

G3658-11



*Collecting Evaluation Data:
End-of-Session Questionnaires*

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We would like to acknowledge the many useful post-session evaluation resources used to develop this manual. Some are noted in the references. We also collected and consulted many instruments from a wide variety of programs and courses—too many to recognize, but all extremely helpful. We've included and/or adapted questions from many of these as samples.

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End-of-session questionnaires commonly are used to collect immediate feedback about educational events such as 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.

End-of-session feedback is collected 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 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

¹See *Collecting Evaluation Data: Observational Techniques* (G3658-05) at learningstore.uwex.edu/Collecting-Evaluation-Data-Direct-Observation-P1144C0.aspx.

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.² Although these steps are ordered below, many should be considered 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, or what participants expect to do as a result of attending? 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.

²See *Planning a Program Evaluation* (G3658-01) at learningstore.uwex.edu/Planning-a-Program-Evaluation--P1033C0.aspx.

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 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 or distributed?

Will the form be included in the conference packet, placed on tables, handed out at the end of each session or distributed at the end of the meeting? 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 tally the results by hand. For larger numbers of participants, you may consider a computer spreadsheet program, data management software or a statistical package for data processing and analysis. Do you want to report frequencies, percents, comparisons, quotes, and/or stories?³ If you include open-ended questions, how will you analyze the written comments? 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 following 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.

³See *Analyzing Quantitative Data* (G3658-06) at learningstore.uwex.edu/Analyzing-Quantitative-Data-P1024C0.aspx and *Analyzing Qualitative Data* (G3658-12) at learningstore.uwex.edu/Analyzing-Quantitative-Data-P1023C0.aspx.

Often we assemble 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 questionnaire easy to complete.**

Keep your questions brief and choose an easy-to-read font. Also, leave plenty of white space on the form to avoid a cluttered appearance.

- **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 very good
2. How would you rate the facility?
 poor fair good very good
3. How would you rate the teaching?
 poor fair good very good

Cluster items into one question:

1. How would you rate each of the following:

	poor	fair	good	very good
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 9). 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. Questionnaire Design: Asking Questions with a Purpose (G3658-02)⁴ reviews how to write questions in greater detail.

- **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 cultural 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 target group to review your questionnaire.

⁴To order or view the PDF, go to learningstore.uwex.edu/search.aspx.

- **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 form.**

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 have completed 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.

- **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.

- **Proofread, edit and pilot test.**

CAUTION

End-of-session evaluation questionnaires can provide valuable information on different aspects of an educational event which are 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, verify outcomes, or document actual learning or behavioral changes. Participant perceptions provide valuable information, but what people believe they learn and what they actually learn may differ. 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.

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. Review the following examples and notice how each asks for slightly different information.

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. ___ quite useful
- d. ___ very 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

KINDS OF INFORMATION: WHAT DO YOU WANT TO KNOW?

In the past we often used end-of-session questionnaires to find out how satisfied people were with the facility, the instruction, the content, and 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.

These are the five different kinds of information that end-of-session questionnaires can provide:

1. Participant Reactions (pages 12–20)

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 21–24)

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 25–34)

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. You'll also want to ask about unintended or unexpected outcomes. Be sure that the outcomes you ask about are possible given the scope and length of the educational event.

4. Future Programming (pages 35–38)

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 39–43)

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

1. PARTICIPANT REACTIONS

End-of-session questionnaires generally ask about participant reactions—what people thought about the program, including content, materials, facilities and administration. Were participants pleased with the session? Participant reaction is important to consider when redesigning or continuing your educational effort. Reactions do not represent outcomes but they are a major input for improving programs. Your questions might focus on people's reactions relative to the session's value, usefulness, quality, applicability, appropriateness, relevance or how well it met expectations. The following lists indicate a variety of reactions that might be of interest. Reactions to the presenters are covered in a separate section, *Teaching and Facilitation*.

A. Reactions to the session including its content and delivery

- Goals and objectives
- Content and information provided
- Learning environment
- Activities
- Components of the event
- Choice of sessions
- Materials
- Exhibits or demonstrations
- Teaching methods
- Instructional aids

B. Reactions to the administration, facilities and logistics

- Pre-event information
- Registration
- Communications
- Length, location, and time
- Food
- Costs

SAMPLE QUESTIONS

A. REACTIONS TO THE SESSION

1. How would you rate the conference overall? (Circle one.)

1=Poor 2=OK 3=Good 4=Excellent

2. To what extent was attending this training worth your time? (Circle one.)

Not at All	Slightly	Moderately	Very	Extremely
1	2	3	4	5

3. Please rate the workshop on the following items: (Circle one number for each item.)

	Very Poor	Poor	Fair	Good	Very Good
a. Content	1	2	3	4	5
b. Organization	1	2	3	4	5
c. Use of instructional aids	1	2	3	4	5
d. Creating interest in topic	1	2	3	4	5
e. Involvement of participants	1	2	3	4	5
f. Pace of delivery	1	2	3	4	5
g. Workbook materials	1	2	3	4	5

4. Overall, was this meeting useful to you?

- a. Yes
- b. No

OR

Overall, to what extent was this meeting useful to you? (Circle one.)

Not Useful	A Little Useful	Somewhat Useful	Quite Useful	Very Useful	Totally Useful
1	2	3	4	5	6

5. To what extent do you think you can apply the information presented today to your work? (Circle one.)

Not at All	A Little Bit	Some	Quite a Bit	A Lot
1	2	3	4	5

6. Of the information presented today, how much is usable to you? (Check one.)

- a. ___ 0–20%
- b. ___ 21–40%
- c. ___ 41–60%
- d. ___ 61–80%
- e. ___ 81–100%

7. Should this workshop be repeated? (Circle one.)

- a. Yes
- b. No
- c. It depends

Please explain: _____

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

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

OR

No, Definitely Won't	No, Probably Won't	Yes, Probably Will	Yes, Definitely Will
1	2	3	4

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

- a. Less than \$50
- b. \$50–\$100
- c. \$101–\$150
- d. \$151–\$200
- e. Other, please specify: _____

10. For my experience level, the workshop was (Check one):

- a. ____ too basic
 - b. ____ about right
 - c. ____ too advanced
- OR**
- a. ____ too easy
 - b. ____ just right
 - c. ____ too difficult

OR

- a. ____ too elementary
- b. ____ about right
- c. ____ too technical

OR

OR

- a. ____ too simple
- b. ____ just right
- c. ____ too complicated

11. Overall, the clinic (Check one):

- a. ____ was a good learning experience
- b. ____ was a mediocre learning experience
- c. ____ was a poor learning experience

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

	Very Poor	Below Average	Average	Above Average	Excellent
a. general overall impression	1	2	3	4	5
b. usefulness of subject matter for me professionally	1	2	3	4	5
c. usefulness of subject matter for me personally	1	2	3	4	5

13. What was most useful about the demonstration?

14. What was least useful about the demonstration?

15. What I found most useful was:

16. What three things from this conference were most helpful to you?
- a. _____
 - b. _____
 - c. _____
17. What was the single best thing about the day?
18. What were the weaknesses of this workshop?
19. What were the strong points of this training?
20. Please comment on the quality of this workshop:
21. The things that could have been omitted from the day are:
22. What I was looking for from this workshop but didn't get:
23. 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?
24. Were you satisfied with the field day? (Circle one.)
- a. Yes
 - b. No
- Why or why not?
25. How can the conference be improved?
26. What would make the workshop more useful?
27. My general comments and suggestions for improving this conference are:
28. What part of the conference did you like most?
29. What part of the conference did you like least?

30. 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>	Not Well	Somewhat	Very Well	Did Not Attend
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

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

<i>[List title of presentations.]</i>	Very Poor	Poor	Fair	Good	Very Good	Excellent
a. _____	1	2	3	4	5	6
b. _____	1	2	3	4	5	6
c. _____	1	2	3	4	5	6
d. _____	1	2	3	4	5	6

32. Please give your reaction to the following sessions:

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

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

33. How valuable did you find each exhibit?

<i>[Title of exhibits]</i>	Not at All Valuable	Slightly Valuable	Fairly Valuable	Quite Valuable	Very Valuable
a. _____	1	2	3	4	5
b. _____	1	2	3	4	5
c. _____	1	2	3	4	5

34. 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.)

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

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

Far Below	Below	Met Expectations	Above	Far Above
1	2	3	4	5

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

37. 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	___	___	___	___	___

38. 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; 9=No Opinion

The educational materials and content...

a. Helped me better understand the issue	1	2	3	4	5	9
b. Provided information relevant to my work	1	2	3	4	5	9
c. Were based on current, up-to-date information	1	2	3	4	5	9
d. Addressed the topic identified in the title	1	2	3	4	5	9
e. Were well organized	1	2	3	4	5	9
f. Were easy to understand	1	2	3	4	5	9
g. Will be of great immediate use to me	1	2	3	4	5	9

39. How useful do you think the project manual will be? (Circle one.)

Not at All Useful	Minimally Useful	Moderately Useful	Very Useful	Extremely Useful
1	2	3	4	5

40. Please indicate your evaluation of the workshop.

	Very Poor	Below Average	Average	Above Average	Excellent
a. Was organized and followed a logical order	1	2	3	4	5
b. Provided information I can use in my work	1	2	3	4	5
c. Will be helpful in my career	1	2	3	4	5
d. Expanded my thinking about the topic	1	2	3	4	5
e. Related information to client needs	1	2	3	4	5
f. Provided material I can use with clients	1	2	3	4	5

41. Please rate the workbook on the following:

	Poor	Fair	Good	Very Good
a. Easy to read	1	2	3	4
b. Easy to understand	1	2	3	4
c. Provides information you can use	1	2	3	4
d. Effectively integrates information on pesticides and microbial contamination	1	2	3	4

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

	Poor	Fair	Good	Very Good
a. Readings selected	1	2	3	4
b. Lectures	1	2	3	4
c. Visual aids, transparencies	1	2	3	4
d. Videotapes	1	2	3	4
e. Group activities	1	2	3	4
f. Group discussion	1	2	3	4
g. Consultation on problems	1	2	3	4

43. Please check the TWO topics that were most useful to you. (Check two.)

[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	Good	Excellent
b. Meals	Poor	Good	Excellent
c. Lodging	Poor	Good	Excellent
d. Parking	Poor	Good	Excellent
e. Service	Poor	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 conference on the following? (Circle one number for each.)

	Very Low	Below Average	Average	Above Average	Very High
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 (e.g., food, evening activities, room layout) could be improved?

12. How satisfied were you with the following:

	Very Dissatisfied	Somewhat Dissatisfied	Satisfied	Very Satisfied	Completely Satisfied
a. Pre-program 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.

Numerous aspects of teaching and facilitation might be included 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:

	Not at All	Not Much	Some- what	Quite a Bit	A Great Deal
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:

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
The instructor...					
a. Was well prepared	1	2	3	4	5
b. Was interested in helping me learn	1	2	3	4	5
c. Stimulated my desire to learn	1	2	3	4	5
d. Answered questions clearly	1	2	3	4	5
e. Related program content to real-life situations	1	2	3	4	5
f. Gave clear explanations	1	2	3	4	5
g. Held my attention	1	2	3	4	5
h. Presented information that will help me	1	2	3	4	5

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

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

**4. Evaluate each speaker by circling the appropriate letter:
(P=Poor, F=Fair, G=Good, VG=Very Good)**

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

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

PREPARATION

1	2	3	4
Much planning evident	Some planning evident	Little planning evident	No planning evident

KNOWLEDGE OF SUBJECT MATTER

1	2	3	4
Meaning always clear	Most of the time clear	Some of the time clear	Meaning often not clear

KEEPING THE SESSION INTERESTING

1	2	3	4
Participants actively engaged	Participants somewhat engaged	Participants hardly engaged	Participants not engaged

EXPLANATIONS

1	2	3	4
Very clear	Mostly clear	Somewhat clear	Not clear

ANSWERING QUESTIONS

1	2	3	4
Answered all questions	Answered most questions	Answered some questions	Answered no questions

LEVEL OF PRESENTATION

1	2	3	4
Too basic	OK	Good	Too advanced

6. What do you think are the instructor's strengths?
7. How could the instructor improve?
8. How would you rate the agent's facilitation of the group process? (Circle one.)

Very Poor	Poor	Fair	Good	Very Good
1	2	3	4	5



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

	Not at All	A Little Bit	A Fair Amount	A Great Deal
a. Build consensus	1	2	3	4
b. Establish priorities	1	2	3	4
c. Gain necessary information	1	2	3	4
d. Listen to each other	1	2	3	4
e. Keep to the agenda	1	2	3	4

10. Would you recommend this instructor to others?

Definitely Will	Probably Will	Probably Won't	Definitely Won't
1	2	3	4

3. OUTCOMES

Outcomes are the results of the educational event and the benefits people gain from participating. In writing your questions, consider what type of outcomes you would expect participants 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.

These are some common outcomes:

- 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 in practices or behaviors
- 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 the following list of other knowledge gains and kinds of results your program may be fostering:

- 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. None _____
- 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? (Circle yes or no for each item.)

[List benefits.]

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

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

- | | | | | |
|--------|----------|--------|---------|---------|
| Not at | A Little | A Fair | Quite a | A Great |
| All | Bit | Amount | Bit | Deal |
| 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>	Not at All	Very Little	Somewhat	Very Much
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. 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. Do you plan to use the information from the conference?

- a. Yes
- b. No
- c. If yes, how do you plan to use the information? _____

3. 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 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 |

5. 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 |

6. 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:

Not at All	Very Little	Somewhat	Quite a Bit	A Great Deal
1	2	3	4	5

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

3. Which of the benefits listed below have you 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
- e. Other _____

4. Benefit to me from today's workshop:

- | | | | | | |
|---|-------|-------|-------|-----------|-------|
| | Poor | Fair | Good | Excellent | NA |
| a. Stimulated me to think | _____ | _____ | _____ | _____ | _____ |
| b. Motivated me to want to learn more | _____ | _____ | _____ | _____ | _____ |
| c. Motivated me to do something different | _____ | _____ | _____ | _____ | _____ |

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

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
1	2	3	4	5

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? (Check ONE response for each topic.)

<i>[List topic areas.]</i>	Knowledgeable	Need More Help
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>	Not Very Well	Understand Quite Well	Understand Very Well	Already Knew
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>	Nothing	A Little Bit	Quite a Bit	A Lot
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>	No Change	Not Much	A Little Bit	Quite a Bit	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



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>	No Difference	Somewhat Better Prepared	Much Better Prepared
a. _____	1	2	3
b. _____	1	2	3
c. _____	1	2	3

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

- 1=Gave Me Considerable New Information
- 2=Gave Me Some New Information
- 3=Reinforced What I Already Knew

[List expected knowledge changes.]

a. Ways to prevent groundwater pollution	1	2	3
b. Signs and symptoms of pesticide poisoning	1	2	3
c. The effects of pesticides on people	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:

<i>[List topics.]</i>	Already Knew	Little	Some	Quite a Bit	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.)

“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:

	Somewhat		Not risky	No change
Too risky	risky	Not very risky	at all	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>	Not at All	Not Much	Somewhat	A Great Deal
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.

	No	Less	Slightly	Moderately	Much
	Change	Positive	More	More	More
<i>[List practices.]</i>	Change	Positive	Positive	Positive	Positive
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>	Used Before	Intend to Use	Don't Intend to Use
a. _____	_____	_____	_____
b. _____	_____	_____	_____
c. _____	_____	_____	_____
d. _____	_____	_____	_____
e. _____	_____	_____	_____

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

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

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

I plan to: <i>[List items.]</i>	Stop or Discontinue	Decrease	No Change	Start or Increase
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=Never, 2=Seldom, 3=About Half the Time, 4=Often, 5=Always)

<i>List practices.]</i>	<i>In the next three months, will I?</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 DIFFERENCES⁵

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 end of the event with that at the beginning. This evaluation design, called the retrospective or post-then pre-design, has certain advantages over the traditional pre-post test design for assessing perceptions of change (see Rockwell, 1989 and Le Rousic and Cusick, 1998). It is a popular and valid questionnaire design.

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

	Not Very Well	Somewhat Well	Moderately Well	Very Well
(1) I understood the value of strategic thinking				
a. After the meeting?	1	2	3	4
b. Before the meeting?	1	2	3	4
(2) I knew how to write a mission statement				
a. After the meeting?	1	2	3	4
b. Before the meeting?	1	2	3	4
(3) I could perform a SWOT analysis				
a. After the meeting?	1	2	3	4
b. Before the meeting?	1	2	3	4

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

	My Understanding							
	After Training				Before Training			
	Very Little	Some	Quite a Bit	A Lot	Very Little	Some	Quite a Bit	A Lot
<i>[List topics.]</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

⁵See Quick Tips 27, 28, 29, and 30 at www.uwex.edu/ces/pdande/resources/quicktipsnumerical.html.

4. FUTURE PROGRAMMING

End-of-session questionnaires provide an opportunity to hear from participants about their additional educational needs, their preferences and 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, make sure to respond to participant feedback to show 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 know 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 doing currently. 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. How do you learn the best?
6. Which of the following techniques help you learn the best? (Check all that apply.)
- Small group discussion
 - Lecture
 - Role playing
 - Individual work
 - Computer assisted learning
 - Video examples
 - Sharing by participants
 - Other _____
7. To what extent did the following influence your attending this conference:
- | | Strongly
Influenced | Influenced | Did Not
Influence |
|----------------------|------------------------|------------|----------------------|
| a. Content | _____ | _____ | _____ |
| b. Location | _____ | _____ | _____ |
| c. Length of program | _____ | _____ | _____ |
| d. Price | _____ | _____ | _____ |
| e. Speaker(s) | _____ | _____ | _____ |
| f. Sponsor | _____ | _____ | _____ |
| g. Other: _____ | | | |
8. 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.)
- Subject
 - Speakers
 - Recommendation
 - Price
 - Location
 - Time of year
9. How far would you travel to attend another clinic like this one?
- 0–20 miles
 - 21–40 miles
 - 41–60 miles
 - > 60 miles

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

11. How often should this event be held?

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

12. 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 to 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 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.

Several different participant background questions can be informative, 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
- Race/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. repeat participants

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 you have completed? (Circle one.)**
 - a. Some high school
 - b. High school graduate
 - c. Some college
 - d. Trade, technical or vocational training
 - e. College graduate
 - f. Some post-graduate work
 - g. Post-graduate degree
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: _____
 - c. Total owned: _____
 - d. Total rented: _____

7. Including yourself, how many people live within your household? _____

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
- e. _____ Other, please describe _____

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? _____
- d. Who sponsored it? _____

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

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

3. During the past year (January-December), how often have you participated in programs provided by the following?

	Approximate Number of Times
a. Trade groups	_____
b. Professional associations	_____
c. Private companies	_____
d. UW-Extension	_____
e. Vocational or business school	_____

How helpful were they? (Check one.)		
Little	Some	Very
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

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

- a. Yes
- b. No

6. 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: _____

7. In which ways have you obtained information from the UW-Extension?

- a. Personal consultation
- b. Phone conversation
- c. E-mail correspondence
- d. Website
- e. Newsletter
- f. News column
- g. Publications/fact sheets
- h. Lectures/talks/seminars
- i. Training program
- j. Field visit
- k. Display board
- l. Other, please specify: _____

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

- a. Newspaper (name) _____
- b. Magazine (name) _____
- c. Radio announcement
- d. Word-of-mouth
- e. Extension office
- f. Website
- g. Other, please specify: _____

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