

Evaluate Your Educational Programs

Toward the end of the year, you will want to review the progress your committee has made. What changes/results have occurred among the people you're trying to reach in the educational programs? Program area committees will evaluate both long-range objectives and annual goals and look at the effectiveness of major educational events in reaching goals. Look at PROGRESS and IMPACT.

To learn where the strengths and weaknesses are, you evaluate. This means determining VALUE – by comparing “what is” (information – evidence) with “what ought to be” (what was intended – goals) – to arrive at your judgment or conclusion about “value.” Evaluation is the systematic collection, analysis, and marketing of information on the need for, implementation and outcome of your program.

This worksheet will help you look at the progress you've made this year. Use the next page before the program year starts and again at the end of the year. This lets you make a comparison between what you expect/want and what actually happened.

Who Is the Evaluation For?

You're an important “stakeholder.” You care what happens! You have a stake in the results that occur among people who are in the program and the people who should be reached by it but are not.

Who else would be interested in information from this evaluation? To which other stakeholders will you provide information/conclusions?

() Executive Board, County Extension Council

() Related organizations, list: _____

() Extension fundors – Quorum Court _____

() Other: _____

What Should Happen?

You might look at program progress in several ways. Check the factorial you want to focus on in the next year (first column) – and write in what you feel should be the specific criteria by which this is judged (second column).

() Educational events will be concluded. How many and what kinds should be held? _____

(Examples: Hold 4 workshop sessions OR 2 general sessions and a follow-up tour)

() People will attend the program events. Who are events aimed for? _____
Expected attendance (# or %) _____

(Example: 150 newly married couples are the target group. Expect to reach 50 couples (33%) during the year.)

() People will react favorably. () To information provided.
() To speakers/presenters.
() To materials made available.
() To methods used.

() People will learn new information/ skills. What should they learn (specific topics)? _____

() People will put this into practice (apply their new knowledge). What application is expected? _____

() The annual goal(s) will be achieved. Write the GOAL in terms of the intended outcomes/ results for program users.

GOAL: _____

(Examples:

Older adults will understand the relation between low sodium, low fat diet, exercise, and long-term good health. Agricultural producers will keep complete records to help obtain adequate financing, reduce operating costs, and increase profits.)

() Problems will be solved. Specific problems we're working on:

() The larger critical issue will be resolved. ISSUE: _____
(See the Extension strategic plan or county plan of work for reference to issues.)

Who Will You Ask?

Information can be obtained from various sources. Consider asking:

- () people who attend one or more of the educational events/activities
- () people you want to attend the events (and they may or may not)

How Will You Find Out?

Many methods are available for collecting evaluation information. Your Extension agent will keep records of program events and attendance and may also use end-of-meeting reaction sheets, mailed questionnaires, interviews, planned observations or other methods.

List the information needs and major events you want to "target" and how you'll get desired information.

_____	_____
_____	_____
_____	_____

LOOK AT WHAT HAPPENED

Now the activities have been conducted – the program year has ended! Go back to the questions/criteria on the previous page, enter the actual attendance, the kinds and characteristics of people who took part, their reactions to the information/materials/methods used, what knowledge/skills were actually taught and learned and how well the goal was met.

What are your conclusions about the overall program's effectiveness?

What progress was made? _____

What impact was made on the specific problems and larger critical issue? _____

What recommendation do you have for future activity in this program area? _____

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