



DIVISION OF AGRICULTURE

RESEARCH & EXTENSION

University of Arkansas System

EXAMPLE EXTENSION PROGRAM EVALUATION TOOLS

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MEMORANDUM

TO: EXTENSION PERSONNEL EVALUATING EXTENSION PROGRAMS

FROM: RICHARD POLING, DIRECTOR, PROGRAM AND STAFF DEVELOPMENT

SUBJECT: PROGRAM EVALUATION EXAMPLES

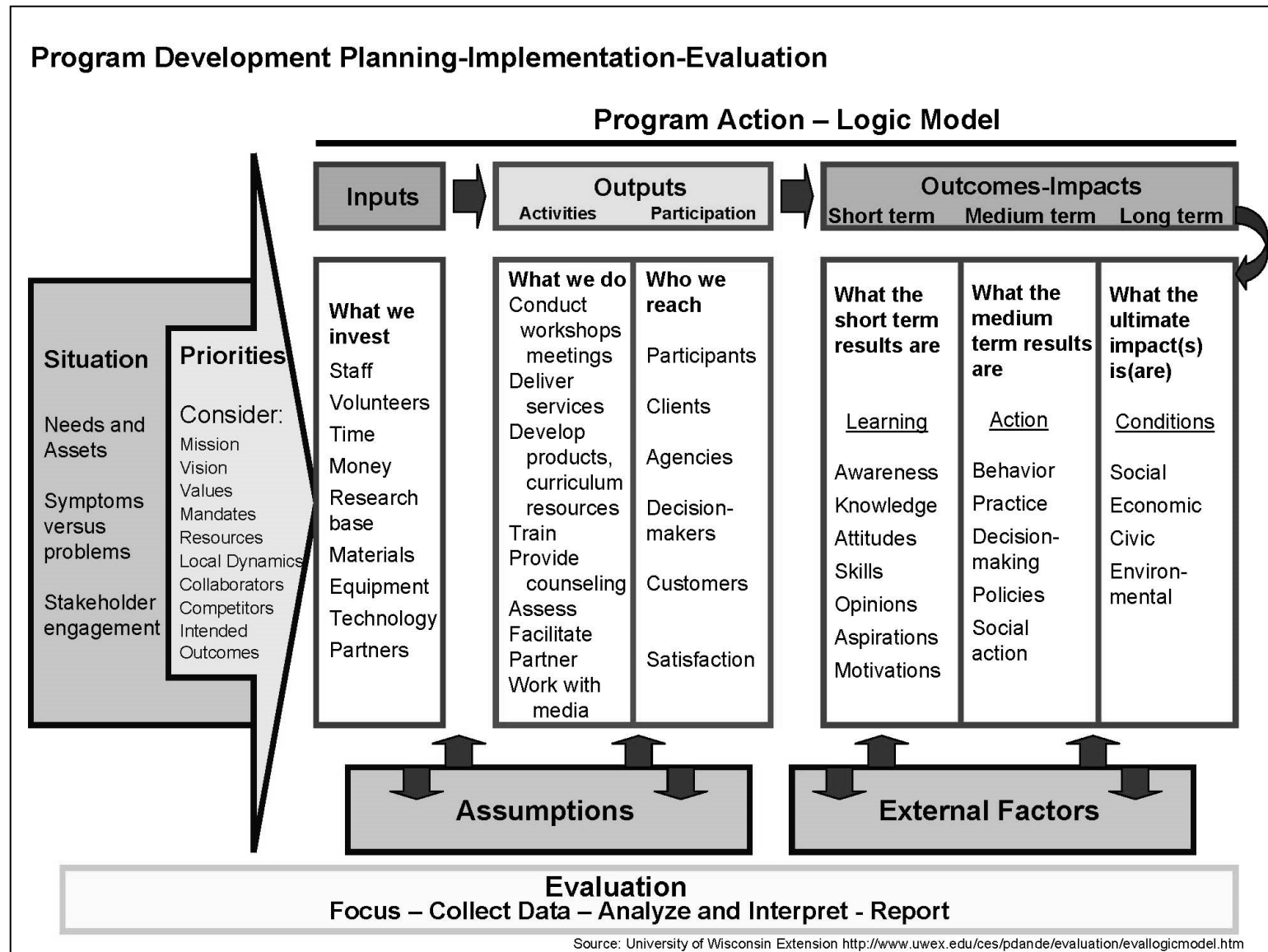
This document contains examples of instruments and scales for collecting data in the evaluation of Extension education programs. The examples found here are from a variety of sources. Many were developed and used by the author in conducting actual evaluation projects. Others have come from Extension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

The evaluation instruments included in this document are designed to collect information about programs at different levels of the Extension Program Logic Model (see Figure 1).

Additional information or assistance in planning and conducting a program evaluation can be found by contacting me at rpoling@uaex.edu or by calling (501) 671-2084.

Good luck with your evaluation efforts!

Figure 1. The Extension Program Logic Model



PROGRAM EVALUATION EXAMPLES

OUTPUT (SATISFACTION):

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

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

- | | <u>Level of Agreement</u> |
|--|---------------------------|
| 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 |

SHORT-TERM OUTCOME (KNOWLEDGE CHANGE):

Hard Data:

Pre- and Post-Activity “Test” 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:		<div>Strongly Disagree Strongly Agree</div>				
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

SHORT-TERM OUTCOME (KNOWLEDGE CHANGE): (Cont.)

Post-then-Pre Examples:

Directions: Read each of the statements and, in the left half of the table, rank yourself at the present time "After" participating in this training. NEXT, think back to your level of understanding about each statement before you participated in the training and rank your "Before Training" level in the right half of the table. Circle the appropriate numbers using the following key:

- 1 = NONE (No Understanding)
- 2 = LITTLE UNDERSTANDING
- 3 = MODERATE UNDERSTANDING
- 4 = QUITE A BIT OF UNDERSTANDING
- 5 = ALMOST COMPLETE UNDERSTANDING

How would you describe your understanding of the following:

1. The role of citizen participation in public policymaking.
2. The difference between a private and a public issue.
3. The importance of public policy education in Extension programming.
4. Controversy as a normal part of public policy education programming.

MY UNDERSTANDING									
After Training					Before Training				
None	Little	Mod- erate	Quite a bit	Com- plete	None	Little	Mod- erate	Quite a bit	Com- plete
1	2	3	4	5	1	2	3	4	5
1	2	3	4	5	1	2	3	4	5
1	2	3	4	5	1	2	3	4	5
1	2	3	4	5	1	2	3	4	5

Rate your knowledge of (SUBJECT) on the scale below. Place the letter "B" on the scale line where you would rate your knowledge BEFORE today's program. Place the letter "N" on the scale where you would rate your knowledge NOW at the end of today's program.

1	2	3	4	5	6	7	8	9	10
Low									High

SHORT-TERM OUTCOME (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: _____
We hope that, as a result of your discussion with <u> (Agent's/PA's Name) </u> , you have received the information that you were looking for about <u> [Fill In TOPIC(S)] </u> . 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.	
As a result of this visit, I know more about this topic.(Circle One)	
YES	NO
I plan to adopt, or utilize more often, practices based on the knowledge that I received from Extension on this topic. (Circle One)	
YES	NO
Gender: MALE FEMALE	Ethnicity: HISPANIC NON-HISPANIC
Race:	
AMERICAN INDIAN	ASIAN BLACK HAWAIIAN/PACIFIC ISLANDER MORE THAN 2 RACES WHITE
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.	

Telephone Log Example:

EXTENSION TELEPHONE LOG						
AGENT/EDUCATOR NAME:				COUNTY/UNIT:		
Date	Time	Client Name	Topic	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). In terms of addressing knowledge change, the educator 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 about _____ (Topic)?"

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 staff chair/district director/department head or advisory committees) who will be using the data as indicators of successful educational efforts.

SHORT-TERM OUTCOME (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., Extension evaluation specialist) for assistance.

SHORT-TERM OUTCOME (ATTITUDE/OPINION CHANGE): (Cont.)

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 program:	Strongly Disagree				Strongly Agree
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 the 2014 growing season and compare how you felt about the benefits of rotating crops to hinder pest establishment and survival then with how you feel about these benefits for this coming growing season.

	2014 Benefit			2015 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 checklist 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:	<hr/>									
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:

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

SHORT-TERM OUTCOME (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?

	<u>Definitely will</u>	<u>Probably will</u>	<u>Probably will not</u>	<u>Definitely will not</u>
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 CHECKLIST 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.

MEDIUM-TERM OUTCOME (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 program sessions or activities 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 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 session or activity 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. minimum-till crop production practices can be observed in the field, a participant presenting a written plan that was recommended, or a 4-Her submitting a 4-H record book following participation on a program about how to prepare record books).

MEDIUM-TERM OUTCOME (PRACTICE/BEHAVIOR CHANGE): (Cont.)

Soft Data:

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

EATING TODAY FOR A HEALTHIER TOMORROW (ETHT) PROGRAM

	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	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	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”).

On approximately what percentage of your irrigated acres did you use irrigation scheduling in...

(Check a Response for Each Year)

...2013?

...2014?

_____ 0%

_____ 0%

_____ 1 - 24%

_____ 1 - 24%

_____ 25 - 49%

_____ 25 - 49%

_____ 50 - 74%

_____ 50 - 74%

_____ 75 - 100%

_____ 75 - 100%

MEDIUM-TERM OUTCOME (PRACTICE/BEHAVIOR CHANGE): (Cont.)

Mail Follow-Up Example:

PRIVATE APPLICATOR	
Please mark and return to: _____	
You do not need to 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?	_____ _____ _____

LONG-TERM OUTCOME (CONDITION CHANGES):

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 long-term outcome 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 necessarily supported by quantifiable data) of participants, community members or officials as to SEEC changes that have occurred as a result of programs. Responses may be similar to those described for reaction level items: Yes/No, Strongly Agree to Strongly Disagree, Check All That Apply. Items for responses from participants:

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:					
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 too many 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 help prevent the problem of collecting unusable information.

“GENERIC” EXTENSION PROGRAM EVALUATION INSTRUMENTS

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

_____ COUNTY COOPERATIVE 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!

_____ COUNTY COOPERATIVE 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!

UNIVERSITY OF ARKANSAS
COOPERATIVE EXTENSION SERVICE
_____ COUNTY

MEETING 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

DO YOU 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 Conditions Change.

_____ COUNTY COOPERATIVE 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!

_____ COUNTY COOPERATIVE 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!

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

Card for recording by agent/educator of observation/report of practice change/adoption and impact of program through one-on-one contact with clientele (blank cards can be carried by agent/specialist in vehicle or in pocket or purse for use when making clientele visits):

_____ COUNTY COOPERATIVE 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.

“GENERIC” Post-Program Evaluation measuring knowledge and skill change (using Post-then-Pre format) and reactions and aspirations.

(PROGRAM TITLE) PROGRAM

Your responses to the following items will be helpful in determining the impact of the _____ program as well as in improving future programs on these topics. Please read and respond to all items. Thank you!

1. For each item below, in the LEFT column, circle the ONE number that best reflects your level of knowledge AFTER the <Program Name> program. Then, in the RIGHT column, circle the number that best reflects your level of knowledge PRIOR TO participating in the program.

Knowledge Level AFTER Program					TOPICS	Knowledge Level PRIOR TO Program				
LOW				HIGH		LOW				HIGH
1	2	3	4	5	Topic #1	1	2	3	4	5
1	2	3	4	5	Topic #2	1	2	3	4	5
1	2	3	4	5	Topic #3	1	2	3	4	5
1	2	3	4	5	Topic #4	1	2	3	4	5

2. For each of the items below, in the LEFT column, circle the number that best reflects your level of skill AFTER the <Program Name> program. Then, in the RIGHT column, circle the number that you think best reflects your level of skill PRIOR TO participating in the program.

Skill Level AFTER Program					SKILL	Skill Level PRIOR TO Program				
LOW				HIGH		LOW				HIGH
1	2	3	4	5	Skill #1	1	2	3	4	5
1	2	3	4	5	Skill #2	1	2	3	4	5
1	2	3	4	5	Skill #3	1	2	3	4	5

3. For each of the following statements, circle the ONE response that best represents your level of agreement/disagreement with the statement about the <Program Name> program..

a.	The program addressed a need that I have	Strongly Disagree	Disagree	Agree	Strongly Agree
b.	The program was a quality program	Strongly Disagree	Disagree	Agree	Strongly Agree
c.	The program presentations were well done.	Strongly Disagree	Disagree	Agree	Strongly Agree
d.	The materials I received in the program will be useful for me.	Strongly Disagree	Disagree	Agree	Strongly Agree
e.	I am glad that I participated in the program.	Strongly Disagree	Disagree	Agree	Strongly Agree

<CONTINUED ON BACK>

4. As a result of your participation in the _____<Program Name>_____ 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 __, 2015

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

2015-2016 School Year

1. How many students in your class participated in the 4-H Club program? _____
2. 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?

% Who Increased
Knowledge

Knowledge Topic #1 _____

Knowledge Topic #2 _____

Knowledge Topic #3 _____

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

% Who Increased
Skill Level

Skill #1 _____

Skill #2 _____

Skill #3 _____

4. 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?

% Adopting or
Demonstrating
Behavior/Practice

Behavior/Practice #1 _____

Behavior/Practice #2 _____

Behavior/Practice #3 _____

<CONTINUED ON BACK>

5. What do you think are the most valuable aspects of the 4-H _____ program for the students in your class?
6. 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?
7. Any other comments?

Your Name and School (OPTIONAL): _____

THANK YOU!

APPENDIX A

SURVEY QUESTION RESPONSE CATEGORIES

The following response scales are commonly used for a variety of survey questions. For each scale, the number of responses used can be determined by the need or desire of the surveyor. For example, if a scale shown below has seven responses items, a surveyor can choose to shorten the scale by removing one or more items from the scale. Many of the response scales have a middle or neutral response item. Whether or not to include a middle or neutral item in the scale is also a choice for the surveyor.

DISAGREE/AGREE 1

Strongly Disagree
 Disagree
 Somewhat Disagree
 Neither Agree nor Disagree
 Somewhat Agree
 Agree
 Strongly Agree

DISAGREE/AGREE 2

Completely Disagree
 Mostly Disagree
 Slightly Disagree
 Neither Agree nor Disagree
 Slightly Agree
 Mostly Agree
 Completely Agree

DISSATISFIED/SATISFIED

Very Dissatisfied
 Dissatisfied
 Somewhat Dissatisfied
 Neutral
 Somewhat Satisfied
 Satisfied
 Very Satisfied

INAPPROPRIATE/APPROPRIATE

Very Inappropriate
 Inappropriate
 Somewhat Inappropriate
 Neutral
 Somewhat Appropriate
 Appropriate
 Very Appropriate

GENDER

Female
 Male

COMPARISON (Average)

Below Average
 Average
 Above Average

COMPARISON (Worse/Better)

Much Worse
 Worse
 Somewhat Worse
 About the Same
 Somewhat Better
 Better
 Much Better

DIFFICULT/EASY

Very Difficult
Difficult
Somewhat Difficult
Neutral
Somewhat Easy
Easy
Very Easy

INEFFECTIVE/EFFECTIVE

Very Ineffective
Ineffective
Somewhat Ineffective
Neither Effective nor Ineffective
Somewhat Effective
Effective
Very Effective

BAD/GOOD

Very Bad
Bad
Poor
Neither Good nor Bad
Fair
Good
Very Good

REGRETFUL/DELIGHTFUL

Regretful
Poor
Fair
Good
Very Good
Excellent
Delightful

MISERABLE/DELIGHTFUL

Miserable
Unsatisfactory
Satisfactory
Excellent
Delightful

WILL NOT/WILL

Definitely Will Not
Probably Will Not
Don't Know
Probably Will
Definitely Will

UNBELIEVABLE/BELIEVABLE

Unbelievable
Somewhat Unbelievable
Not Sure
Somewhat Believable
Believable

SLOW/FAST

Very Slow
Slow
Somewhat Slow
Neutral
Somewhat Fast
Fast
Very Fast

UNLIKELY/LIKELY

Very Unlikely
Unlikely
Somewhat Unlikely
Undecided
Somewhat Likely
Likely
Very Likely

UNHAPPY/HAPPY

Very Unhappy
Unhappy
Somewhat Unhappy
Neither Happy nor Unhappy
Somewhat Happy
Happy
Very Happy

USELESS/USEFUL

Very Useless
Useless
Somewhat Useless
Neutral
Somewhat Useful
Useful
Very Useful

UNIMPORTANT/IMPORTANT

Not At All Important
Very Unimportant
Somewhat Unimportant
Neither Important nor Unimportant
Somewhat Important
Very Important
Extremely Important

DESCRIBES FEELINGS

Clearly Does Not Describe My Feelings
Mostly Does Not Describe My Feelings
Somewhat Describes My Feelings
Mostly Describes My Feelings
Clearly Describes My Feelings

PREFERENCE

No Preference
Slightly Prefer
Prefer
Strongly Prefer
Very Strongly Prefer

DISPLEASED/PLEASSED

Very Displeased
Displeased
Somewhat Displeased
Neutral
Somewhat Pleased
Pleased
Very Pleased

AVOID/PREFER

Very Strongly Avoid
Strongly Avoid
Avoid
Indifferent
Prefer
Strongly Prefer
Very Strongly Prefer

DISLIKE/LIKE

Dislike Very Much
Dislike Moderately
Dislike Slightly
Neither Like nor Dislike
Like Slightly
Like Moderately
Like Very Much

NOT LIKE ME/LIKE ME

Not At All Like Me
Not Like Me
Not Much Like Me
Neutral
Somewhat Like Me
Like Me
Just Like Me

INTERVALS

Never
Less Than Once a Month
Once a Month
2-3 Times a Month
Once a Week
2-3 Times a Week
Daily

QUANTITY

Much Less
Less
Somewhat Less
The Same
Somewhat More
More
Much More

EXPECTATIONS

Far Short of Expectations
Short of Expectations
Exceeds Expectations
Far Exceeds Expectations

IDEALS

Very Far From the Ideal
Far From the Ideal
Neither Far nor Near the Ideal
Near the Ideal
Very Near the Ideal

NEVER/ALWAYS 1

Never
Occasionally
Fairly Many Times
Very Often
Always

NEVER/ALWAYS 2

Never
Rarely
Sometimes
Most of the Time
Always

NEVER ALWAYS 3

Never
Almost Never
About Half the Time
Often
Almost Always
Always

FREQUENCY

Not at All
Occasionally
Frequently

NEVER/ALL THE TIME

Never
Rarely
Sometimes
Often
All of the Time

NONE/ALL

None
Some
Quite a Bit
An Extreme Amount
All

TOO LITTLE/TOO MUCH

Far Too Little
Too Little
About Right
Too Much
Far Too Much

LOWER/HIGHER

Much Lower
Slightly Lower
About the Same
Higher
Much Higher

WORST/BEST

One of the Worst
Below Average
Average
Above Average
One of the Best

BAD/EXCELLENT

Bad
Very Poor
Poor
Fair
Good
Very Good
Excellent

CHANCE

No Chance
Very Little Chance
Equal Chance
Some Chance
Very Good Chance

WEAK/STRONG

Much Weaker
Weaker
No Change
Stronger
Much Stronger

NONE/ A LOT

None
Little
Some
A Lot

Source: Response scales adapted from choices provided in Qualtrics online surveys.
(<http://qualtrics.com/university/researchsuite/basic-building/editing-questions/format-questions/>).

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