Do you plan to use, or use more often, any of the practices (or behaviors) that we have discussed?"*

Remember, the use of a telephone log to document knowledge change (or aspirations) results in very soft data. Do not present such data in situations where more rigid data collection methods are expected (i.e., professional conferences or journals). Make sure that your use of this type of data meets with approval of the stakeholders (such as your county director/department chair or advisory committees) who will be using the data as indicators of successful educational efforts.

#### ATTITUDE/OPINION CHANGE:

Hard Data:

Hard data indicating change in attitude or opinion must be collected using valid and reliable instruments. Such instruments may have been developed and tested by another individual and obtained from them (usually at a cost) for use in the evaluation. Care should be taken to select such instruments so that they are truly valid and reliable for the attitude/opinion you are measuring and the audience you are measuring.

If you do develop your own instrument, it must be tested to determine validity and reliability. In such a situation, the best advice would be to contact someone familiar with instrument development (i.e., evaluation specialist) for assistance.



ATTITUDE/OPINION CHANGE: (Cont.)

Soft Data:

Post-Program Example:

- SD = STRONGLY DISAGREE
- D = DISAGREE
- N = NEITHER AGREE NOR DISAGREE
- A = AGREE
- SA = STRONGLY AGREE

		Strongly Disagree				Strongly Agree
As a result of this program:		<hr/>				
1.	I feel more positive about my appearance.	SD	D	N	A	SA
2.	I feel better about who I am.	SD	D	N	A	SA
3.	I look forward to going to school more than I did before.	SD	D	N	A	SA
4.	I like going to school more than I used to.	SD	D	N	A	SA
5.	I am more interested in working in my classroom.	SD	D	N	A	SA

Post-then-Pre Example:

Think back to 1995 and compare how you felt about the benefits of rotating crops to hinder pest establishment and survival then with how you feel about the benefits today.

	1995 Benefit			1999 Benefit		
	Major	Minor	None	Major	Minor	None
Decreasing pesticide use	1	2	3	1	2	3
Reducing pest presence	1	2	3	1	2	3
Increasing crop quality	1	2	3	1	2	3

SKILL CHANGE:

Hard Data:

Hard data for skill changes can be obtained through direct observation of skill demonstration. The instrument used for this type of evaluation can be a check list of skills or tasks that the observer can use to note demonstration of specific skills. Skills can also be noted using open-ended anecdotal reporting by the observer.

Soft Data:

Post-Program Example:

- SD = STRONGLY DISAGREE
- D = DISAGREE
- N = NEITHER AGREE NOR DISAGREE
- A = AGREE
- SA = STRONGLY AGREE

		Strongly Disagree			Strongly Agree
As a result of this program:					
1. I am better able to conduct a meeting.	SD	D	N	A	SA
2. My ability to use parliamentary procedures has improved.	SD	D	N	A	SA
3. I can more readily recognize non-verbal communication cues.	SD	D	N	A	SA

Post-then-Pre Example:

	AFTER PROGRAM					BEFORE PROGRAM				
	Low			High		Low			High	
How capable are you of managing stress you encounter on the job?	1	2	3	4	5	1	2	3	4	5

ASPIRATIONS:

Soft Data:

Post-Program Example:

As a result of this program, do you plan 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	1	2	3	4
Utilize more high-tensile fence	1	2	3	4
Make changes in hay storage systems	1	2	3	4
Make changes in water systems for livestock	1	2	3	4

[NOTE: A YES/NO response scale could also be used with the above items or a CHECK LIST asking participants to check those practices/behaviors they feel they will adopt or utilize more often as a result of participation in the program.]

Also see the Knowledge Change section on pages 4 and 5 for additional ideas for measuring aspirations as a result of office visits and telephone calls.

PRACTICE (BEHAVIOR) CHANGE:

NOTE: Practice or behavior change data collection is a little different from those already discussed in that program participants must be given an opportunity to adopt the desired practices or behaviors. In many cases, this precludes immediate measurement of adoption at the end of programs due to the participants' inability to implement practices or behaviors until a later time. For programs involving periodic contact with participants over a period of time (ex. parenting education programs are conducted over a several month period), there may be opportunity for actual adoption of some practices/behaviors, but not necessarily all of the desired practices. In these cases, the program evaluation must take place at some point in time after the program has ended and will involve a follow-up study of participants or a sample of participants.

Hard Data:

Collecting hard data demonstrating practice change involves many of the same techniques and instruments as used in collecting skill change data. Practice change hard data is observed. The actual practice/behavior is observed or evidence of the practice is observed (ex. no-till crop production practices can be observed in the field).

PRACTICE (BEHAVIOR) CHANGE: (Cont.)

Soft Data:

End of a Long-Term Program Post-then-Pre Example:

EATING TODAY FOR A HEALTHIER TOMORROW

	Almost never	Seldom			About half the time	Often	Almost always								
	1	2			3	4	5								
	Before ETHT Did I?					After ETHT Do I?					In 6 months Will I?				
Leave extra food on plate	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Trim visible fat from meat	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

NOTE: This example contains both a practice change component (Did I vs Do I) as well as an aspiration component (Will I).

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On what percentage of your irrigated acres did you use irrigation scheduling in...  
(Check One Response for Each Year)

...1995?

...1999?

\_\_\_ 0%

\_\_\_ 0%

\_\_\_ 1 - 24%

\_\_\_ 1 - 24%

\_\_\_ 25 - 49%

\_\_\_ 25 - 49%

\_\_\_ 50 - 74%

\_\_\_ 50 - 74%

\_\_\_ 75 - 100%

\_\_\_ 75 - 100%

\*\*\*\*\*

PRACTICE (BEHAVIOR) CHANGE: (Cont.)

Mail Follow-Up Example:

PRIVATE APPLICATOR	
Please mark and return Do not sign or identify yourself	
1.	Are you using more protective clothing or using it more often after becoming certified? YES ____ NO ____
2.	Do you spend more time reading the pesticide label than before becoming certified? YES ____ NO ____
3.	Have you made any improvements in the way you store pesticides since becoming certified? YES ____ NO ____
4.	Do you look for and follow label directions for protecting the environment, especially groundwater, more often than before becoming certified? YES ____ NO ____
5.	What other practices, if any, have you changed since becoming certified? _____ _____ _____

END RESULTS/SEEC:

End results or changes in Social, Economic, and Environmental Conditions (SEEC) are, in most cases, the most difficult evidence to collect. In some cases they might be fairly easy to document, especially when quantitative data has already been collected as a part of the system being measured (ex. farm records, demographic statistics). As in practice changes, measuring end results will usually take place some time after the program is completed. The effects of the program will need time to achieve or result in the end results. Therefore, collecting end results data will usually be a follow-up process.

Hard Data:

Examples of hard end results/SEEC data would include: increased profits for business/farm operations as documented by financial or tax records, documented reduction in specific health problems in communities where programs have been implemented, reduction in environmental problems in areas where program participants have adopted new practices, reduction in youth crime statistics in a community where youth programming has helped youth adopt socially acceptable behaviors.

Soft Data:

Perceptions (not supported by quantifiable data) of participants, community members or officials as to SEEC changes that have occurred as a result of programs. Items for responses from participants. Responses may be similar to those described for reaction level items: Yes/No, Strongly Agree to Strongly Disagree, Check All That Apply.

SD = STRONGLY DISAGREE  
D = DISAGREE  
N = NEITHER AGREE NOR DISAGREE  
A = AGREE  
SA = STRONGLY AGREE

		Strongly Disagree				Strongly Agree
As a result of this Extension program:		<hr/>				
1.	The economy of the community has improved.	SD	D	N	A	SA
2.	There are fewer water quality concerns in the county.	SD	D	N	A	SA
3.	Highways and roads in the county are a lot cleaner.	SD	D	N	A	SA
4.	There has been a reduction in juvenile crime in the community.	SD	D	N	A	SA

A NOTE ON RESPONSE SCALES:

The response scales in the examples presented above are representative of a number of different types of responses. They range from a simple two-response agreement scale (YES/NO) to multiple response agreement scales (STRONGLY DISAGREE to STRONGLY AGREE) and other scales related to amounts, frequency, probability of doing something, etc. When designing a response scale, determine what type of responses will be appropriate for the question being asked. Use the simplest response scale that will give you the information you need. Make sure you give the people completing the responses adequate choices, but don't confuse them with a lot of vague adjectives (i.e., moderately, somewhat, etc.).

Before using an evaluation instrument (survey, questionnaire, pre-/posttest), it is a good idea to have someone else, preferably someone similar to those who will be responding to the instrument, read through it and look for any confusing items, responses or instructions. This will prevent the problem of collecting unusable information.

# “GENERIC” EXTENSION PROGRAM EVALUATION INSTRUMENTS

“GENERIC” Post-Program Evaluations Measuring Reactions, Knowledge Change, and Aspirations.

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\_\_\_\_\_ COUNTY AGRICULTURAL EXTENSION SERVICE  
\_\_\_\_\_ Program

YES NO This program was useful in meeting my needs for information about [the topic(s) covered].  
(If NO, indicate on the back of this card what additional information you would like to see in future programs.)

As a result of my participation in this program:

YES NO I have increased my knowledge of [the topic(s) covered in program].

YES NO I plan to adopt or utilize the information from this program in what I do in the future.

Please put additional comments on the back of this card. Thank You!

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\_\_\_\_\_ COUNTY AGRICULTURAL EXTENSION SERVICE  
\_\_\_\_\_ Program

SCALE: 1 = Definitely Not      3 = Not Sure      5 = Definitely

1 2 3 4 5 This program was useful in meeting my needs for information about [the topic(s) covered].  
(If NO, indicate on the back of this card what additional information you would like to see in future programs.)

As a result of my participation in this program:

1 2 3 4 5 I have increased my knowledge of [the topic(s) covered in the program].

1 2 3 4 5 I plan to adopt or utilize the information from this program in what I do in the future.

Please put additional comments on the back of this card. Thank You!

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UNIVERSITY OF TENNESSEE  
AGRICULTURAL EXTENSION SERVICE  
\_\_\_\_\_ COUNTY

INFORMATION SURVEY

MEETING/SEMINAR/WORKSHOP: \_\_\_\_\_

DATE: \_\_\_\_\_

CIRCLE THE NUMBER THAT BEST REPRESENTS YOUR FEELINGS ABOUT THIS PROGRAM:

**USEFULNESS**

low | 1 | 2 | 3 | 4 | 5 | high

**KNOWLEDGE GAINED**

none | 1 | 2 | 3 | 4 | 5 | a lot

**QUALITY OF PRESENTATION**

low | 1 | 2 | 3 | 4 | 5 | high

**PLAN TO ADOPT OR UTILIZE INFORMATION FROM PROGRAM?**

definitely will not | 1 | 2 | 3 | 4 | 5 | definitely will

What practices or behaviors do you think you will adopt or utilize? \_\_\_\_\_

\_\_\_\_\_

WHAT ADDITIONAL INFORMATION WOULD YOU LIKE ABOUT THIS TOPIC?

\_\_\_\_\_

\_\_\_\_\_

ADDITIONAL COMMENTS: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



“GENERIC” Post-Program Evaluations Measuring Practice Change, and End Results.

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\_\_\_\_\_ COUNTY AGRICULTURAL EXTENSION SERVICE

\_\_\_\_\_ Program

You recently participated in an Extension program on [topic(s) covered]. As a result of your participation:

YES NO I have changed the way I do things using practices/ideas from the Extension program. (If YES, indicate below what practices you have changed or adopted as a result of the program)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

YES NO This practice change has resulted in a monetary increase for me. (If YES, estimate how many dollars your adoption of this practice is worth to you.) \$ \_\_\_\_\_

Please put additional comments on the back of this card. Thank You!

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\_\_\_\_\_ COUNTY AGRICULTURAL EXTENSION SERVICE

\_\_\_\_\_ Program

You recently participated in an Extension program on [topic(s) covered]. Check the practices below that you have adopted as a result of participating in that program:

- \_\_\_\_\_ [Practice 1] \_\_\_\_\_ [Practice 5]
- \_\_\_\_\_ [Practice 2] \_\_\_\_\_ [Practice 6]
- \_\_\_\_\_ [Practice 3] \_\_\_\_\_ [Practice 7]
- \_\_\_\_\_ [Practice 4] \_\_\_\_\_ [Practice 8]

How many dollars would you estimate have been saved/produced as a result of the adoption of the practices marked above?

\$ \_\_\_\_\_

Please put additional comments on the back of this card. Thank You!

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“GENERIC” Post-Program Evaluations Measuring Practice Change, and End Results.

Card for recording observation/report of practice change/adoption and impact of program through one-on-one contact with clientele:

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\_\_\_\_\_ COUNTY AGRICULTURAL EXTENSION SERVICE  
\_\_\_\_\_ Program

Client Name: \_\_\_\_\_

Date: \_\_\_\_\_ Adopted/Changed Practices? YES NO

Practices changed or adopted as a result of Extension program:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Observed/client’s report of impact of practice change/adoption and other comments on back of card.

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4. As a result of your participation in the \_\_\_\_\_ program, what are the chances that you will utilize information presented on the following topics? (CIRCLE ONE RESPONSE PER TOPIC)

Topic #1	DEFINITELY WILL NOT	PROBABLY WILL NOT	PROBABLY WILL	DEFINITELY WILL
Topic #2	DEFINITELY WILL NOT	PROBABLY WILL NOT	PROBABLY WILL	DEFINITELY WILL
Topic #3	DEFINITELY WILL NOT	PROBABLY WILL NOT	PROBABLY WILL	DEFINITELY WILL
Topic #4	DEFINITELY WILL NOT	PROBABLY WILL NOT	PROBABLY WILL	DEFINITELY WILL

5. What were the best things about the \_\_\_\_\_ program?

6. What could have been done differently that would have improved the \_\_\_\_\_ program?

7. What additional topics in the area of \_\_\_\_\_ would you like to see in future programs?

8. Other Comments?

**THANK YOU FOR YOUR RESPONSES!**

*“GENERIC” Post-Program Evaluation measuring knowledge, skill change, practice change and reactions based on perceptions or observations of someone other than the program participant (in this case teachers involved with “in-school” 4-H Club programs.*

August \_\_, 1999

Dear Teacher,

The students in your class will be participating in the 4-H \_\_\_\_\_ program. This program will include numerous in-class presentations and activities for your students. A major goal of the 4-H program is to provide educational programs that will result in increased learning by students and the adoption of practices and behaviors as a result of that learning.

I would like to ask you to help me in determining if the program in your class has resulted in learning and adoption of practices and behaviors. This information will be used in planning for future programs in your school and to provide accountability information to those who provide the resources that allow the 4-H \_\_\_\_\_ program to continue. The information that you provide will be aggregated within the county totals. Your information will not be identified back to the individual student.

You do not have to complete the assessment sheet until the end of the school year, but please look over and become familiar with the items on the sheet now. At the completion of the 4-H program year, give me your best estimate, based upon your interaction with and observation of the students, of the impacts of the 4-H program on your students. I would also like to know what you feel are the most important aspects of the 4-H program in your class and what we might be able to do to improve the 4-H program in your class. When you have completed answering the items at the end of the year, please return the form in the self-addressed and stamped envelope provided. I will provide a reminder to you later in the year about completing the assessment sheet.

I appreciate your help in allowing 4-H to be a part of your classroom and your assistance in this effort. If you have any questions, please contact me at: \_\_\_\_\_ . Thank you!

Sincerely,

County Extension Agent

**4-H \_\_\_\_\_ PROGRAM ASSESSMENT**

**1999-2000 School Year**

How many students in your class participated in the 4-H Club program? \_\_\_\_\_

Based upon your observation and interaction with the students, what percentage (from 0% to 100%) of the students in your class have increased their **KNOWLEDGE** of each of the following topics as a result of participation in 4-H in your class?

	<u>% Who Increased Knowledge</u>
1. Knowledge Topic #1	_____
2. Knowledge Topic #2	_____
3. Knowledge Topic #3	_____

What percentage (from 0% to 100%) of the students in your class have increased their **SKILL LEVEL** for of each of the following skill areas as a result of participation in 4-H in your class?

	<u>% Who Increased Skill Level</u>
1. Skill #1	_____
2. Skill #2	_____
3. Skill #3	_____

What percentage (from 0% to 100%) of the students in your class have utilized or demonstrated the following behaviors and practices (either for the first time or more than before participating in 4-H) as a result of participating in 4-H in your class?

	<u>% Adopting or Demonstrating Behavior/Practice</u>
1. Behavior/Practice #1	_____
2. Behavior/Practice #2	_____
3. Behavior/Practice #3	_____

**<CONTINUED ON BACK>**

What do you think are the most valuable aspects of the 4-H \_\_\_\_\_ program for the students in your class?

Based on your experiences with 4-H this past year, what could we do differently that would improve the 4-H \_\_\_\_\_ program in the future?

Any other comments?

Your Name and School (OPTIONAL): \_\_\_\_\_

THANK YOU!