**Process Evaluation**

Including process questions on an evaluation is for YOU, to gather feedback to improve your teaching and/or to improve the program/workshop itself.

Collecting end of session feedback is important:

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

As with any evaluation, it’s essential to know what kind of information you need and how the information will be used. Be selective and realistic. Decide what information is needed, why and how you plan to use it.

|  |  |
| --- | --- |
| **What do you really want to KNOW?** | **What will you DO with the information?** |
| Is the program meeting clientele needs? | To make decisions about modifying the program |
| Is my teaching effective? | To modify my teaching style  To influence decisions about tenure *or* merit |

**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 and include a question that asks about weaknesses or ways to improve.

**Participant Reactions**

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.

**Sample of Close Ended Questions**

To what extent was attending this training worth your time? (circle one)

Not at all Great Deal

1 2 3 4 5 6

Please rate the workshop on the following items: (circle one number for each item)

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Content | Useful | 1 | 2 | 3 | 4 | 5 | Of little use |
| Organization | Excellent | 1 | 2 | 3 | 4 | 5 | Poor |
| Use of instructional aids | Appropriate | 1 | 2 | 3 | 4 | 5 | Inappropriate |
| Creating interest in topic | Stimulating | 1 | 2 | 3 | 4 | 5 | Boring |
| Involvement of participants | Excellent | 1 | 2 | 3 | 4 | 5 | Poor |
| Pace of deliver | Appropriate | 1 | 2 | 3 | 4 | 5 | Inappropriate |
| Handouts | helpful | 1 | 2 | 3 | 4 | 5 | Of little help |

Please indicate your agreement with the following statements about the workshop by circling your answer.

1 = Strongly Disagree; 2 = Disagree; 3 = Neither Agree or Disagree; 4 = Agree; 5 = Strongly Agree

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| The educational materials and content… | Strongly Disagree |  |  |  | Strongly Agree |
| Helped me better understand the issue | 1 | 2 | 3 | 4 | 5 |
| Provided information relevant to my work | 1 | 2 | 3 | 4 | 5 |
| Were based upon current, up to date information | 1 | 2 | 3 | 4 | 5 |
| Addressed the topic identified in the title | 1 | 2 | 3 | 4 | 5 |
| Were well organized | 1 | 2 | 3 | 4 | 5 |
| Were easy to understand | 1 | 2 | 3 | 4 | 5 |
| Will be of great immediate use to me | 1 | 2 | 3 | 4 | 5 |

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Poor | Fair | Good | Excellent |
| Pre-assignments |  |  |  |  |
| Lectures |  |  |  |  |
| Visual aids |  |  |  |  |
| Handouts |  |  |  |  |
| Videos |  |  |  |  |
| Group activities |  |  |  |  |
| Group discussion |  |  |  |  |
| Q & A time |  |  |  |  |

Please give your reaction to the following sessions:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| *Title of Session:* | Poor | Fair | Good | Excellent | Not Applicable |
| Presentation | 1 | 2 | 3 | 4 | NA |
| Usefulness to my work | 1 | 2 | 3 | 4 | NA |
| Overall Rating | 1 | 2 | 3 | 4 | NA |
| Comments: | | | | | |
|  | | | | | |
| *Title of Session:* | Poor | Fair | Good | Excellent | Not Applicable |
| Presentation | 1 | 2 | 3 | 4 | NA |
| Usefulness to my work | 1 | 2 | 3 | 4 | NA |
| Overall Rating | 1 | 2 | 3 | 4 | NA |
| Comments: | | | | | |

This meeting has me feeling (circle one number for reach item)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Bored | 1 | 2 | 3 | 4 | Stimulated |
| Dissatisfied | 1 | 2 | 3 | 4 | Satisfied |
| Not motivated | 1 | 2 | 3 | 4 | Motivated |
| Not focused | 1 | 2 | 3 | 4 | Focused |

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

Not at all Great Deal

1 2 3 4 5 6

Of the information presented today, how much is usable to you (check one)

0-20%

21-40%

41-60%

61-80%

81-100%

Would you recommend this workshop to others? (circle one)

Yes

No

Uncertain

Six presentations were made at today’s training. Check the response that best reflects how well you felt each presentation met your needs.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Presentation: | Not Well | Somewhat | Very Well | Did not attend |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

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

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Title of Presentation: | Poor |  |  |  |  |  |  |  |  | Excellent |
|  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

**Sample of Open Ended Questions:**

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

What was the single best thing about the day?

What were the strong points of this training?

If you could change one or two things about the workshop, what would it be?

What were the weaknesses of this workshop?

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

What was I looking for from this workshop but didn’t get?

**Teaching and Facilitation**

How you are viewed as a teacher or facilitator is important. 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. Increasingly, Extension educators serve as facilitators of groups rather than teachers per se, so your questions need to be worded appropriately.

**Sample of Close Ended Questions**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| To what extent did the educator: | Not Much |  |  |  | Great Deal |
| Know the subject | 1 | 2 | 3 | 4 | 5 |
| Encourage participation | 1 | 2 | 3 | 4 | 5 |
| Answer questions completely | 1 | 2 | 3 | 4 | 5 |
| Respect your knowledge and experience | 1 | 2 | 3 | 4 | 5 |
| Use appropriate examples | 1 | 2 | 3 | 4 | 5 |
| Provide clear explanations | 1 | 2 | 3 | 4 | 5 |
| Generate a desire to learn | 1 | 2 | 3 | 4 | 5 |
| Use an effective mix of lectures and exercises | 1 | 2 | 3 | 4 | 5 |

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| The educator: | Strongly Disagree |  |  |  | Strongly  Agree |
| Was well prepared | 1 | 2 | 3 | 4 | 5 |
| Was interested in helping me learn | 1 | 2 | 3 | 4 | 5 |
| Stimulated my desire to learn | 1 | 2 | 3 | 4 | 5 |
| Answered questions clearly | 1 | 2 | 3 | 4 | 5 |
| Related program content to real-life situations | 1 | 2 | 3 | 4 | 5 |
| Gave clear explanations | 1 | 2 | 3 | 4 | 5 |
| Held my attention | 1 | 2 | 3 | 4 | 5 |
| Presented information that will help me | 1 | 2 | 3 | 4 | 5 |

Please give your frank and honest reactions. Place one number in each cell where

1 = poor, 2 = Fair, 3 = Good, 4 = Very Good, 5 = Excellent

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Presenter | Knowledge of Subject | Presentation | Discussion | Use of Audio Visuals | Overall |
| Warren Peace |  |  |  |  |  |
| Guy Wire |  |  |  |  |  |
| Natalie Dressed |  |  |  |  |  |
| Pete Moss |  |  |  |  |  |

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| The educator was: | | | | | |
| Muddled |  |  |  |  | Organized |
| Boring |  |  |  |  | Interesting |
| Inhibiting |  |  |  |  | Motivating |
| Discouraging |  |  |  |  | Encouraging |
| Unresponsive |  |  |  |  | Responsive |

How well did the educator facilitate the group process? (Circle one)

Not well Very Well

1 2 3 4 5

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| To what extent did the educator help the group: | Not Much |  |  |  | Great Deal |
| Build consensus | 1 | 2 | 3 | 4 | 5 |
| Establish priorities | 1 | 2 | 3 | 4 | 5 |
| Gain necessary information | 1 | 2 | 3 | 4 | 5 |
| Listen to each other | 1 | 2 | 3 | 4 | 5 |
| Keep to the agenda | 1 | 2 | 3 | 4 | 5 |

**Sample of Open Ended Questions:**

What do you think are the instructor’s strengths?

How could the presenter engage learners more effectively?

How could the presenter improve?

**Source:** University of Wisconsin Extension, Program Development and Evaluation “*Collecting Evaluation Data: End of Session Questionnaires*” Ellen Taylor-Powell and Marcus Renner, September 2000