

**A STUDY TO DETERMINE IF IN-DEPTH PROFESSIONAL DEVELOPMENT
PROVIDED TO EXTENSION EDUCATORS ON PROGRAM DEVELOPMENT
HAS AN EFFECT ON PLANNING, IMPLEMENTING, AND EVALUATING
EXTENSION EDUCATIONAL PROGRAMS**

A Record of Study

by

DARRELL ALLEN DROMGOOLE

Submitted to the Office of Graduate Studies of
Texas A&M University
in partial fulfillment of the requirements for the degree of
DOCTOR OF EDUCATION

May 2007

Major Subject: Agricultural Education

**A STUDY TO DETERMINE IF IN-DEPTH PROFESSIONAL DEVELOPMENT
PROVIDED TO EXTENSION EDUCATORS ON PROGRAM DEVELOPMENT
HAS AN EFFECT ON PLANNING, IMPLEMENTING, AND EVALUATING
EXTENSION EDUCATIONAL PROGRAMS**

A Record of Study

by

DARRELL ALLEN DROMGOOLE

Submitted to the Office of Graduate Studies of
Texas A&M University
in partial fulfillment of the requirements for the degree of

DOCTOR OF EDUCATION

Approved by:

Co-Chairs of Committee,	Scott R. Cummings Steven D. Frazee
Committee Members,	Chris T. Boleman David E. Lawver Edward G. Smith
Head of Department,	Christine D. Townsend

May 2007

Major Subject: Agricultural Education

ABSTRACT

A Study to Determine if In-Depth Professional Development Provided to Extension Educators on Program Development Has an Effect on Planning, Implementing, and Evaluating Extension Educational Programs. (May 2007)

Darrell Allen Dromgoole, B.S. Texas A&M University;

M.Ed., Texas Tech University

Co-Chairs of Advisory Committee: Dr. Scott R. Cummings
Dr. Steven D. Frazee

Program excellence in Extension is contingent on an Extension educator's ability to identify issues, prioritize these issues, implement educational programs to address these issues and resulting in measurable outcomes, evaluate these issues and utilize the results of these evaluations to redirect educational programs, and utilize these evaluation results as the foundation for program interpretation. The future success of Extension programs is dependent on the capacity of Extension to retain highly qualified Extension educators and the ability of these Extension educators to implement the process of Extension program development.

A comprehensive professional development intervention, entitled the "South Region Excellence in Programming Academy," was designed and implemented from May 2006 to November 2006 to provide early to mid-career Extension educators with comprehensive instruction related to program planning, program implementation and evaluation and interpretation. A Pre-experimental research, One-Group pre-test-post-

test, involved the administration of a pre-test (O_1) to research subjects followed by the Academy (X) and then followed by a post-test (O_2) to determine if Extension educators' knowledge in program development increased as result of participation in the Academy. Extension educators perceive that their proficiency in the Extension program development process increases as a result of their participation in the Academy. Extension educators incorporate principles covered during the Academy and were satisfied with the Academy in terms of providing skills that will enhance their ability to execute the Texas Cooperative Extension Program Development Model.

This study showed that as an Extension educator's knowledge of the program development process increased, and their perception of the elements of program development increased, Extension educators will incorporate the principles of program development covered during the Academy, and Extension educators were satisfied with the Academy. Recommendations are offered to improve future professional development interventions focusing on program planning, implementation, evaluation, and interpretation. The results of this study will contribute to the body of knowledge that will enhance the ability of personnel to provide quality professional development related to program development.

DEDICATION

I dedicate this to the two most important people in my life, my wife Julie Mae and daughter Amy Lynn. They have supported me, encouraged me, listened to my frustrations, proofread papers, but most of all believed in me. Julie, you believed in me when others had doubts. You moved all over Texas so I could do the job that I genuinely love, and waited at home when I was at a meeting that I'm sure you questioned the relevance of conducting. You sat around livestock shows, attended crop tours, helped me get prepared for Extension meetings and pretended to act interested while listening to conversations about cotton insect control; but you always did so because you are unconditional in your love and support. Julie, your love and support sustains me.

I also want to dedicate this to my parents, Frank and the late Yvonne Dromgoole. You instilled in me at a young age the premise that hard work is the prerequisite to success and without question that is the most important lesson I have ever learned. Without your guidance and example, I would not know how to be a husband, father, employee, and friend. I wish Mom were here to celebrate this milestone in my life, but her lessons regarding how to treat others are imprinted in every fiber of my being.

Finally, I would like to dedicate this dissertation to my grandparents Bernice Houck, the late Garland Houck, the late Doc Dromgoole, and the late Helen Dromgoole. I pray that I continually appreciate and reflect on the awe-inspiring influence they had on my life.

ACKNOWLEDGEMENTS

The obtainment of this degree and dissertation would be impossible if it were not for the assistance, mentorship and support of many individuals. I would first like to thank my committee, Dr. Scott Cummings, Dr. Steven Frazee, Dr. Chris Boleman, Dr. David Lawver and Dr. Edward Smith. These committee members have provided invaluable guidance, council and support.

I would like to thank my mentors in Texas Cooperative Extension, Mr. Kyle Smith, Dr. Edward Smith, Dr. Margaret Hale, Dr. Chester Fehlis, Mr. Lin Wilson, Dr. Bob Robinson, Mr. Ron Woolley, and Mr. Randy Upshaw. My parents always told me “if you want to be the best, hang out with the best” and these individuals have taught me so many important lessons about Extension programming, management and, most importantly, have been true friends.

I sincerely thank all my co-workers and colleagues over the past 23 years who have been mentors and who made me look good! These include Joe D. Janak, Jr., Joyce Brown, Mark Brown, Brad Morrison, Kathy Turner, Carrie Breazeal, Jeff Ripley, Cheryl Mapston, Dr. Rick Machen, Dr. Roy Parker, Harvey Buehring, Dr. Darlene Locke, Dr. Ronald Gill, Dr. James Supak, Dr. Elaine Fries, Courtney Dodd, Charla Bading, Dr. Dale Fritz, Dr. Galen Chandler, Tony Douglas, Jett Major and Dr. Wayne Hanselka.

I especially want to thank my friends who work in the background to make Extension the most effective educational agency in the world, my office managers and

administrative assistants during the past 23 years, Barbara Moretich, Kathy Pena, Becky James, and Katie Davis.

I would like to express my appreciation to my Extension family, the faculty and staff in Districts 11 and 10. These individuals are the most unselfish people in the world and I consider myself privileged that I have the opportunity to work with these brilliant educators who strive to build a better Texas one educational program at a time. I am so blessed to have the opportunity to work everyday with the best Extension educators in the world.

I sincerely appreciate the efforts of the Joint Faculty at Texas A&M and Texas Tech Universities including Dr. Glenn Shinn, Dr. Matt Baker, Dr. Chris Townsend, Dr. Kim Dooley, Dr. Theresa Murphrey, Dr. Scott Burris, Dr. Steven Frazee, Dr. Todd Brashears, Dr. Tim Murphy, Dr. James Linder, Dr. David Doerfert, Dr. James Smith, Dr. Chad Davis, Dr. Cindy Akers, Dr. Gary Briers, and Dr. David Lawver. These individuals are truly committed to making this program a premier doctoral program and to the success of their students.

I would also like to thank some of my friends who always offered encouragement. These friends include Sharon West, Landry Lockett and Kalico Karr Leech.

Finally, I would like to thank the Extension District 11 support staff for their assistance during the past four years for assisting me with Power Point presentations, proofreading papers and making sure, I was in class on time. These individuals include Minnie Russell, Sharon Thompson, DiAnna Moglia, Stephanie Klock, and Sylvia Falcon.

TABLE OF CONTENTS

	Page
ABSTRACT	iii
DEDICATION	v
ACKNOWLEDGEMENTS	vi
TABLE OF CONTENTS	viii
LIST OF TABLES	xi
LIST OF FIGURES.....	xiv
 CHAPTER	
I INTRODUCTION.....	1
Statement of the Problem.....	8
Purpose.....	10
Limitations of the Study.....	11
Delimitations.....	12
Assumptions	12
Definition of Terms.....	12
II REVIEW OF LITERATURE.....	16
History of the Cooperative Extension System.....	16
Professional Development	20
Professional Development in Cooperative Extension.....	22
Extension Program Development Model.....	26
III METHODOLOGY	35
Quantitative Data Collection Methods.....	38
Qualitative Data Collection Methods.....	39
Analysis of Data.....	41
IV RESULTS.....	43
Demographic Data	43

CHAPTER	Page
Excellence in Programming Academy Pre-Test Data	47
Excellence in Programming Academy Post-Test Data.....	62
Excellence in Programming Pre/Post-Test Data Comparison	78
Excellence in Programming Post-Academy Adoption Data.....	94
Excellence in Programming Post-Academy Satisfaction Data	96
Excellence in Programming Academy Participants Responses	98
V SUMMARY, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS.....	105
Research Questions for Study	105
Need for the Study	106
Demographics of Academy Participants.....	106
Methodology	107
Summary of Findings.....	109
Conclusions and Implications	123
Recommendations for Action	125
Recommendation for Further Research	128
REFERENCES	131
APPENDIX A PARTICIPANT PRE-TEST	138
APPENDIX B PARTICIPANT POST-TEST	152
APPENDIX C POST-TEST RESPONSES TO WHAT PARTICIPANTS LIKED MOST	169
APPENDIX D POST-TEST RESPONSES TO WHAT PARTICIPANTS LIKED LEAST	172
APPENDIX E POST-TEST REPSONSES TO WHAT THREE THINGS PARTICIPANTS WOULD CHANGE	175
APPENDIX F POST-TEST RESPONSES TO WHAT THREE MOST USEFUL THINGS PARTICIPANTS LEARNED	178
APPENDIX G POST-TEST RESPONSES TO WHAT THREE LEAST USEFUL THINGS PARTICIPANTS LEARNED	182

	Page
APPENDIX H POST-TEST QUESTIONS SOLICITING ADDITIONAL PARTICIPANT COMMENTS	184
VITA	187

LIST OF TABLES

TABLE		Page
1	Cooperative Extension Services by State	18
2	Sources of Internal Invalidity for One-group Pre-Test-Post-Test Design	37
3	Sources of External Invalidity for One-group Pre-Test- Post-Test Design.....	38
4	Demographics of County Extension Educators in the South Region (N=145)	44
5	Demographics of Participants in the South Region Excellence in Programming Academy (N=34)	46
6	Correct Pre-Test Responses to Knowledge Based Questions Related to Program Planning.....	47
7	Correct Pre-Test Responses to Knowledge Based Questions Related to Program Implementation	49
8	Correct Pre-Test Responses to Knowledge Based Questions Related to Program Evaluation and Interpretation	51
9	Rank Descriptive Statistics for Statements Related to Program Excellence Academy Participants Pre-Academy Perceptions in Implementing Elements of Program Planning.....	53
10	Rank Descriptive Statistics for Statement Related to Program Excellence Academy Participants Pre-Academy Perceptions in Implementing Elements of Program Implementation	55
11	Rank Descriptive Statistics for Statements Related to Program Excellence Academy Participants Pre-Academy Perceptions in Implementing Elements of Program Evaluation and Interpretation	56
12	Rank Correct Post-Test Responses to Knowledge Based Questions Related to Program Planning	63

TABLE	Page
13 Rank Correct Post-Test Responses to Knowledge Based Questions Related to Program Implementation	64
14 Rank Correct Post-Test Responses to Knowledge Based Questions Related to Program Evaluation and Interpretation	66
15 Rank Descriptive Statistics for Statements Related to Program Excellence Academy Participants Post-Academy Perceptions in Implementing Elements of Program Planning	69
16 Rank Descriptive Statistics for Statements Related to Program Excellence Academy Participants Post-Academy Perceptions in Implementing Elements of Program Implementation	71
17 Rank Descriptive Statistics for Statements Related to Program Excellence Academy Participants Post-Academy Perceptions in Implementing Elements of Program Evaluation and Interpretation	72
18 Rank Comparison of Pre-Test to Post-Test Percentage Correct Responses to Knowledge Based Questions Related to Program Planning	79
19 Rank Comparison of Pre-Test to Post-Test Percentage Correct Reponses to Knowledge Based Questions Related to Program Implementation	80
20 Rank Comparison of Pre-Test to Post-Test Percentage Correct Responses to Knowledge Based Questions Related to Program Evaluation and Interpretation	82
21 Rank Comparison of Pre-Academy to Post-Academy Mean Scores for Statements Related to Participants' Perceptions in Implementing Elements of Program Planning	84
22 Rank Comparison of Pre-Academy to Post-Academy Mean Scores for Statements Related to Participants' Perceptions in Implementing Elements in Program Implementation	86
23 Rank Comparison of Pre-Academy to Post-Academy Mean Scores for Statements Related to Participants' Perceptions in Implementing Elements in Program Evaluation and Interpretation	87

TABLE	Page
24 Rank Comparison of Pre-Test to Post-Test Percentage Correct Responses to Knowledge Based Listing and Essay Type Questions	89
25 Rank Comparison of Pre-Test to Post-Test Responses to Practices Related to Program Planning	90
26 Rank Comparison of Pre-Test to Post-Test Responses to Practices Related to Program Implementation	91
27 Rank Comparison of Pre-Test to Post-Test Responses to Practices Related to Program Evaluation and Interpretation	92
28 Rank Descriptive Statistics for Statements Related to Program Excellence Academy Participants Post-Academy Satisfaction in Various Elements of the Excellence in Programming Academy	97

LIST OF FIGURES

FIGURE	Page
1	Texas Cooperative Extension, Texas A&M University System Competency Model 5
2	Steps in Texas Cooperative Extension Program Development 7
3	South Region Excellence in Programming Academy Concept Map 8
4	Maslow’s Hierarchy Of Needs 25
5	Comparison of Pre-Test to Post-Test Mean Correct Answers 109
6	Comparison of Pre-Academy to Post-Academy Mean Perception Scores for Elements Related to Program Planning 112
7	Comparison of Pre-Academy to Post-Academy Mean Perception Scores for Elements Related to Program Implementation 113
8	Comparison of Pre-Academy to Post-Academy Mean Perception Scores for Elements Related to Program Evaluation and Interpretation 114
9	Comparison of Pre-Test to Post-Test Mean Percentage Scores for Elements Related to Adoption of Practices Regarding Program Planning 115
10	Comparison of Pre-Test to Post-Test Mean Percentage Scores for Elements Related to Adoption of Practices Regarding Program Implementation 116
11	Comparison of Pre-Test to Post-Test Mean Percentage Scores for Elements Related to Adoption of Practices Regarding Program Evaluation and Interpretation 117

CHAPTER I

INTRODUCTION

Cooperative Extension programs have customarily provided the conduit for outreach experiential educational programming to address complex issues at the community level.

Sanders, Arbour, Bourg, Clark, Frutchey, and Jones (1966) stated:

The Cooperative Extension Service will, for the foreseeable future, contribute largely to maintaining three elements basically essential to the Republic (a) an abundance of food and fiber; (b) a family system that involves the home as an effective social and economic unit; (c) a systematic process of leadership development (p.3).

In discussing Extension contribution to outreach education, Campbell (1995) stated that “one of the greatest programs ever devised by the land-grant system was the Cooperative Extension Service” (p. 144-145). Rasmussen (1989) acknowledged that “Extension leaders agree that the organization must be capable of responding quickly and effectively to a broad set of issues and to a changing clientele” (p. 228).

Professional development for County Extension faculty is an essential component of Texas Cooperative Extension’s program excellence initiative. Texas Cooperative Extension’s program excellence initiative includes both an administrative and a programmatic component. The administrative component includes a administrative alignment that is fosters Extension educators to more effectively identify issues, prioritize these issues, implement educational programs that result in measurable outcomes.

This dissertation follows the style of *Journal of Agricultural Education*.

The programmatic component of Texas Cooperative Extension's program excellence initiative includes the development of relevant educational strategies, packaging programs that are sequential in terms of educational design, and includes Extension educator's competence. Historically, it has been recognized that professional development is essential to the success of Extension. According to Prawl, Medlin, and Gross (1984), Extension faculty training and development is critical because the effectiveness of educational programmatic outreach efforts is linked to the abilities of the Extension educator. The Extension Committee on Organization and Policy reported in their *national guidelines for staff development*, that professional development was critically important to Extension educational effectiveness by stating:

Today's challenge for extension is an expanded educational effort to effectively relate the total expertise and resources of institutions of higher education to the solution of complex problems of individuals and the society in general. This challenge creates a continuous need for staff development for extension professionals (ECOP, 1977).

Today, Extension faculty face the challenge of addressing rapidly emerging issues that have economic, social and/or environmental implications. In this complex educational environment, Extension educators' knowledge and technical skills rapidly deteriorate. Conklin, Hook, Kelbaugh, and Nieto (2002), stated that "with aging baby boomer population and increasing diversity of the workplace, the 21st century organization must be skilled at developing capacities of personnel" (p.1).

In 1996, Texas Cooperative Extension (formally Texas Agricultural Extension Service) introduced competencies as the fundamental basis for designing County Extension faculty's professional development (Stone, 1997). She (Stone, 1997) defined

competencies as “... the application of knowledge, technical skills, and personal characteristics that lead to outstanding performance” (p. 1). These competencies were identified by asking employees the following (Stone, 1997):

1. What are the things we all share that makes us successful?
2. How does the best work get done?

The data collected through this skills inventory process were used to develop a comprehensive competency model (Stone, 1997).

Utilizing findings from Stone (1997), Texas Cooperative Extension developed a competency-based system entitled *You, Extension and Success* in 2003 (Stone & Coppernoll, 2004). According to Stone and Coppernoll (2004) “the foundation for YES! is a set of core competencies that were built from focus groups and interviews with Extension faculty: they describe the knowledge, skills, and attributes that make Extension employees successful in their jobs” (p. 2). These competencies represent six broad categories, which include the following:

- Subject Matter Expertise - Expert knowledge, and skills in the area for which an Extension educator is responsible. This category also includes skills in providing education and instruction, solving problems, and.
- Integrating technology - Utilizing technology to gather data, exchange information, synthesize information, make decisions, and educate clientele.

- Organizational Effectiveness - Accomplishing the mission of Extension through program development and evaluation, as well as building relationships and acting with accountability.
- Develop and Involve Others - Maintaining healthy relationships with other people to meet the needs of Extension's clientele. This includes mentoring, delegation, and teamwork, facilitating groups, and providing direction for volunteers.
- Communications - Communicating effectively in interpersonal and group situations, whether through written or oral means.
- Action Orientation - Taking the initiative, valuing the role of positive change, creating a vision for the future and working diligently toward goals.
- Personal Effectiveness - A commitment to the Extension profession as well as balancing all aspects of personal and professional life.

The Texas Cooperative Extension, Texas A&M University System Competency

Model is depicted in Figure 1 below.



Figure 1. Texas Cooperative Extension, Texas A&M University System Competency Model. (Stone & Coppernoll, 2004).

Stone and Coppernoll (2004) conclude that this systematic approach to developing professional development opportunities "...make it possible to be more decisive in identifying and addressing critical areas of need in Extension professionals" (p.4).

Technically proficient Extension educators must have the capacity to identify issues effectively, prioritize issues, design appropriate educational strategies to address these issues, evaluate these educational programs effectively, and utilize these evaluation results to redirect or refocus programs if Extension is to continue to be an effective educational agency. Therefore, special efforts must be taken to develop systematic professional development programs that will enhance Extension educators' competencies as they relate to understanding, internalizing and implementing Texas Cooperative Extension's program development process.

In order to address the need to enhance the capacity of Extension educators in the South Region to implement the Texas Cooperative Extension program development model and assist them in effectively identifying and prioritizing issues, developing and delivering educational programs to address these issues to promote change, and finally evaluating and interpreting these issues, a Excellence in Programming Academy was established in the Extension South Region. The purpose of this Academy was to provide in-depth professional development training to Extension educators enabling them to promote change among Extension clientele. The focus of the Academy is to enhance Extension educators' ability to utilize Texas Cooperative Extension's Program Development process. Figure 2 illustrates the steps in this process.

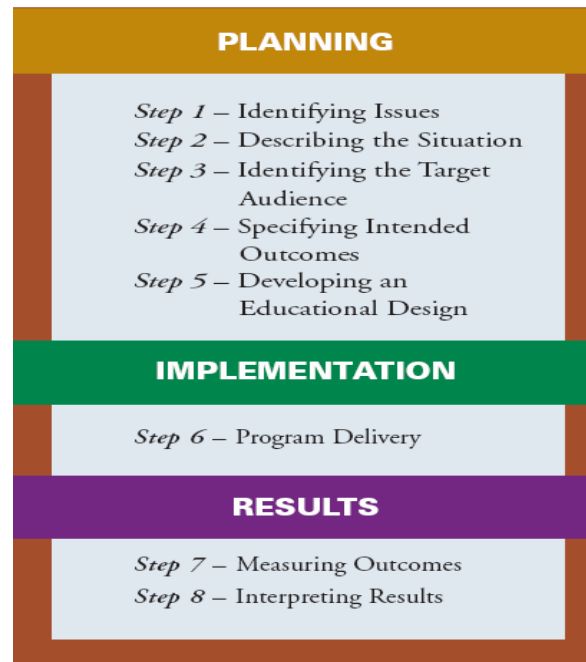


Figure 2. Steps in Texas Cooperative Extension Program Development (Boleman, Cummings & Pope, 2005).

The Academy was divided into a series of separate learning modules that mirrored Texas Cooperative Extension’s Program Development Model. Each module contained sequential lessons. The first module included an overview of the coursework and an introduction to the following three Program Excellence learning modules:

- Program Planning
- Program Implementation
- Program Evaluation and Interpretation

The module conducted at the conclusion of the Academy focused on applying the skills learned through the Program Excellence modules in the areas of Family and Consumer Sciences, Agriculture and Natural Resources and 4-H and Youth

Development. The following concept map illustrates the sequential nature of these modules (Figure 3):

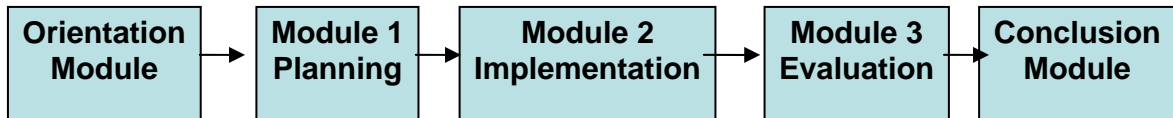


Figure 3. South Region Excellence in Programming Academy Concept Map.

Statement of the Problem

County Extension educators in Texas are individuals employed by Texas Cooperative Extension to provide leadership in developing, implementing and evaluating Extension educational programs at the county level. This is done by addressing local issues in the areas of agriculture, community development, 4-H and youth development, and family and consumer sciences. These County Extension educators typically hold dual appointments through Texas Cooperative Extension, a part of the Texas A&M University System, and their assigned counties.

Texas Cooperative Extension is charged with meeting the educational needs of a broad and increasingly diverse clientele. In recent years, Texas Cooperative Extension has implemented the following administrative organizational changes which have impacted Extension's capacity to address critical issues:

1. A 2003 reduction in force was implemented resulting in professional County Extension educator's positions being eliminated because of budget reductions.

2. A 2003 early retirement plan was implemented as result of budget reductions where experienced educators were provided the opportunity to retire resulting in a critical mass of experience being eliminated from the agency.
3. The elimination of the trainer agent system and the Assistant County Extension Agent position. This trainer agent system provided an arrangement where new County Extension educators, titled Assistant County Extension Agents, were assigned in counties to a professional staff member who was responsible for providing daily training concerning the implementation of the Extension Program Development Model.
4. The traditional hiring of Extension educators with subject matter degrees in Agriculture and Family and Consumer Sciences with limited or no educational background in educational program development, teaching theory, evaluation and interpretation methodology.

As a result of these changes, County Extension educators face increasing workloads as they attempt to effectively meet the expectations of a rapidly changing clientele and community (Djire & Newman, 1995).

New County Extension educators are currently provided formal training through the following venues:

1. New Employee Orientation conducted by their district supervisor.
2. Regional Program Director orientation.
3. Mentor interaction with an experienced County Extension educator in another county.

4. New Employee Training conducted at the state level with an emphasis on orientation.
5. New Employee on-line trainings.
6. District and/or Regional trainings.
7. New Employee Orientation and Training (NEATO) at the Regional level.

These trainings focus on on-boarding new County Extension educators covering topics associated with the organizational structure, organizational culture and the development of core competencies that have been identified with success as an Extension educator with Texas Cooperative Extension. However, none of these professional development trainings are designed to provide County Extension educators with a comprehensive, in-depth understanding in the implementation or engagement of Texas Cooperative Extension's program development model.

Therefore, due to recent administrative organizational changes and the lack of a comprehensive professional development course focusing on the engagement of Texas Cooperative Extension's program development model, there is a need to determine if a comprehensive professional development intervention impacts County Extension educator's engagement of Texas Cooperative Extension's program development process.

Purpose

The purpose of this study was to determine if a comprehensive program development course entitled the "South Region Excellence in Programming Academy" has an influence on early to mid-career County Extension educator's ability to execute Texas

Cooperative Extension's program development process. The specific research questions were:

1. Will County Extension educators participating in the South Region Excellence in Programming Academy knowledge of the Texas Cooperative Extension's program development model increase as a result of their participation in the South Region Excellence in Programming Academy?
2. Will County Extension educators participating in the South Region Excellence in Programming Academy perceive that their knowledge in the utilization of Texas Cooperative Extension's program development model increase as a result of their participation in the South Region Excellence in Programming Academy?
3. Will County Extension educators incorporate principles covered in the South Region Excellence in Programming Academy in their program development efforts (planning, implementation and evaluation)?
4. Will County Extension educators participating in the South Region Excellence in Programming Academy be satisfied in the Academy in terms of providing professional development skills that will enhance their ability to utilize Texas Cooperative Extension's Program Development Model?

Limitations of the Study

This study was limited to the gathering of self-reported data and there was no intent to further verify the accuracy and objectivity of the data. There is no method of

measuring the validity of the subjectivity responses on the data collected from the survey instrument.

Delimitations

The population for this study was limited to County Extension educators in the South Region employed by Texas Cooperative Extension. The study measured the information about their knowledge of and ability to execute Texas Cooperative Extension's program development model.

Assumptions

1. Cooperation of Texas Cooperative Extension's administration provided access to the entire population of Texas Cooperative Extension County Extension educators in the South Region, which enabled the researcher exposure to the full range of perceptions and attitudes that affected the research.
2. The respondents in this research answered honestly and to the best of their ability.

Definition of Terms

1. Annual Planning - Processes for strategically a) identifying issues, b) determining the educational response, c) developing an infrastructure to support the learning as well as annually defining specific priorities and educational actions for Extension programming (Marshall, 1990).
2. Cooperative Extension Service - An organizational entity of the United States Department of Agriculture and the land-grant system created under provisions of the

Smith-Lever Act of 1914 and subsequent legislation, which conducts educational programs of a non-formal nature.

3. County Extension Educator - County professional staff with county responsibility to plan, implement, evaluate and interpret Extension programs at the county level. Does not include clerical staff, support staff, para-professionals, or specialists.

4. District Extension Administrator - District-based staff with responsibility to supervise and manage Extension educational programs on the district level. Provides leadership in program development, staff recruitment and hiring, conducts performance reviews and provides leadership to County Extension educators in accomplishing program goals and objectives.

5. Educational Programming - Includes developing, implementing, and improving programs that provide information, education, or training (Rockwell & Bennett, 2000).

6. Engagement - Is a process to mesh university resources and research with community or client needs (Franz, Peterson, & Dailey, 2002).

7. Impact Evaluation - Assesses program processes to understand how outcomes are produced (Perrin, 1998).

8. On Boarding - A system of engaging new County Extension agents into Texas Cooperative Extension processes and provide them the tools they need to start producing more rapidly.

9. Outcome Program - An intensive educational effort with a clearly defined goal that is intended to result in client change, based on problems and learning needs of a target audience and directed toward their understanding and use of information. An outcome

directed program plan is assumed to be based on a high priority issue, involving sufficient programming (and a series of actions) to address complex problems within the identified issue (Texas Cooperative Extension, 2005).

10. Outcome Summary Report -A report that communicates the relevance of the problem, Extension's educational response to the problem and the results of the educational programming effort in terms of social, economic and/or environmental outcomes.

11. Outcomes -A unit of outcome represents some individual, group, organization, or community with a sustained change in status or behavior that can be attributed in part to the efforts and influences of the agency, program or project (Rockwell & Bennett, 2000).

12. Output Program -A series of educational activities, events, and/or experiences that use appropriate methods designed to measure targeted audiences' satisfaction levels and general clientele feedback (Texas Cooperative Extension, 2005).

13. Professional Development - Professional development is a planned experience designed to change behavior and result in professional and/or personal growth and improve organizational effectiveness (Bryan & Schwartz, 1998).

14. Program - A sequence of significant educational experiences with a focus on a main purpose of helping people make improvements in their lives. Each teaching event leads to another as the program develops. The educational program is aimed at helping people achieve important outcomes or impacts (Parslow, 1995).

15. Program Evaluation - Individual systematic studies conducted periodically or on an ad hoc basis to assess how well a program is working. They are often conducted by

experts external to the program, inside or outside the agency, as well as by program managers (General Accounting Office, 1998).

16. Regional Program Director - Regional-based staff with responsibility to provide programmatic leadership to Extension educational programs on the regional level.

Provides leadership in program development, program design, subject matter professional development and provides leadership to County Extension educators in accomplishing program goals and objectives.

CHAPTER II

REVIEW OF LITERATURE

The review of literature in this chapter was divided into four major sections. Section one provides a history of the Cooperative Extension System. Section two provides an overview of professional development. Professional development specifically in Cooperative Extension is presented in section three. Section four provides a synopsis of program development models utilized in Cooperative Extension programming.

History of the Cooperative Extension System

In discussing Extension contributions as an informal educational agency, Campbell (1995) contends that Extension fulfills the philosophical premise of the land-grant system of service to the public. Numerous federal legislative acts provide the framework that led to the establishment of the Cooperative Extension system. Two significant acts include the Morrill Acts of 1862 and 1890, respectively. These acts provided to states a grant of public land to establish and maintain at least one college in each state for the purpose of teaching agricultural and mechanical arts (Commanger, 1963). The first Morrill Act of 1862 provided land for the establishment of colleges but no funds (Rasmussen, 1989). The second Morrill Act of 1890 provided continued funding for the maintenance of the Colleges established in states as well as prohibiting racial discrimination in admissions to colleges receiving the funds (Rasmussen, 1989). However, the 1890 Act did allow states to circumvent the racial discrimination provision by establishing separate institutions for white and black students if funds were equitably

divided between the colleges (Rasmussen, 1989). Seventeen states including Texas established colleges that became known as 1890 colleges (Rasmussen, 1989).

Another significant development that led to the establishment of the Cooperative Extension system was the passage of the Hatch Act, which established a national system of agricultural experiment stations. According to Rasmussen (1989);

The concept of a nationwide system of agricultural experiment stations was expressed in 1845 by John Pitkin Norton, a professor at Yale. One of his students, Samuel William Johnson, became an advocate of agricultural experiment stations. In 1875, Johnson's efforts led to the establishment of the Connecticut Experiment Station. The same year, under the leadership of E.W. Hilgard, the University of California established an experiment station. A number of other states followed the examples of Connecticut and California (p. 26).

The concept of providing federal and state funds was first introduced in Congress by William H. Hatch of Missouri and J.Z. George of Mississippi in 1882 (Rasmussen, 1989). The Hatch Act that provided federal appropriations for support of agricultural research was signed in 1887 (Rasmussen, 1989).

The Cooperative Extension System was established in 1914 as a result of the Smith-Lever Act. This act was introduced by Senator Hoke K. Smith of Georgia and Congressman Asbury F. Lever of South Carolina (Rasmussen, 1989). Kelsey and Hearne (1963) outlined the major provisions of the Smith-Lever Act as follows:

1. State colleges and the U.S.D.A were to establish a cooperative working relationship and joint responsibility for implementing and administering the Cooperative Extension Service.
2. Provisions were to apply only to residents of the state receiving appropriations. Non-residents were to be excluded from benefits.

3. Educational services addressed an unlimited array of subjects. Funds were to be used for giving instruction in agriculture, home economics and related subjects.
4. Educational service was to include demonstration work. The act stated that services should consist of the giving of practical demonstrations.
5. Funding was to be based on the number of rural citizens.

In 2007, the fundamental elements of the Smith-Lever Act of 1914 provides the framework from an organizational standpoint enabling Extension educators to identify issues impacting communities, prioritize these issues, design educational interventions to address these issues and implement these educational programs. During the past nine decades, clientele has changed, delivery methods have changed, and issues have changed, but the philosophy of outreach education has remained constant.

Table 1 is a list of Cooperative Extension Services by State (Seevers, Graham, Gamon and Conklin, 1997).

Table 1. *Cooperative Extension Services by State (Seevers, et al., 1997).*

Alabama Alabama Extension System	Missouri University of Missouri Extension
Alaska University of Alaska Cooperative Extension Service	Montana Montana State University Extension Service
Arizona Arizona Cooperative Extension	Nebraska University of Nebraska Cooperative Extension

Table 1. *Continued.*

Arkansas	Nevada
University of Arkansas Cooperative Extension Service	University of Nevada Cooperative Extension
California	New Hampshire
University of California Cooperative Extension	New Hampshire Cooperative Extension Service
Colorado	New Jersey
Colorado State Cooperative Extension	Rutgers Cooperative Extension
Connecticut	New Mexico
Connecticut Cooperative Extension System	New Mexico State University Cooperative Extension Service
District of Columbia	North Carolina
University of the District of Columbia Cooperative Extension Service	North Carolina Cooperative Extension Service
Florida	North Dakota
University of Florida Cooperative Extension Service	North Dakota State University Extension Service
Georgia	Ohio
Georgia Cooperative Extension Service	The Ohio State University Extension
Hawaii	Oklahoma
University of Hawaii Cooperative Extension Service	Oklahoma Cooperative Extension Service
Idaho	Oregon
University of Idaho Extension	Oregon State University Extension
Illinois	Pennsylvania
University of Illinois Extension	Penn State Cooperative Extension
Indiana	Rhode Island
Purdue University of Extension	University of Rhode Island Cooperative Extension Service
Iowa	South Carolina
Iowa State University Extension	Clemson University Cooperative Extension Service
Kansas	South Dakota
Kansas State University Research & Extension	South Dakota State University Cooperative Extension Service
Kentucky	Tennessee
University of Kentucky Cooperative Extension Service	University of Tennessee Extension
Louisiana	Texas
Louisiana Cooperative Extension Service	Texas Cooperative Extension
Maine	Utah
University of Maine Extension	Utah State University Extension

Table 1. *Continued.*

Maryland	Vermont
Maryland Cooperative Extension	University of Vermont Extension System
Massachusetts	Virginia
University of Massachusetts Extension	Virginia Cooperative Extension
Michigan	Washington
Michigan State University Extension	Washington State University Extension
Minnesota	West Virginia
Minnesota Extension Service	West Virginia University Extension
Mississippi	Wisconsin
Mississippi State University Extension Service	University of Wisconsin Extension Service

Professional Development

Professional development is defined as a planned experience designed to change behavior and result in professional and/or personal growth and improved organizational effectiveness (Bryan & Schwartz, 1998). Therefore, professional development is an organized effort designed to result in both personal and organizational growth.

Extension professionals obtain knowledge and skills in order to accomplish their professional obligations through pre-service training by obtaining a bachelor's and graduate degrees through an accredited institution (Seevers, et al., 1997). Daresh and Playko (1992) defined pre-service preparation as educational and learning processes that occur before initial job placement.

Bryan and Schwartz (1998) describe levels of common professional development as: (1) individual who are actively in pursuit of their own professional development; (2) a group or program where individuals with mutual interests work together to learn new knowledge and/or skills to enhance their professional development; (3) departmental

where the addressed professional development needs are limited to job-specific issues or concerns of the department; (4) divisional where professional development activities are a result of a committee or group decision; and (5) professional organization where professional development is a result of the organization providing repeated personal contact and affiliation at the local, regional and national levels.

In an informal educational venue professional development is designed to result in more effective programs or increased learning by the Extension clientele. McKenzie (1991) reported that professional development can make a tremendous difference in the performance of the educator and the clientele. McKenzie (1991) contends that professional development coordinators should consider the following elements in order to develop effective professional development experiences; (1) professional development must offer immersion and transformation; (2) professional development must inspire innovativeness; (3) professional development must be experience-based, with learning resulting from doing; (4) professional development must foster the curiosity, wonder or passion of employees; and (5) professional development must respond to employee's interest.

Bradley, Kallick and Regan (1991) reported that the expectation of professional development is: (1) to bestow an element of stability where rewards and incentives are provided to the educators who conform with the organizational goals; (2) enhancement, whereas skills and knowledge already existent among educators are enhanced; and (3) innovation, where new methods, technologies, and programs are supported.

Professional Development in Cooperative Extension

In today's complex and rapidly changing world, knowledge is quickly obsolete. Conklin, et al. (2002) reported that an agency where knowledge and education is its foundation needs to have systems in place to repetitively develop its intellectual capital. Cooper and Graham (2001) reported that "in the future, the success of Extension programs will be determined to a large degree by the ability of the organization to keep highly qualified agents" (p. 1).

Professional development in Cooperative Extension is intended to meet organizational goals as well as its educators. Mincemoyer and Kelsey (1999) defined professional development as education delivered to professional Extension educators in a structured setting that enables them to become more professionally competent. Professional development must be viewed by Cooperative Extension and its educators as a continued learning process designed to stay current and to anticipate future organizational and/or clientele needs (Sims, 1998). This point was emphasized by Fitzpatrick, Duncan, Williamson and Smith (1997) who reported that Extension educators are asked to provide accurate information and educational leadership to addressing a variety of clientele educational needs which necessitates the need for in-depth in-service training.

Seever et al. (1997) described professional development as a process that is supported through in-service trainings and described in-service training as:

...a widely used method to provide training in both subject matter areas and methodology. In-service training programs, usually coordinated at the state level, provide the opportunity for employees to receive training in the most current issues and methods without taking a leave from their job.

In-service is usually an intensive educational effort lasting from one day to one week. Many state extension programs require employees to participate in a set number of in-service training days each year (p. 57).

Gibson and Brown (2003) reported that:

Professional competencies or proficiencies are essential for all educators in order to perform their job effectively. These competencies include (a) understanding the complexity of social systems; (b) knowledge of program planning and development; (c) understanding of human development; (d) knowledge of CES system, including organization and administration; (e) educational process; (f) effective communication; (g) understanding cognitive processes; (h) program research and evaluation; and (i) possession of specialization knowledge (p. 19).

SeEVERS et al.(1997) reported the following sixteen core competencies that were developed in 1993 by the Personal and Organizational Committee of the Extension Committee on Organization and Policy (p.53).

1. Applied Research
2. Change Management
3. Communications and Human Relations
4. Computer Operations and Software
5. Conflict Resolution
6. Cooperative Extension System
7. Educational Programming (Program Development)
8. Evaluation and Accountability
9. Instructional Development and Learning
10. Marketing and Public Relations
11. Organizational Development
12. Personal Organization and Management

13. Professional and Career Development

14. Public Policy Education (“Citizen Politics”)

15. Resource Development and Management (Human and Financial)

16. Strategic Planning

SeEVERS et al. (1997) stated that “although these characteristics are broad enough in nature to apply to many professional positions, extension’s commitment to research and public education of clients of all ages and backgrounds makes these particular characteristics especially relevant” (p. 54).

Buford and Bedeian (1988) reported that Extension administration nationwide recognizes the importance of professional development, but that many state Extension services do an inadequate job in providing sufficient professional development for Extension educators. According to Buford and Bedeian (1988) “as individuals face challenges of learning new skills to maintain their proficiency or become qualified for promotion, the importance of staff development becomes evident” (p. 134). Buford and Bedeian (1988) maintain that Extension administration must; (1) determine training needs; (2) motivate Extension educators to increase their knowledge and skills; (3) determine training methods; and (4) evaluate the results of the training.

In order to maximize Extension educators’ career potential, and organizational enhancement it is dependent upon a systems approach to professional development (Kutilek, Gunderson, & Conklin, 2002). Kutliek et al. (2002) continued by saying “systems approaches are characterized by an interrelationship among parts, all of which are working together toward a defined goal” (p. 1). Boone, Safrit and Jones (2002)

stated "...a system is viewed as consisting of several parts that together form a unitary whole" (p.9).

Effective professional development for Extension educators is dependent upon the motivation of the Extension educator to improve themselves professionally and achieve organizational goals. Buford et al. (1988) define motivation as "... a predisposition to behave in a purposive manner to achieve specific, unmet needs" (p.145).

Maslow (1970) reported that human motivation is directed at the appropriate level in the hierarchy of needs (Figure 4).



Figure 4. Maslow's Hierarchy of Needs (1970)

According to Maslow (1970), physiological needs which are the need for physical satisfaction are more essential, followed by safety and well being, belonging, self esteem, and then self actualization needs. In this hierarchical arrangement, the most fundamental level of satisfaction must be realized before a higher level satisfaction can

be obtained. Professional development in Extension provides Extension educators the opportunity to realize the hierarchical needs as described by Maslow (1970) by obtaining knowledge and skills which enable them to enhance their self-esteem by gaining knowledge related to the Texas Cooperative Extension Program Development model and enhance their self actualization needs by increasing their ability to implement the model.

Extension Program Development Model

The engagement of the program development model has dominated Extension programs for more than two decades (Patterson, 1993). Patterson (1993) contends that adherence to a program development model has given Extension a systematic method to develop programs that address Extension clientele needs. All of these models propose a systematic process for planning, implementing and evaluating Extension educational programs.

Almost every program development model utilized by Extension can be traced to the work of Ralph Tyler's work in 1949 associated with curriculum studies (Boleman et al., 2005). Tyler's *Basic Principles of Curriculum and Instruction* (1949) organized the following principles that have provided a framework for the development of program development models:

1. Defining the educational objectives.
2. Establishing practical and useful learning experiences.
3. Organizing learning experience to have maximum outcome.
4. Evaluation of the learning experience to improve future educational programming.

There is a proliferation of program development models utilized by Cooperative Extension nationwide. Some of the most cited models include the Logic Model (Taylor-Powell, 2002), the Targeted Outcomes of Program (TOP) Model (Bennett & Rockwell, 1995), the Cornell Cooperative Extension Program Development Model (Duttweiler, 2001), and the Extension Education Learning System (Richardson, 1994). The basic premise of all these models is that they enable the Extension educators to systematically plan, implement and evaluate educational programs.

According to Diem (2003) “The program development model typically used by Cooperative Extension incorporates” (p. 1-2):

1. Needs assessment,
2. Development of program objectives based on the organization’s mission to meet those needs,
3. Program planning and delivery,
4. Evaluation, and
5. Reporting the results

Boone et al. (2002) divide the program development process into three major subprocesses which include planning, design and implementation and evaluation and accountability.

Extension in Texas has utilized a program development process that focuses on developing educational programs that meet clientele’s identified issues for more than 50 years (Marshall, 1990). Marshall (1990) stated that “our program development process incorporates the belief that local people have both desire and ability to plan and carry out

educational programs to enrich their lives” (p. 4). Marshall (1990) reported that Texas’ program development process focusing on engaging local clientele has the following benefits:

1. Extension educators stay in contact with the clientele that the programs are designed for.
2. Extension programs are focused on expressed clientele needs.
3. The Extension program development process capitalizes on the intellectual capital of the community to increase the quality of the educational program.
4. Clientele involvement multiplies the Extension educator’s efforts in the community.
5. The process utilizes evaluation throughout the process to enable Extension educators to refocus and redirect program effort to insure relevancy of programs.

Gibson and Brown (2003) reported, “To be successful in Extension programming requires education, training, and skills in both process area as well as the subject matter area” (p. 22).

In 2005, Texas Cooperative Extension educators utilize a program development process that provides a framework enabling them to identify and prioritize critical issues, develop educational programs and implement educational interventions to address these issues, then evaluate and interpret these programs. Boleman et al. (2005) states that:

As Extension educators, we must understand our role in program development. We should be committed to developing educational

programs to promote change in our audiences. In addition to specific subject-matter knowledge, we must possess knowledge about the program development process, so audiences get the most out of their educational experiences (p.3).

Texas Cooperative Extension incorporates elements of Bennett and Rockwell's TOP model (1995) and Taylor-Powell's LOGIC model (2002) to develop the currently utilized Texas Cooperative Extension program development model (Boleman et al., 2005). According to Boleman et al. (2005) Texas Cooperative Extension's Program development model is built on three basic phases which include planning, implementation, and evaluation and interpretation. These three phases are comprised of eight individual steps (Boleman et al., 2005). The specific steps outlined in the planning phase of Texas Cooperative Extension's program development model are (Boleman et al., 2005);

1. Identifying issues.
2. Describing the situation.
3. Identifying the target audience.
4. Specifying intended outcomes.
5. Developing an educational design.

Boleman et al. (2005) includes program delivery as a step in the implementation phase of the Texas Cooperative Extension program development model and identified measuring outcomes and interpreting results as steps in the results phase this program development model.

The individual functions or processes, which are collectively known as program development, include planning, program implementation, volunteer development and

management, evaluation and interpretation. It is not viable to discuss program development without recognizing that the Extension program development is also people development (Marshall, 1990). Involving local people in Extension program development increases the capacity of persons involved (Marshall, 1990). When leaders have an opportunity to make decisions and learn how to provide the kind of volunteer leadership that results in programmatic success they also learn leadership skills that can be applied outside the Extension context (Marshall, 1990).

Leadership development among Extension's volunteer base is one of our major objectives. Texas Cooperative Extension provides educational opportunities for people to improve their skills in leadership, in addition volunteers gain practical experience by serving in leadership roles (Marshall, 1990).

Leadership develops from opportunities to be in decision-making situations and taking an active part in all phases of the Extension program (Marshall, 1990). Leadership is not a quality that exists only in certain persons, rather, it is a skill that can be learned and practiced when opportunities arise (Marshall, 1990). Likewise, it is a shared process – more than one person can be involved in carrying out a leadership role for a particular situation (Marshall, 1990). Leadership is demonstrated when people, as a group, select and act on an area of concern to them, choosing a plan to solve a problem, implementing this action plan, evaluating this implementation plan to determine program success and interpreting program success to elected officials and stakeholders (Marshall, 1990).

Some of the benefits for volunteers being involved in Extension program development include (Marshall, 1990):

- Self-fulfillment
- Increased confidence in decision making and problem solving
- Opportunity to learn leadership and problem solving
- Opportunity to practice leadership skills
- Contact with others in the county, region and state
- Respect as an acknowledged community, county, regional or state leader
- Prestige from being identified with a successful system of informal education

The community can also grow and improve from this process of leadership development in Extension program development (Marshall, 1990):

- Leaders are an effective way to introduce Extension's assigned program responsibilities into their communities
- Leadership is extended to other community settings
- The county's economy and social development are improved by positive leadership actions.
- Family, county, and community situations can be improved through problem identification and problem solving processes

Some other benefits that come to Extension's educational program through effective volunteer leader involvement include (Marshall, 1990):

- Improved program quality and effectiveness
- Improved good-will between the public and Extension

- Greater knowledge, creativity, and leadership skills of people in program development
- Contiguity between what clientele want and what Extension offers
- More accurate decisions about relevant needs and opportunities
- Wider base from which to acquire program volunteers
- Better participation when programs are planned by participants or their representatives
- Increased interest and enthusiasm
- Improved evaluation because of closer knowledge of and contact with the public
- Increased accountability
- Program legitimation which speeds the process of change and reduces resistance
- Multiplication of Extension educator's efforts through leader/volunteer involvement in the program development process.
- Improved resources when leaders know about and support programs
- A broader support base for budget and administrative concerns

The inclusion of interpretation as a component of the program development model is not unique to the Texas Cooperative Extension program development model. There are an abundance of program development models utilized by Cooperative Extension nationwide, which list interpretation or reporting results as a key component of the model. Some of the more popular models utilized include the Logic Model (Taylor-Powell, 2002) which lists interpret and report as an element of the evaluation component

of the model. The Cooperative Extension Services that utilize Targeted Outcomes of Program (TOP) Model (Bennett & Rockwell, 1995) includes interpretation as an element of the SEE outcomes (social, economic and environmental). The basic premise of all these models is that they enable the Extension educators to systematically plan, implement, evaluate and interpret educational programs.

According to Diem (2003), the program development model typically used by Cooperative Extension incorporates reporting results as an element of the model. Whereas, Boone et al. (2002) divide the program development process into three major subprocesses which includes accountability.

O'Neill and Richardson (1999) recognized the need for interpretation when they stated "as recipients of public funding, Extension faculty are accountable to government leaders and stakeholders for reporting program impact" (p.1). Kalambokidis (2004) emphasized that "...governments have compelled state Cooperative Extension Services to defend their continued receipt of state and county funding" (p.1).

Boleman and Burkham (2005) stated "the county Leadership Advisory Board (LAB) develops a long-term vision for the county program, advocates for and interprets the program throughout the county, and helps develop resources for the county program" (p. 1). Boleman and Burkham (2005) indicated that it is Extension's responsibility to insure that Leadership Advisory Board members are equipped to clearly convey the local program's mission and accomplishments.

The Strengthening Extension Advisory Leadership (SEAL) curriculum (2005) emphasizes that advisory boards being advocates for Extension is critical to the future

success of programs. The Strengthening Extension Advisory Leadership (SEAL) curriculum (2005) lesson plans state, “advisory leaders are extension’s most effective advocates. Faculty is viewed as having a biased view of the world by elected officials” (p. 1). Therefore, it is imperative that Extension develop strategic plans in the future that include interpretation as a critical role of for our Leadership Advisory Boards.

Seevers et al. (1997) effectively communicated the important role of the program development process by stating:

Knowledge and skill in practicing program planning are essential job functions for Extension personnel. Though many models of program development exist, they all include three basic elements: planning, design and implementation, and evaluation and accountability. Successful planning involves people in a systematic process to ensure that the resulting program addresses critical needs of people using methods appropriate for the intended audiences (p. 119).

The literature reviewed for this study indicates that the Cooperative Extension System provides a conduit for informal and outreach education as part of the land-grant University system, that effective professional development for Extension educators is paramount to effective Extension educational programming, and that the engagement of the program development model enables Extension educators to effectively plan, implement, and evaluate and interpret Extension educational programs.

CHAPTER III

METHODOLOGY

A Pre-experimental research, One-Group pre-test-post-test design described by Campbell and Stanley (1963) was utilized that involves the administration of a pre-test (O_1) to research subjects followed by an educational intervention (X) and then the administration of a post-test (O_2) to research subjects. This Pre-experimental method Campbell and Stanley (1963) is "...widely used in educational research and while it is judged as enough better than Design 1 [The One-shot case study] to be worth doing where nothing better can be done..." (p.7), this research method does present several confounded extraneous variables that can jeopardize internal validity. The extraneous variables that propose plausible hypotheses explaining an O_1 to O_2 differences, rival to the hypothesis that the professional development intervention (X) caused the difference in O_1 to O_2 include history, maturation, testing, instrumentation, and occasionally statistical regression (Campbell & Stanley, 1963).

The first extraneous variable recognized by Campbell and Stanley (1963) was history. Campbell and Stanley (1963) indicated, "Between O_1 and O_2 many other change-producing events may have occurred in addition to the experimenter's X" (p. 7). If the pre-test (O_1) and the post-test (O_2) are administered on different dates, events occurring between the pre-test and post-test may have caused the difference (Campbell & Stanley, 1963).

The second extraneous variable identified by Campbell and Stanley (1963) that can offer a plausible hypothesis in explaining the difference in O_1 to O_2 is biological or

psychological maturation (Campbell & Stanley, 1963). Maturation provides for the possibility that between the administration of the pre-test and the administration of the post-test that the participants may grow older, been more tired, been more bored and the observed difference between O_1 to O_2 may be the result of the maturation process rather than the South Region Excellence in Programming Academy (Campbell & Stanley, 1963).

The third confounded rival explanation identified by Campbell and Stanley (1963) is the effect of testing or the effect of the pre-test itself. According to Campbell and Stanley (1963), “it has long been truism in the social sciences that the process of measuring may change that which is being measured. The test-retest gain would be one important aspect of such change” (p.9).

Instrumentation is the fourth rival hypotheses identified by Campbell and Stanley (1963). Instrumentation refers to the independent changes in the instrument that might explain the O_1 to O_2 difference (Campbell & Stanley, 1963).

Statistical regression is the fifth confounded variable that can occasionally account for the change between O_1 to O_2 (Campbell & Stanley, 1963). According to Campbell and Stanley (1963), regression effects are:

Inevitable accompaniment of imperfect test-retest correlations for groups selected for their extremity. They are not, however, necessary concomitants of extreme scores wherever encountered. If a group selected for independent reasons turns out to have an extreme mean, there is less a priori expectation that the group mean will regress on a second testing, for the random or extraneous sources of variance have been allowed to affect the initial scores in both directions (p. 11-12).

Table 2 illustrates sources of internal invalidity for Pre-experimental research design 2 (Campbell & Stanley, 1963).

Table 2. *Sources of Internal Invalidity for One-group Pre-Test-Post-Test Design (Campbell & Stanley, 1963).*

	History	Maturation	Testing	Instrumentation	Regression	Selection	Mortality	Interaction of Selection and Maturation, etc.
Degree of Invalidity ¹	-	-	-	-	?	+	+	-

¹+ indicates that factor is controlled, - indicates that definite weakness exist and ? indicates a possible source of concern.

Table 3 provides an illustration of sources of external invalidity for Pre-experimental research design 2 (Campbell & Stanley, 1963).

Table 3. *Sources of External Invalidity for One-group Pre-Test-Post-Test Design (Campbell & Stanley, 1963).*

	Interaction of Testing and X	Interaction of Selection and X	Reactive Arrangements	Multiple X Inference
Degree of Invalidity ¹	-	-	?	

¹+ indicates that factor is controlled, - indicates that definite weakness exist, ? indicates a possible source of concern and a blank indicates that the factor is not relevant.

The research data collection methodology utilized a mixed methods approach including quantitative instrumentation described by Gall, Borg and Gall (1996) and Tuckman (1999) in addition to qualitative measures to collect, analyze, and interpret data described by Erlandson, Harris, Skipper and Allen (1993).

Quantitative Data Collection Methods

Quantitative methods utilized in this study include a pre-test/post-test (Appendix A) that was administered to County Extension educators (N=34) enrolled in the Texas Cooperative Extension South Region Excellence in Programming Academy. The Pre-test (Appendix A) assessed the Academy participants' knowledge related to program planning, program implementation, and evaluation and interpretation before initiating

the Academy. The post-test (Appendix B) was administered to County Extension educators (N=27) still enrolled in the Academy at the conclusion of the Academy to measure knowledge gained related to program planning, program implementation, and evaluation and interpretation. Academy participants were also administered a pre/post self-assessment questionnaire (Appendices A & B) to determine participants perceptions in regard to their skills related to specific elements of program planning, program implementation, and evaluation and interpretation.

The Academy participants Pre-test, the Academy participants pre Academy self-assessment, the Academy participants post- test, and the Academy participants post Academy self assessments were sent electronically two times following Dillman's Technique (2000). Procedures outlined by Dillman (2000) were used for electronic mailing and data collection. This included one follow-up notification to participants who had not responded (Dillman, 2000).

The pre/post test instrument and pre/post Academy self assessment instrument were developed with the input from three faculty members of the Department of Agricultural Leadership, Education and Communication at Texas A&M University and one faculty member of the Department of Agricultural Education and Communication at Texas Tech University. As suggested by Gall et al. (1996), face and content validity were assessed by these four individuals.

Qualitative Data Collection Methods

Qualitative methods were also utilized in this research study. These methods included participant satisfaction as described by Erlandson et al. (1993). The

participants were asked questions regarding their perceptions of their ability regarding aspects of programming planning, program implementation and evaluation and interpretation. At the conclusion of the Academy, participants in the Academy (N=27) were asked questions on the post-test (Appendix B) regarding their perceptions of their ability regarding aspects of programming planning, program implementation and evaluation and interpretation as result of their participation in the Academy.

The participants (N=27) in the Academy were asked satisfaction questions on the post-test (Appendix B) related to:

1. Information being useful in your role as a County Extension educator.
2. Information being what participants expected to receive
3. The sequence of the Academy learning modules.
4. Accuracy of information presented.
5. Format that the information was presented.
6. Completeness of the material presented
7. Timeliness of the information presented.
8. Quality of the course materials.
9. Instructor's knowledge level of subject matter.
10. Instructor's speaking/presentation abilities.
11. Instructor's organization/preparedness.
12. Instructor's response to questions.
13. Overall satisfaction in the South Region Excellence in Programming Academy.

14. Likelihood that participants will adopt practices and techniques that were taught during the Academy.

The Academy post-test (Appendix B) also presented the following open ended questions soliciting participant's responses related to their satisfaction level and utility of the Academy as a means of program improvement:

1. What did you like most about the South Region Excellence in Programming Academy?
2. What did you like least about the Excellence in Programming Academy?
3. What three things would you change about the South Region Excellence in Programming Academy?
4. What are the three most useful things you learned as a result of your participation in the South Region Excellence in Programming Academy?
5. What are the three least useful things you learned as a result of your participation in the South Region Excellence in Programming Academy?
6. Additional comments related to the South Region Excellence in Programming Academy.

Analysis of Data

SPSS 12.0.1 for Windows software was utilized to analyze the data collected through the pre/post test, pre/post Academy perception survey, the Supervisor pre/post Academy assessment survey, the pre/post Academy Outcome Plan assessment and the pre/post Academy Outcome Summary Report assessment.

Descriptive statistics were used to summarize data collected with the pre/post test. Frequencies, percentages, central tendency measures and variability were used to describe the data.

CHAPTER IV

RESULTS

The results reported in this chapter are divided into eight major sections. Section one provides demographic data on Texas Cooperative Extension's South Region and the South Region Excellence in Programming Academy participants. Section two provides the results of the Pre-test administered to participants of the Academy. Section three provides results of the post-test administered to participants at the conclusion of the Academy. Section four provides results of the post-academy intent to adopt data. Section five provides the results of the post-academy participant satisfaction data. Section six provides results of the pre/post test data, Section seven provides a summary of adoption questionnaire administered to Academy participants. The final provides results of open ended questions utilized to solicit responses from the Academy participants related to satisfaction level and utility of the Academy as a means of program improvement. Data collected represents a census of the South Region Excellence in Programming Academy participants (N=34).

Demographic Data

The Texas Cooperative Extension South Region included 3 districts and 56 counties at the time of this study. The region consisted of 145 County Extension educators including 54.5% male (n=79) and 45.5% female (n=66). According to job titles, 35.2% of County Extension educators in the South Region were County Extension Agent Agriculture and Natural Resources (N=51), 28.3% were County Extension Agent Family and Consumer Science (N=41), 17.2% are County Extension Agent 4-H and

Youth Development (N=25), 4.1% were County Extension Agent Horticulture (N=6), 4.1% were County Extension Agent Marine (N=6), 1.4% were County Extension Agent Natural Resource (N=2), 1.4% were County Extension Agent 4-H and Youth Development - Urban (N=2), 2.1% were County Extension Agent Expand Nutrition (N=3), 2.8% were County Extension Agent Integrated Pest Management (N=4), and 3.4% were County Extension Agents with other titles (N=5). Seventy-three percent of the County Extension educators were White (N=106), 20.0% were Hispanic (N=29), and 7.0% were Black (N=10). Twenty seven percent of the County Extension educators held Bachelor's degrees (N=39), 68.3% held Master's Degrees (N=99) and 4.7% have a Ph.D. (N=7). Table 4 illustrates demographics of Texas Cooperative Extension South Region.

Table 4. Demographics of County Extension Educators in South Region (N=145).

Gender:	N
Male	79
Female	66
Ethnicity:	N
White	106
Hispanic	29
Black	10
Type of Extension Educator:	N
Agriculture and Natural Resource	51
Family and Consumer Science	41
4-H and Youth Development	25
4-H and Youth Development – Urban	2
Horticulture	6

Table 4. *Continued.*

Marine	6
Expanded Nutrition	3
Natural Resource	2
Integrated Pest Management	4
County Extension Agent with other titles	5
Education of Extension Educators	N
Bachelors Degree	39
Masters Degree	99
PhD	7

The participants in the South Region Excellence in Programming Academy (N=34) consisted of 50.0% male (N=17) and 50.0% female (N=17). The number of years the participants in the Academy (N=34) have been employed by Texas Cooperative Extension ranged from one to 15 years with a mean of 5.44 years (S.D. = 3.51). The titles of the participants in the Academy consisted of 26.5% County Extension Agent Agriculture and Natural Resource (N=9), 17.6.% County Extension Agent Family and Consumer Science (N=6), 38.2% County Extension Agent 4-H and Youth Development (N=13), 2.9% Extension Agent Cooperative Extension Program (1890 Institute Agent) for 4-H and Youth Development (N=1), 2.9% County Extension Agent 4-H and Youth Development-Urban (N=1), 5.9% County Extension Agent Horticulture (N=2), 2.9% County Extension Agent-Marine (N=1), and 2.9% County 4-H Coordinator (N=1). Seventy-seven percent of the Extension educators were White (N=26), 14.7% were Hispanic (N=5) and 8.8% were Black (N=3). These Extension educators were assigned to three Extension districts in the South Region in Texas. Fifty-three percent of the

Extension educators were assigned to Extension district 9 (N=18), 38.2% were assigned to Extension district 11(N=13) and 8.8% were assigned to Extension district 12 (N=3). Fifty-three percent of the Extension educators (N=18) were pursuing graduate credit and 47.1% of the Extension educators (N=16) were not pursuing graduate credit through participation in the Academy. Table 5 illustrates demographics of participants of the Academy.

Table 5. *Demographics of Participants in South Region Excellence in Programming Academy (N=34)*

Gender:	N
Male	17
Female	17
Ethnicity:	N
White	26
Hispanic	5
Black	3
District:	N
District 9	18
District 11	13
District 12	3
Type of Extension Educator:	N
Agriculture and Natural Resource	9
Family and Consumer Science	6
4-H and Youth Development	13
CEP- 4-H and Youth Development	1
4-H and Youth Development – Urban	1
Horticulture	2
Marine	1
County Coordinator-4-H and Youth	1

Excellence in Programming Academy Pre-Test Data

The Academy participants (N=34) were administered a knowledge based pre-test (Appendix A) from May 16, 2006 to May 20, 2006 consisting of a possible 79 correct answers. The Academy participants answered a range of three to 49 correctly with a mean of 36.31 (45.96%) correct answers and a standard deviation of 7.97.

Table 6 illustrates the number and percentage of correct responses to specific knowledge based questions related to program planning on the pre-test (Appendix A) for Academy participants administered from May 16, 2006 to May 20, 2006.

Table 6. *Correct Pre-Test Responses to Knowledge Based Questions Related to Program Planning.*

<i>Question or Statement</i>	<i>N</i>	<i># Correct</i>	<i>% Correct</i>
A proactive plan for the future of an individual or community, including objectives on where you are and where we want to go is?	34	7	20.6
Focusing on the organization as the primary client, this allows a group to look within the organization out into the operational world. This is better known as?	26	23	67.6
The most frequently used technique for group decision making is? It is the foundation for many other techniques and the basis for problem solving.	34	23	67.6
Strategic visioning focuses on the future and allows members of the organization to think about how the environment can change the organization.	34	13	38.2
If an organization had a long list of possibilities and wanted them narrowed down, what would they use?	33	9	26.5
When asking about skills, strengths and knowledge of a group, you are trying to determine what?	33	25	73.5
Program Area Committees and Youth Boards help maintain relevance and adjust program priorities when needed.	33	33	97.1
Educational design is?	33	21	61.8
What is the most accurate, trustworthy and comprehensive source of county and local demographics when conducting an audience analysis?	33	30	88.2

The percentage correct pre-test responses by Academy participants for knowledge-based questions for elements of program planning illustrated in Table 6 ranged from 20.6% to 97.1%. The mean percentage correct is 60.12%. Twenty-one percent of the Academy participants correctly answered the question related to strategic visioning, 26.5% for the question related to multi-voting to prioritizing issues, 38.2% answered correctly the question related to strategic visioning focus on the future and allowing the organization to consider how the environment can change the organization, 61.8% correctly answered the question concerning educational design, 67.6% correctly answered the question related organizational planning, 67.6% correctly answered the question related to brainstorming as a technique of group decision making, 73.5% answered correctly the question related to characteristics of target audience, 88.2% of the participants correctly answered the question regarding reliable sources of county and demographic data when conducting an audience analysis and 97.1% correctly answered the question related to Program Area Committees and Youth Boards maintaining program relevance.

Table 7 illustrates the number and percentage of correct responses to specific knowledge based questions related to program implementation on the pre-test (Appendix A) for Academy participants administered from May 16, 2006 to May 20, 2006.

Table 7. *Correct Pre-Test Responses to Knowledge Based Questions Related to Program Implementation.*

<i>Question or Statement</i>	<i>N</i>	<i># Correct</i>	<i>% Correct</i>
What delivery strategy is best for an auditory learner?	33	29	85.3
The following should be included on a lesson plan except.	33	29	82.4
Instructional technologies should be used...	33	29	85.3
A lesson should always begin with.	33	19	55.9
Distance Learning (DL) is an instructional delivery.	33	14	41.2
In order to use distance technologies, you must have knowledge of.	34	0	0
Distance learning philosophies help guide.	33	2	5.9
When entering a county as a new Extension agent, you should...	33	30	88.2
The following are primary news determinants except.	33	24	70.6
What is a major rule when being interviewed by a journalist, especially during a crisis?	33	13	38.2
When using the inverted-pyramid style of writing, you should always.	33	14	41.2
What types of press releases should county Extension agents submit?	33	33	97.1
Most newspapers serving the Hispanic/Latino population of Texas print stories in.	33	8	23.5
Adult learners have a deep need to be.	33	15	44.1
Learners requiring modifications, different from mainstream learners, are referred to as.	33	25	73.5
When planning for instruction, a program facilitator/instructor should always.	33	16	47.1

The percentage correct pre-test responses by the participants of the Academy to knowledge based questions related to program implementation are displayed in Table 7 ranged from 0% to 97.1%. The mean correct responses for elements of program implementation were 55.0%. No Academy participants correctly answered the question associated with knowledge requirements needed to use distance education, 5.9% answered correctly the question related to distance learning practices guiding distance learning philosophies, 23.5% correctly answered the question related to the type of

stories printed by Hispanic/Latino newspapers, 38.2% correctly answered the question related to how to respond to a journalist when being interviewed regarding a crisis, 41.2% correctly answered the question related to using the inverted-pyramid style of writing, 41.2% correctly answered the question related to distance learning as a instructional delivery, 44.1% answered correctly the question related to adult learners having a desire to be self-directed, 47.1% correctly answered the question related to a facilitator/instructor optimizing the learning environment when planning instruction, 55.9% correctly answered the question related to utilizing an interest approach to begin a lesson, 70.6% answered the question correctly related to identifying the primary news determinants, 73.5% correctly answered the question related to special needs learners, 82.4% answered correctly the question regarding what should be included in a lesson plan, 85.3% answered correctly the question regarding what delivery strategy is best for an auditory learner, 85.3% correctly answered the question related to utilizing instructional technologies when appropriate for content and audience, 88.2% correctly answered the question related to Extension educators strategy when they are new to a county, and 97.1% correctly answered the question related to the types of news releases county Extension educators should submit.

Table 8 illustrates the number and percentage of correct responses to specific knowledge based questions related to program evaluation and interpretation on the pre-test for Academy participants administered from May 16, 2006 to May 20, 2006.

Table 8. *Correct Pre-Test Responses to Knowledge Based Questions Related to Program Evaluation and Interpretation.*

<i>Question or Statement</i>	<i>N</i>	<i># Correct</i>	<i>% Correct</i>
Self evaluation, or self assessment, of learning is _____ in instructional design for adult learners.	33	1	2.9
What are the three primary evaluation strategies used in Extension?	33	27	79.4
From a frequency table, the percentage that is typically reported is:	33	3	8.8
Types of evaluations typically conducted for Extension programming are...	33	25	73.5
Generally, it's appropriate to start thinking about using a sample of participants in an evaluation once the size of the participant list reaches.	33	3	8.8
A simple random sample of _____, taken from a population of 30,000 Ag. producers, will produce roughly a 5% margin of error.	33	5	14.7
Valid percent...	33	11	32.4
Which of the following provides the best measure of knowledge gained?	33	16	41.1
How many levels of change can be calculated for a "before vs. after" response on a retrospective post?	33	12	35.3
In conducting evaluations, the primary source of error that county agents should be concerned about is...	33	2	5.9
Asking about intentions to adopt (a new practice or technology) is most appropriate on a...	33	16	47.1
The levels of evaluation include...	33	11	32.4
All programs should be evaluated.	33	10	29.4
When a measure is consistent then we say that the measure is _____?	33	21	61.8
When a measure is accurate then we say that the measure is _____?	33	25	73.5
The three components of the accountability/interpretation framework are...	33	16	47.1

The percentage correct pre-test responses by the participants of the Academy to knowledge based questions related to program evaluation and interpretation provided in Table 8 ranged from 2.9% to 79.4%. The mean correct responses for elements of

program implementation were 37.1%. Three percent of the Academy participants correctly answered the question related to self-evaluation of learning as a recommended practice in instructional design for adult learners, 5.9% correctly answered the question related to non-sampling error in conducting evaluations, 8.8% correctly answered the question related to frequency tables typically reporting valid percentage and the question related to when a sample should be considered in relation to the size of participant list, 14.7% correctly answered the question related to how many in a simple random sample when taken from a population of 30,000 producers to produce a 5% margin of error, 29.4% answered correctly the type of programs that should be evaluated, 32.4% correctly defined valid percentage, 32.4% correctly defined the levels of evaluation, 35.3% correctly identified how many levels of change can be calculated for “before versus after” responses on a retrospective post evaluation, 41.1% correctly defined the best measure of knowledge gained, 47.1% of the participants correctly identified an immediate post-test as the most appropriate technique in determining participant intention to adopt a practice and the three components of the accountability/interpretation framework, 61.8% correctly answered the question related to reliability, 73.5% correctly identified the types of evaluation typically conducted for Extension programming, 73.5% correctly answered the question related to validity and 79.4% correctly defined the three primary evaluation strategies used in Extension.

Extension educators participating in the Program Excellence Academy were administered a self assessment questionnaire (Appendix A) May 16, 2006 to May 20,

2006 to determine their perceptions related to their abilities related to program planning, program implementation and evaluation and interpretation.

Table 9 displays the pre-academy ranked perceptions of Extension educators related to statements dealing with program planning. Extension educators participating in the Academy perceive their abilities to be most competent in their abilities in identifying critical issues ($M= 3.61, S.D. = .70$), in describing the situation ($M=3.58, S.D.= .66$), in prioritizing critical issues ($M= 3.58, S.D.= .71$), in identifying the target audience ($M=3.55, S.D.= .71$), in developing educational goals based on strategic planning processes ($M=3.27, S.D.=.67$), in developing a vision for Extension programs ($M=3.18, S.D.=.68$), and in developing a vision statement for Extension programs ($M=3.03, S.D.=.64$). Extension educators perceived their competencies to be less effective in their abilities in engaging of Program Area Committees and Youth Boards in tactical and annual planning ($M=2.97, S.D.=.85$) and in analyzing strategic planning and breaking it down into manageable components to develop tactical annual plans ($M=2.76, S.D.=.79$). Table 9 illustrates Extension educators' ranked responses to statements related to their perception of their ability to implement the following concerning program planning. Likert scale was defined as: 1= *Poor*, 3= *Average*, and 5= *Excellent*.

Table 9. Rank Descriptive Statistics for Statements Related to Program Excellence Academy Participants Pre-Academy Perceptions in Implementing Elements of Program Planning.

<i>Statement</i>	<i>N</i>	<i>Min</i>	<i>Max</i>	<i>Mean¹</i>	<i>S.D.</i>
Ability in identifying critical issues.	33	2	5	3.61	.70
Ability in prioritizing critical issues	33	2	5	3.58	.71
Ability in describing the situation.	33	2	5	3.58	.66

Table 9. *Continued.*

Statement	N	Min	Max	Mean ¹	S.D.
Ability in identifying the target audience.	33	2	5	3.55	.71
Ability in developing educational goals based on strategic planning processes.	33	1	4	3.27	.67
Ability in developing a vision for Extension programs.	33	2	5	3.18	.68
Ability in developing a vision statement for Extension programs.	33	2	4	3.03	.64
Ability in engagement of Program Area Committees and Youth Boards in tactical and annual planning.	33	1	5	2.97	.85
Ability in analyzing strategic planning and breaking it down into manageable components to develop tactical annual plans.	33	1	4	2.76	.79

¹Likert scale defined as: 1= *Poor*, 3= *Average*, and 5= *Excellent*.

Table 10 illustrates the pre-academy ranked perceptions of Extension educators related to statements dealing with program implementation. Extension educators perceive their abilities to be most competent in their ability in face-to-face presentations ($M= 4.03$, $S.D. = .82$), in utilizing technology effectively in program delivery ($M=3.58$, $S.D.=.75$), understanding learning styles ($M=3.48$, $S.D.= .83$), developing educational design ($M=3.30$, $S.D.= .73$), developing effective Extension educational lesson plans ($M= 3.30$, $S.D.= .85$), developing an educational newsletter ($M=3.30$, $S.D.=.68$), partnering with the media to address high profile issues ($M=3.24$, $S.D.=.87$), developing educational marketing plans to promote programming ($M=3.21$, $S.D.=.70$) and engaging local Program Area Committees and Youth Boards in delivery of educational programs ($M=3.15$, $S.D.=.97$). Extension educators perceived their competencies to be less effective in their abilities in developing a personal column ($M=2.88$, $S.D. =.89$), in

distance education teaching skills ($M=2.70$, $S.D. =.77$), and in integrating distance education ($M=2.39$, $S.D. =.83$). Table 10 illustrates Extension educators' ranked responses to statements related to their perception of their ability to implement the following concerning program implementation. Likert scale was defined as: 1= *Poor*, 3= *Average*, and 5= *Excellent*.

Table 10. *Rank Descriptive Statistics for Statements Related to Program Excellence Academy Participants Pre-Academy Perceptions in Implementing Elements of Program Implementation.*

<i>Statement</i>	<i>N</i>	<i>Min</i>	<i>Max</i>	<i>Mean</i> ¹	<i>S.D.</i>
Ability in face-to-face presentation skills.	33	1	4	4.03	.82
Ability in utilizing technology effectively in program delivery.	33	2	5	3.58	.75
Ability in understanding learning styles.	33	2	5	3.48	.83
Ability in developing effective Extension educational lesson plans.	33	2	5	3.30	.85
Statement	N	Min	Max	Mean ¹	S.D.
Ability in developing an educational design.	33	1	4	3.30	.73
Ability in developing an educational newsletter.	33	2	5	3.30	.68
Ability in partnering with the media to address high profile issues (BSE, e-coli, etc.).	33	2	5	3.24	.87
Ability in developing educational marketing plans to promote programming.	33	2	5	3.21	.70
Ability in engaging local Program Area Committees and Youth Boards in delivery of educational programs.	33	1	5	3.15	.97
Ability in developing a personal column.	33	1	5	2.88	.89
Ability in distance education teaching skills.	33	1	4	2.70	.77
Ability in integrating distance education .	33	1	5	2.39	.83

¹Likert scale defined as: 1= *Poor*, 3= *Average*, and 5= *Excellent*.

Table 11 reveals that Extension educators pre-academy ranked perceptions in themselves to be most competent in their abilities to understand clientele levels of learning ($M= 3.45, S.D. = .62$), in understanding of evaluation methods ($M=3.34, S.D.= .55$), in understanding of evaluation models ($M=3.12, S.D.=.65$), in analyzing evaluation results ($M=3.12, S.D.= .78$), in utilizing evaluation results as program management tools ($M= 3.12, S.D.= .70$), in involving Program Area Committees and Youth Boards in the interpretation process ($M=3.09, S.D.=.93$), and in developing interpretation documents ($M=3.03, S.D.=.73$). Extension educators perceived their competencies to be less effective in their abilities in involving Program Area Committees and Youth Boards in the evaluation process ($M=2.97, S.D.=.95$), in developing evaluation plans ($M=2.91, S.D.=.84$), in utilizing the 3 ‘Rs’ of program interpretation ($M=2.90, S.D.=.75$) and in developing evaluation instruments ($M=2.88, S.D.=.89$). Table 11 illustrates Extension educators’ ranked responses to statements related to their perception of their ability to implement the following elements concerning program evaluation and interpretation. Likert scale was defined as: 1= *Poor*, 3= *Average* and 5= *Excellent*.

Table 11. *Rank Descriptive Statistics for Statements Related to Program Excellence Academy Participants Pre-Academy Perceptions in Implementing Elements of Program Evaluation and Interpretation.*

<i>Statement</i>	<i>N</i>	<i>Min</i>	<i>Max</i>	<i>Mean¹</i>	<i>S.D.</i>
Ability in understanding of clientele levels of learning.	33	2	4	3.45	.62
Ability in understanding of evaluation methods.	33	2	5	3.34	.55
Ability in analyzing evaluation results.	33	1	4	3.12	.78
Ability in utilizing evaluation results as program management tools.	33	2	5	3.12	.70

Table 11. *Continued.*

Statement	N	Min	Max	Mean ¹	S.D.
Ability in understanding of evaluation models.	33	2	4	3.12	.65
Ability in involving Program Area Committees and Youth Boards in the interpretation process.	32	1	5	3.09	.93
Ability in developing interpretation documents.	33	2	4	3.03	.73
Ability in involving Program Area Committees and Youth Boards in the evaluation process.	33	1	5	2.97	.95
Ability in developing evaluation plans.	33	1	4	2.91	.84
Ability in utilizing the 3 'Rs' of program interpretation.	31	1	4	2.90	.75
Ability in developing evaluation instruments.	33	1	4	2.88	.89

¹Likert scale defined as: 1= *Poor*, 3= *Average*, and 5= *Excellent*.

The pre-test self-assessment questionnaire (Appendix A) that was administered from May 16, 2006 to May 20, 2006 to Extension educators participating in the Program Excellence Academy revealed the following information related to participant knowledge for listing and essay type questions:

- Eight (23.5%) of the participants correctly listed all four functions of Youth Boards, 6 (17.7%) correctly listed three functions of Youth Boards, 8 (23.5%) correctly listed two functions of Youth Boards, 3 (8.82%) correctly listed one function of Youth Boards and 9 (26.5%) of the participants did not correctly list any of the functions of Youth Boards.
- One (3.0%) of the participants correctly listed one of the fundamental skills that an effective facilitator must possess and 23 (67.7%) of the participants

did not correctly list any of the fundamental skills that a effective facilitator must possess.

- Twenty-two (64.7%) of the participants correctly listed all three general learning styles, 6 (17.7%) listed two of the general learning styles correctly, 2 (5.9%) listed one of the general learning styles correctly and 4 (11.8%) of the participants did not correctly list any of the general learning styles.
- None (0.0%) of the participants correctly answered question related characteristic of adult learners.
- One (2.9%) of the participants correctly listed three of the major items to be considered when writing outcome indicators, 3 (8.8%) correctly listed one of the major items to be considered, and 30 (88.2%) of the participants did not correctly list any of the major items to be considered when writing outcome indicators.
- Eight (23.5%) of the participants correctly answered the question relating to the difference between Output and Outcome programs and 26 (76.5%) of the participants did not correctly answer the question related to the difference between Output and Outcome programs.
- None (0.0%) of the participants correctly listed all four levels of the Kirkpatrick evaluation model, 1 (2.9%) of the participants correctly listed three levels of the Kirkpatrick evaluation model, 1 (2.9%) correctly listed two levels of the Kirkpatrick evaluation model, 2 (5.9%) correctly listed one level

of the Kirkpatrick evaluation model, and 30 (88.2%) of the participants did not list any levels of the Kirkpatrick evaluation model correctly.

- Thirteen (38.2%) of the participants correctly listed all four of the methods of collecting data, 7 (20.6%) correctly listed three methods, 5 (14.7%) correctly listed two methods, 4 (11.8%) correctly listed one method, and 5 (14.7%) did not correctly list any data collection method.
- One (2.9%) of the participants partially defined the term “confidential” and 33 (97.1%) of the participants did not correctly define the term “confidential.”
- Fifteen (44.1%) of the participants correctly defined the term “anonymous”, 1 (2.9%) of the participants partially defined the term “anonymous”, and 18 (52.9%) of the participants did not correctly define the term “anonymous.”
- Eleven (32.4%) of the participants correctly defined the term “census”, 10 (29.4%) of the participants partially defined the term “census”, and 13 (38.2%) of the participants did not correctly define the term “census.”
- Two (5.9%) of the participants correctly defined the term “random sample”, 14 (41.2%) of the participants partially defined the term “random sample” and 18 (52.9%) of the participants did not correctly define the term “random sample.”
- Eleven (32.4%) of the participants correctly defined the term “sample of convenience”, 2 (5.9%) of the participants partially defined the term “sample

of convenience” and 21 (61.8%) of the participants did not correctly define the term “sample of convenience.”

The pre-test self-assessment questionnaire (Appendix A) that was administered from May 16, to May 20, 2006 to Extension educators participating in the Program Excellence Academy revealed the following information related to program planning for qualitative type questions:

- Three (8.8 %) of the participants have developed a vision statement for their county program.
- Twenty-seven (79.4%) of the participants have reviewed the Texas Cooperative Extension Strategic Plan.
- Twelve (35.3%) of the participants have developed a county strategic plan to address issues on the local level that is linked to Texas Cooperative Extension Strategic Plan.
- Eighteen (52.9%) of the participants have met with all the Program Area Committees and Youth Boards that they have primary responsibility for in 2006.

The pre-test self assessment questionnaire (Appendix A) that was administered from May 16, 2006 to May 20, 2006 to Extension educators participating in the Program Excellence Academy revealed the following qualitative information related to program implementation:

- Twenty-six (76.5%) of the participants have developed a Power Point presentation that was presented to an external audience in 2006.

- Twelve (35.3%) of the participants have developed or utilized an on-line educational learning module within the past 12 months.
- Two (5.9%) of the participants have utilized Centra Symposium in program delivery with external audiences within the past 12 months.
- Twenty (58.8%) of the participants have developed an educational newsletter (excluding a 4-H newsletter) for clientele in their county in 2006.
- Sixteen (47.1%) of the participants have written a personal column for their local newspaper in 2006.

The pre-test self assessment questionnaire (Appendix A) that was administered from May 16, 2006 to May 20, 2006 to Extension educators participating in the Program Excellence Academy revealed the following qualitative information related to program evaluation and interpretation:

- Nineteen (55.9%) of the participants have developed an evaluation instrument without the assistance of the Texas Cooperative Extension Education Unit within the past 12 months.
- None (0.0%) of the participants have utilized a statistical software package (SAS, SPSS, EZ analyze, etc.) to analyze results of a survey conducted in the past 12 months.
- Seventeen (50%) of the participants have developed an interpretation piece without the assistance of the Texas Cooperative Extension Education Unit within the past 12 months.

- Twenty-nine (85.3%) of the participants have conducted a program interpretation event in their county for their County Commissioners Court with the past 12 months where they communicated the results of a program evaluation.
- Twenty-two (64.7%) of the participants have reviewed program evaluation results with a Program Area Committee or Youth Board within the past 12 months for the purpose of refocusing or redirecting future programs.
- Twenty-nine (85.3%) of the participants reported that the evaluation they have proposed in their 2006 annual plan(s) is designed to measure knowledge gained.
- Twenty-three (67.6%) of the participants reported that the evaluation they have proposed in their 2006 annual plan(s) is designed to measure behavior change/adoption of best practices or new technology.
- Seven (20.6%) of the participants reported that the evaluation they have proposed in their 2006 annual plan(s) is designed to measure economic impact.

Excellence in Programming Academy Post-Test Data

The Academy participants (N=27) were administered a knowledge based post-test (Appendix B) from November 29, 2006 to December 5, 2006 consisting of a possible 79 correct answers. The Academy participants answered a range of 13 to 67 correctly with a mean of 54.80 (69.36 %) correct answers and a standard deviation of 11.00.

Table 12 illustrates the number and percentage of ranked correct responses to specific knowledge based questions related to program planning on the post-test (Appendix B) for Academy participants administered from November 29, 2006 to December 5, 2006.

Table 12. *Rank Correct Post-Test Responses to Knowledge Based Questions Related to Program Planning.*

<i>Question or Statement</i>	<i>N</i>	<i># Correct</i>	<i>% Correct</i>
Focusing on the organization as the primary client, this allows a group to look within the organization out into the operational world. This is better known as?	27	25	92.6
What is the most accurate, trustworthy and comprehensive source of county and local demographics when conducting an audience analysis?	26	25	92.6
The most frequently used technique for group decision making is? It is the foundation for many other techniques and the basis for problem solving.	27	24	88.9
Program Area Committees and Youth Boards help maintain relevance and adjust program priorities when needed.	25	24	88.9
Educational design is?	26	23	85.2
When asking about skills, strengths and knowledge of a group, you are trying to determine what?	27	20	74.1
If an organization had a long list of possibilities and wanted them narrowed down, what would they use?	27	16	59.3
Strategic visioning focuses on the future and allows members of the organization to think about how the environment can change the organization.	27	7	25.9

The percentage of correct post-test responses by the Academy participants for knowledge-based questions for elements concerning program planning ranged from 18.5% to 92.6%. The mean percentage correct on the post-test is 70.0%. Nine-teen percent of the Academy participants correctly answered the question related to strategic

visioning, 25.9% correctly answered the question related to strategic visioning focus on the future and allowing the organization to consider how the environment can change the organization, 59.3% of the participants correctly answered the question concerning brainstorming as a technique of group decision making, 74.1% of the participants correctly answered the question related to characteristics of target audience, 88.9% correctly answered the question correctly related to organizational planning, 88.9% correctly answered the question related to Program Area Committee and Youth Boards maintaining program relevance, 85.2% correctly answered the question related to educational design, 92.6% of the Academy participants answered the question concerning reliable sources of county and demographic data when conducting an audience analysis, and 92.2% of the participants correctly answered the question related to organizational planning.

Table 13 illustrates the number and percentage of ranked correct responses to specific knowledge based questions related to program implementation on the post-test (Appendix B) for Academy participants administered from November 29, 2006 to December 5, 2006.

Table 13. Rank Correct Post-Test Responses to Knowledge Based Questions Related to Program Implementation.

<i>Question or Statement</i>	<i>N</i>	<i># Correct</i>	<i>% Correct</i>
What types of press releases should county Extension agents submit?	26	26	95.3
Instructional technologies should be used...	26	25	92.6
When entering a county as a new Extension agent, you should...	25	15	92.6
What delivery strategy is best for an auditory learner?	26	24	88.9

Table 13. *Continued.*

Question or Statement	N	# Correct	% Correct
The following should be included on a lesson plan except.	26	23	85.2
A lesson should always begin with.	26	22	81.5
The following are primary news determinants except.	26	21	77.8
Learners requiring modifications, different from mainstream learners, are referred to as.	26	21	77.8
In order to use distance technologies, you must have knowledge of.	26	18	66.7
Adult learners have a deep need to be.	26	17	63.0
When planning for instruction, a program facilitator/instructor should always.	26	17	63.0
When using the inverted-pyramid style of writing, you should always.	26	15	55.6
Distance Learning (DL) is an instructional delivery.	25	14	51.9
What is a major rule when being interviewed by a journalist, especially during a crisis?	26	12	44.4
Most newspapers serving the Hispanic/Latino population of Texas print stories in.	26	6	22.2
Distance learning philosophies help guide.	26	5	18.5

The percentage correct post-test responses by Academy participants to knowledge based questions related to program interpretation displayed in Table 13 ranged from 18.5% to 92.2%. The mean correct responses for elements of program implementation were 67.3 %. Nine-teen percent of Academy participants correctly answered the question related to distance learning practices guiding distance learning philosophies, 22.2% of the participants correctly answered the question related to the type of stories printed by Hispanic/Latino newspapers, 44.4% correctly answered the question related to how to respond to a journalist when being interviewed regarding a crisis, 51.9% correctly answered the question concerning distance learning as a instructional delivery, 55.6% correctly answered the question related to utilizing the inverted-pyramid style of writing,

63.0% correctly answered the question regarding adult learners desire to be self-directed, 63.0% of the Academy participants correctly answered the question related to a facilitator/instructor optimizing the learning environment when planning instruction, 66.7% of the Academy participants correctly answered the question concerning knowledge requirements needed to use distance education, 77.8% correctly answered the question related to special need learners, 77.8% answered the question correctly related to identifying the primary news determinants, 81.5% correctly answered the question related to utilizing an interest approach to begin a lesson, 85.2% correctly answered the question regarding what should be included in a lesson plan, 88.9% correctly answered the question regarding what delivery strategy is best for an auditory learner, 92.6% of the participant correctly answered the question related to Extension educators strategy when they are new to a county, and 95.3% correctly answered the question related to the types of news releases county Extension educators should submit.

Table 14 illustrates the number and percentage of ranked correct responses to specific knowledge based questions related to program evaluation and interpretation on the post-test (Appendix B) for Academy participants administered from November 29, 2006 to December 5, 2006.

Table 14. Rank Correct Post-Test Responses to Knowledge Based Questions Related to Program Evaluation and Interpretation.

<i>Question or Statement</i>	<i>N</i>	<i># Correct</i>	<i>% Correct</i>
Types of evaluations typically conducted for Extension programming are...	26	26	96.3
What are the three primary evaluation strategies used in Extension?	26	22	81.5

Table 14. *Continued.*

Question or Statement	N	# Correct	% Correct
The three components of the accountability/interpretation framework are...	26	21	77.8
From a frequency table, the percentage that is typically reported is:	26	19	70.4
When a measure is consistent then we say that the measure is _____?	26	19	70.4
Self evaluation, or self assessment, of learning is _____ in instructional design for adult learners.	26	18	66.7
Which of the following provides the best measure of knowledge gained?	26	17	63.0
When a measure is accurate then we say that the measure is _____?	26	17	63.0
Asking about intentions to adopt (a new practice or technology) is most appropriate on a...	26	15	55.6
The levels of evaluation include...	26	14	51.9
A simple random sample of _____, taken from a population of 30,000 ag. producers, will produce roughly a 5% margin of error.	26	13	48.1
Valid percent...	26	13	48.1
Generally, it's appropriate to start thinking about using a sample of participants in an evaluation once the size of the participant list reaches.	26	12	44.4
How many levels of change can be calculated for a "before vs. after" response on a retrospective post?	26	11	40.7
All programs should be evaluated.	26	8	29.6
In conducting evaluations, the primary source of error that county agents should be concerned about is...	26	3	11.1

The percentage correct post-test Academy participant's responses to knowledge based questions related to program evaluation and interpretation displayed in Table 14 ranged from 11.1% to 96.3%. The mean correct responses for elements of program evaluation and interpretation were 57.4%. Eleven percent of the Academy participants correctly answered the question related to non-sampling error in conducting evaluations, 29.6% correctly answered the type of programs that should be evaluated, 40.7%

correctly defined how many levels of change can be calculated for “before versus after” responses on a retrospective post evaluation, 44.4% correctly answered the question related to frequency tables typically reporting valid percentage, 48.1% correctly answered the question related to how many in a simple random sample when taken from a population of 30,000 producers to produce a 5% margin of error, 48.1% correctly defined valid percentage, 51.9% correctly defined the levels of evaluations, 55.6% of the participants correctly identified an immediate post-test as the most appropriate technique in determining participant intention to adopt a practice, 63.0% correctly answered the question related to validity, 63.0% correctly defined the best measure of knowledge gained, 66.7% correctly answered the question related to self-evaluation of learning as a recommended practice in instructional design for adult learners, 70.4% correctly answered the question regarding frequency table typically reporting valid percentage, 70.4% correctly answered the question related to reliability, 77.8% correctly identified three components of accountability/interpretation framework, 81.5% correctly defined the three primary evaluation strategies used in Extension, and 96.3% correctly identified the types of evaluation typically conducted for Extension programming.

Extension educators participating in the Program Excellence Academy were administered a post academy self assessment questionnaire (Appendix B) November 29, to December 5, 2006 to determine their perceptions related to their abilities in program planning, program implementation and evaluation and interpretation.

Table 15 designates post-academy ranked perceptions of Extension educators related to statements dealing with program planning. Extension educators perceive their

abilities to be most competent in identifying critical issues ($M= 4.27$, $S.D. = .53$), in prioritizing critical issues ($M= 4.23$, $S.D. = .59$), in describing the situation ($M=4.15$, $S.D.= .54$), in describing the situation ($M=4.15$, $S.D.=.54$), in developing educational goals based on strategic planning processes ($M=4.04$, $S.D.=.60$), and in developing a vision for Extension programs ($M=4.00$, $S.D.=.63$). Extension educators perceived their competencies to be less effective in their abilities in analyzing strategic planning and breaking it down into manageable components to develop tactical annual plans ($M= 3.88$, $S.D. = .65$), in engaging Program Area Committees and Youth Boards in tactical and annual planning ($M= 3.85$, $S.D. = .83$), and in developing a vision statement for Extension programs ($M= 3.69$, $S.D. = .74$). Table 15 illustrates Extension educators' ranked responses to statements related to their perception of their ability to implement the following elements concerning program planning. Likert scale was defined as: 1= *Poor*, 3= *Average*, and 5= *Excellent*.

Table 15. Rank Descriptive Statistics for Statements Related to Program Excellence Academy Participants' Post-Academy Perceptions in Implementing Elements of Program Planning.

<i>Statement</i>	<i>N</i>	<i>Min</i>	<i>Max</i>	<i>Mean¹</i>	<i>S.D.</i>
Ability in identifying critical issues.	26	3	5	4.27	.53
Ability in prioritizing critical issues.	26	3	5	4.23	.59
Ability in identifying the target audience.	26	3	5	4.31	.55
Ability in describing the situation.	26	3	5	4.15	.54
Ability in developing educational goals based on strategic planning processes.	26	3	5	4.04	.60
Ability in developing a vision for Extension programs.	26	3	5	4.00	.63
Ability in analyzing strategic planning and breaking it down into manageable components to develop tactical annual plans.	26	3	5	3.88	.65

Table 15. *Continued.*

<i>Statement</i>	<i>N</i>	<i>Min</i>	<i>Max</i>	<i>Mean</i> ¹	<i>S.D.</i>
Ability in engagement of Program Area Committees and Youth Boards in tactical and annual planning.	26	2	5	3.85	.83
Ability in developing a vision statement for Extension programs.	26	2	5	3.69	.74

¹Likert scale defined as: 1= *Poor*, 3= *Average*, and 5= *Excellent*.

Table 16 provides post-academy ranked perceptions of Extension educators related to statements dealing with program implementation. Extension educators perceive their abilities to be most competent in face-to-face presentations ($M= 4.50$, $S.D. = .51$), to understand learning styles ($M=4.42$, $S.D.= .70$), in utilizing technology effectively in program delivery ($M=4.19$, $S.D.=.75$), developing educational an educational newsletter ($M=4.08$, $S.D.= .64$), and developing effective Extension educational lesson plans ($M= 4.04$, $S.D.= .66$). Extension educators perceived their competencies to be less effective in their abilities in developing an educational design ($M= 3.96$, $S.D.= .60$), in partnering with the media to address high profile issues ($M= 3.96$, $S.D.= .74$), developing educational marketing plans to promote programming ($M= 3.85$, $S.D.= .97$), in engaging local Program Area Committees and Youth Boards in delivery of educational programs ($M= 3.65$, $S.D.= .75$), in distance education teaching skills ($M= 3.62$, $S.D.= .80$), developing a personal column ($M=3.62$, $S.D.= .85$), and integrating distance education ($M=3.42$, $S.D.= .99$). Table 16 illustrates Extension educators' ranked responses to statements related to their perception of their ability to implement the following

elements concerning program implementation. Likert scale was defined as: 1= *Poor*, 3= *Average*, and 5= *Excellent*.

Table 16. *Rank Descriptive Statistics for Statements Related to Program Excellence Academy Participants' Post-Academy Perceptions in Implementing Elements of Program Implementation.*

<i>Statement</i>	<i>N</i>	<i>Min</i>	<i>Max</i>	<i>Mean</i> ¹	<i>S.D.</i>
Ability in understanding learning styles.	26	3	5	4.42	.70
Ability in face-to-face presentation skills.	26	4	5	4.50	.51
Ability in utilizing technology effectively in program delivery.	26	3	5	4.19	.75
Ability in developing an educational newsletter.	25	3	5	4.08	.64
Ability in developing effective Extension educational lesson plans.	26	3	5	4.04	.66
Ability in partnering with the media to address high profile issues (BSE, e-coli, etc.).	25	3	5	3.96	.74
Ability in developing an educational design.	26	3	5	3.96	.60
Ability in developing educational marketing plans to promote programming.	26	1	5	3.85	.97
Ability in engaging local Program Area Committees and Youth Boards in delivery of educational programs.	26	2	5	3.65	.75
Ability in developing a personal column.	26	2	5	3.62	.85
Ability in distance education teaching skills.	26	2	5	3.62	.80
Ability in integrating distance education.	26	2	5	3.42	.99

¹Likert scale defined as: 1= *Poor*, 3= *Average*, and 5= *Excellent*.

Table 17 illustrates the post-academy ranked perceptions of Extension educators related to statements dealing with program evaluation and interpretation. Extension educators perceive their abilities to be most competent in utilizing the 3 “R” of program interpretation ($M=4.12$, $S.D.= .71$), understanding evaluation methods ($M= 4.08$, $S.D.= .48$), understanding clientele levels of learning ($M= 3.96$, $S.D. = .60$), understanding of

evaluation models ($M=3.96$, $S.D.=.60$), developing interpretation documents ($M=3.88$, $S.D.=.82$), utilizing evaluations results as program management tools ($M= 3.81$, $S.D.=.75$), developing evaluation instruments ($M= 3.73$, $S.D. = .72$), and involving Program Area Committees and Youth Boards in the interpretation process ($M=3.73$, $S.D.=.78$). Extension educators perceived their competencies to be less effective in their abilities in developing evaluation plans ($M= 3.65$, $S.D. = .69$), involving Program Area Committees and Youth Boards in the evaluation process ($M=3.65$, $S.D. =.89$), and in analyzing evaluation results ($M=2.88$, $S.D. =.89$). Table 17 illustrates Extension educators' ranked responses to statements related to their perception of their ability to implement the following elements concerning program evaluation and interpretation. Likert scale was defined as: 1= *Poor*, 3= *Average* and 5= *Excellent*.

Table 17. *Rank Descriptive Statistics for Statements Related to Program Excellence Academy Participants' Post-Academy Perceptions in Implementing Elements of Program Evaluation and Interpretation.*

<i>Statement</i>	<i>N</i>	<i>Min</i>	<i>Max</i>	<i>Mean¹</i>	<i>S.D.</i>
Ability in utilizing the 3 'Rs' of program interpretation.	26	3	5	4.12	.71
Ability in understanding of evaluation methods.	26	3	5	4.08	.48
Ability in understanding of clientele levels of learning.	26	3	5	3.96	.60
Ability in understanding of evaluation models.	26	3	5	3.96	.60
Ability in developing interpretation documents.	26	3	5	3.88	.82
Ability in utilizing evaluation results as program management tools.	26	3	5	3.81	.75
Ability in involving Program Area Committees and Youth Boards in the interpretation process.	26	2	5	3.73	.78

Table 17. *Continued.*

<i>Statement</i>	<i>N</i>	<i>Min</i>	<i>Max</i>	<i>Mean</i> ¹	<i>S.D.</i>
Ability in developing evaluation instruments.	26	3	5	3.73	.72
Ability in involving Program Area Committees and Youth Boards in the evaluation process.	26	1	5	3.65	.89
Ability in developing evaluation plans.	26	3	5	3.65	.69
Ability in analyzing evaluation results.	26	3	5	3.58	.64

¹Likert scale defined as: 1= *Poor*, 3= *Average*, and 5= *Excellent*.

The post-test self-assessment questionnaire (Appendix B) that was administered from November 29, 2006 to December 5, 2006 to Extension educators participating in the Program Excellence Academy revealed the following information related to Academy participants knowledge for listing and essay type questions:

- Seventeen (63%) of the participants correctly listed all four functions of Youth Boards, 3 (14.8%) correctly listed three functions of Youth Boards, 1 (3.7%) correctly listed two functions of Youth Boards, 2 (7.4%) correctly listed one function of Youth Boards and 3 (11.1%) of the participants did not correctly list any of the functions of Youth Boards.
- Twelve (44.4%) of the participants correctly listed all four of the fundamental skills that an effective facilitator must possess, 2 (7.4%) correctly listed two of the fundamental skills, 4 (14.8%) correctly listed one of the fundamental skills and nine (33.3%) of the participants did not correctly list any of the fundamental skills that an effective facilitator must possess.

- Twenty-four (88.9%) of the participants correctly listed all three general learning styles, 1 (3.7%) listed two of the general learning styles correctly, and two (7.4%) of the participants did not correctly list any of the general learning styles.
- Two (7.4%) of the participants correctly listed two characteristics of adult learners, 6 (22.2%) correctly listed one characteristic of adult learners, and 19 (70.4%) of the participants did not correctly list any of the characteristics of adult learners.
- Eleven (40.7%) of the participants correctly listed three of the major items to be considered when writing outcome indicators, 4 (14.8%) listed one of the major items to be considered correctly, and 12 (44.4%) of the participants did not correctly list any of the major items to be considered when writing outcome indicators.
- Twenty-six (96.3%) of the participants correctly answered the question relating to the difference between Output and Outcome programs and one (3.7%) of the participants did not correctly answer the question related to the difference between Output and Outcome programs.
- Twenty (70.7%) of the participants correctly listed all four levels of the Kirkpatrick evaluation model, 2 (7.4%) of the participants correctly listed three levels of the Kirkpatrick evaluation model, and 5 (18.5%) of the participants did not list any levels of the Kirkpatrick evaluation model correctly.

- Nineteen (70.4%) of the participants correctly listed all four of the methods of collecting data, 3 (11.1%) correctly listed three methods, 1 (3.7%) correctly listed two methods, 2 (7.4%) correctly listed one method, and 2 (7.4%) did not correctly list any data collection method.
- Twenty-two (81.5%) of the participants correctly defined the term “confidential” and 5 (18.5%) of the participants did not correctly define the term “confidential.”
- Twenty-five (92.6%) of the participants correctly defined the term “anonymous” and 2 (7.4%) of the participants did not correctly define the term “anonymous.”
- Twenty (74.1%) of the participants correctly defined the term “census” and 7 (25.9%) of the participants did not correctly define the term “census.”
- Twenty-six (96.3%) of the participants correctly defined the term “random sample” and 1 (3.7%) of the participants did not correctly define the term “random sample.”
- Twenty-five (92.6%) of the participants correctly defined the term “sample of convenience” and 2 (7.4%) of the participants did not correctly define the term “sample of convenience.”

The post-test self-assessment questionnaire (Appendix B) that was administered from November 29, 2006 to December 5, 2006 to Extension educators participating in the Program Excellence Academy revealed the following information related to program planning for qualitative type questions:

- Thirteen (48.1%) of the participants have developed a vision statement for their county program.
- Twenty-four (88.9%) of the participants have reviewed the Texas Cooperative Extension Strategic Plan.
- Fifteen (55.6%) of the participants have developed a county strategic plan to address issues on the local level, that is linked to Texas Cooperative Extension Strategic Plan.
- Eighteen (66.7%) of the participants have met with all the Program Area Committees and Youth Boards that they have primary responsibility for in 2006.

The post-test self assessment questionnaire (Appendix B) that was administered from November 29, 2006 to December 5, 2006 to Extension educators participating in the Program Excellence Academy revealed the following qualitative information related to program implementation:

- Twenty-four (88.9%) of the participants have developed a Power Point presentation that was presented to an external audience in 2006.
- Nineteen (70.4%) of the participants have developed or utilized an on-line educational learning module within the past 12 months.
- Six (22.2%) of the participants have utilized Centra Symposium in program delivery with external audiences within the past 12 months.
- Twenty (74.1%) of the participants have developed an educational newsletter (excluding a 4-H newsletter) for clientele in their county in 2006.

- Fifteen (55.6 %) of the participants have written a personal column for their local newspaper in 2006.

The post-test self assessment questionnaire (Appendix B) that was administered from November 29, 2006 to December 5, 2006 to Extension educators participating in the Program Excellence Academy revealed the following qualitative information related to program evaluation and interpretation:

- Seventeen (63.0%) of the participants have developed an evaluation instrument without the assistance of the Texas Cooperative Extension Education Unit within the past 12 months.
- Nine (33.3%) of the participants have utilized a statistical software package (SAS, SPSS, EZ analyze, etc.) to analyze results of a survey conducted in the past 12 months.
- Sixteen (59.3%) of the participants have developed an interpretation piece without the assistance of the Texas Cooperative Extension Education Unit within the past 12 months.
- Twenty-four (89.9%) of the participants have conducted a program interpretation event in their county for their County Commissioners' Court within the past 12 months where they communicated the results of a program evaluation.
- Eighteen (66.7%) of the participants have reviewed program evaluation results with a Program Area Committee or Youth Board within the past 12 months for the purpose of refocusing or redirecting future programs.

- Twenty-five (93.6%) of the participants reported that the evaluation they have proposed in their 2007 annual plan(s) is designed to measure knowledge gained.
- Twenty-one (77.8%) of the participants reported that the evaluation they have proposed in their 2007 annual plan(s) is designed to measure behavior change/adoption of best practices or new technology.
- Fourteen (51.9%) of the participants reported that the evaluation they have proposed in their 2007 annual plan(s) is designed to measure economic impact.

Excellence in Programming Academy Pre/Post Test Data Comparison

The Academy participants answered a range of three to 49 questions correctly with a mean of 36.31 (45.96%) correct answers and a standard deviation of 7.97 on the pre-test administered from May 16, 2006 to May 20, 2006 and answered a range of 13 to 67 questions correctly with a mean of 54.80 (69.36 %) correct answers and a standard deviation of 11.00 on the post-test administered November 29, 2006 to December 5, 2006.

Table 18 displays a rank comparison of pre-test to post-test percentage correct responses by participants of the Excellence in Programming Academy to knowledge based questions related to program planning.

Table 18. Rank Comparison of Pre-Test to Post-Test Percentage Correct Responses to Knowledge Based Questions Related to Program Planning.

<i>Question or Statement</i>	<i>% Correct Pre-Test</i>	<i>% Correct Post-Test</i>	<i>% Difference¹</i>
If an organization had a long list of possibilities and wanted them narrowed down, what would they use?	26.5	59.3	+123.8
Educational design is?	61.8	85.2	+37.9
Focusing on the organization as the primary client, this allows a group to look within the organization out into the operational world. This is better known as?	67.6	92.6	+37.0
The most frequently used technique for group decision making is? It is the foundation for many other techniques and the basis for problem solving.	67.6	88.9	+33.0
What is the most accurate, trustworthy and comprehensive source of county and local demographics when conducting an audience analysis?	88.2	92.6	+5.0
When asking about skills, strengths and knowledge of a group, you are trying to determine what?	73.5	74.1	+0.82
Program Area Committees and Youth Boards help maintain relevance and adjust program priorities when needed.	97.1	88.9	-8.4
A proactive plan for the future of an individual or community, including objectives on where you are and where we want to go is?	20.6	18.5	-10.2
Strategic visioning focuses on the future and allows members of the organization to think about how the environment can change the organization.	38.2	25.9	-32.2

¹% Difference = % Correct Post-Test - % Correct Pre-Test ÷ % Correct Pre-Test X 100

Appraising pre-test to post-test percentage correct responses to knowledge based questions related to program planning reveals the most substantial increase was for the questions related to if an organization had a long list of possibilities and wanted them narrowed down, what would they use (+123.8%); educational design (+37.9%); focusing on the organization as the primary client allows a group to look within the organization out into the operational world (+37.0%); and the most frequently used

technique for group decision making (+33.0%). The least substantial increase was for the questions related to what is the most accurate, trustworthy and comprehensive source of county and local demographics when conducting an audience analysis (+5.0%), and when asking about skills, strengths, and knowledge of a group, you are determining what (+.82%). There was a decrease in percent correct knowledge based questions related to strategic visioning focuses on future and allows members of the organization to think about how the environment can change the organization (-32.2%); a proactive plan for the future of an individual or community, including objectives on where you are and where you want to go (-10.2%); and program area committees and youth boards help maintain relevance and adjust program priorities when needed (-8.4%).

Table 19 displays a rank comparison of pre-test to post-test percentage correct responses by participants of the Excellence in Programming Academy to knowledge based questions related to program implementation.

Table 19. Rank Comparison of Pre-Test to Post-Test Percentage Correct Responses to Knowledge Based Questions Related to Program Implementation.

<i>Question or Statement</i>	<i>%</i>		<i>% Difference¹</i>
	<i>Correct Pre-Test</i>	<i>% Correct Post-Test</i>	
In order to use distance technologies, you must have knowledge of.	0	66.7	*
Distance learning philosophies help guide.	5.9	18.5	+214.0
A lesson should always begin with.	55.9	81.5	+45.8
Adult learners have a deep need to be.	44.1	63.0	+42.9
When using the inverted-pyramid style of writing, you should always.	41.2	55.6	+35.0
When planning for instruction, a program facilitator/instructor should always.	47.1	63.0	+33.8
Distance Learning (DL) is an instructional delivery.	41.2	51.9	+26.0

Table 19. *Continued.*

<i>Question or Statement</i>	<i>%</i>		<i>% Difference¹</i>
	<i>Correct Pre-Test</i>	<i>% Correct Post-Test</i>	
What is a major rule when being interviewed by a journalist, especially during a crisis?	38.2	44.4	+16.2
The following are primary news determinants except.	70.6	77.8	+10.2
Instructional technologies should be used...	85.3	92.6	+8.6
Learners requiring modifications, different from mainstream learners, are referred to as.	73.5	77.8	+5.9
When entering a county as a new Extension agent, you should...	88.2	92.6	+5.0
What delivery strategy is best for an auditory learner?	85.3	88.9	+4.2
The following should be included on a lesson plan except.	82.4	85.2	+3.4
What types of press releases should county Extension agents submit?	97.1	95.3	-1.9
Most newspapers serving the Hispanic/Latino population of Texas print stories in.	23.5	22.2	-5.5

¹% Difference = % Correct Post-Test - % Correct Pre-Test ÷ % Correct Pre-Test X 100

*Denotes an incalculable due to having a 0.0% corrects on Pre-Test.

The comparison of pre-test to post-test percentage correct responses to knowledge based questions related to program implementation indicates that the most substantial increase was for the questions related to knowledge required in order to use distance education (0.0% to 66.7%); what helps guide distance learning philosophies (+214.0%); what a lesson should always begin with (+45.8%); characteristic of an adult learner (+42.9%); the inverted-pyramid style writing style (+35.0%); what a facilitator/instructor should do when planning for instruction (+33.8%); and characteristics of distance learning as an instructional delivery (+26.0%). There was a less substantial increase for questions related to major rule when being interviewed by a

journalist (+16.2%); primary news determinants (+10.2%); instructional technologies (+8.6%); learners requiring modifications (+5.9%); approaches a new Extension agent should take when entering a county (+5.0%); best delivery strategy for an auditory learner (+4.2%); and components of a lesson plan (+3.4%). There was a decrease in percent correct knowledge based questions related to type of stories that most newspapers serving Hispanic/Latino population of Texas print (-5.5%) and the type of press releases County Extension agents should submit (-1.9%).

Table 20 displays a comparison of pre-test to post-test percentage correct responses by participants of the Excellence in Programming Academy to knowledge based questions related to program evaluation and interpretation.

Table 20. Rank Comparison of Pre-Test to Post-Test Percentage Correct Responses to Knowledge Based Questions Related to Program Evaluation and Interpretation.

<i>Question or Statement</i>	<i>%</i>		
	<i>% Correct Pre-Test</i>	<i>% Correct Post-Test</i>	<i>% Difference¹</i>
Self evaluation, or self assessment, of learning is _____ in instructional design for adult learners.	2.9	66.7	+2200.0
From a frequency table, the percentage that is typically reported is:	8.8	70.4	+700
Generally, it's appropriate to start thinking about using a sample of participants in an evaluation once the size of the participant list reaches.	8.8	44.4	+404.5
A simple random sample of _____, taken from a population of 30,000 ag. producers, will produce roughly a 5% margin of error.	14.7	48.1	+227.2
In conducting evaluations, the primary source of error that county agents should be concerned about is...	5.9	11.1	+88.1

Table 20. *Continued.*

<i>Question or Statement</i>	<i>%</i>		<i>% Difference¹</i>
	<i>Correct Pre-Test</i>	<i>% Correct Post-Test</i>	
The three components of the accountability/interpretation framework are...	47.1	77.8	+65.2
The levels of evaluation include...	32.4	51.9	+60.2
Which of the following provides the best measure of knowledge gained?	41.1	63.0	+53.3
Valid percent...	32.4	48.1	+48.5
Types of evaluations typically conducted for Extension programming are...	73.5	96.3	+31.0
Asking about intentions to adopt (a new practice or technology) is most appropriate on a...	47.1	55.6	+18.0
How many levels of change can be calculated for a “before vs. after” response on a retrospective post?	35.3	40.7	+15.3
When a measure is consistent then we say that the measure is _____?	61.8	70.4	+13.9
What are the three primary evaluation strategies used in Extension?	79.4	81.5	+2.6
All programs should be evaluated.	29.4	29.6	+.68
When a measure is accurate then we say that the measure is _____?	73.5	63.0	-14.3

¹% Difference = % Correct Post-Test - % Correct Pre-Test ÷ % Correct Pre-Test X 100

An assessment of pre-test to post-test percentage correct responses to knowledge based questions related to program evaluation and interpretation reveals the most significant increase was for the questions related to self evaluation or self assessment of learning (+2200.0%); what is typically reported in a frequency table (+700%); size of the participant list when a sample should be considered (+404.5%); 5% margin of error (+227.2%); source of error county agents should be concerned with (+88.1%); the three components of the accountability/interpretation framework (+65.2%); the levels of evaluation (+60.2%); what provides the best measure of knowledge gained (+53.3%);

definition for valid percentage (+48.5%); and the types of evaluations typically conducted for Extension programming (+31.0%). There was a less substantial increase for questions related to when to ask questions related to intentions to adopt a new practice or technology (+18.0%); how many levels of change that can be calculated for a “before vs. after” response on a retrospective post test (+15.3%); definition of reliability (+13.9%); and should all programs be evaluated (+.68%). There was a decrease in percent correct knowledge based questions related to the definition of validity (-14.3%).

Table 21 displays a rank comparison of pre-academy to post-academy mean scores related to participants’ in the Academy perceptions in implementing elements of program planning.

Table 21. Rank Comparison of Pre-Academy to Post Academy Mean Scores for Statements Related to Participants’ Perceptions in Implementing Elements of Program Planning.

<i>Statement</i>	<i>Pre-Academy Mean¹</i>	<i>Post-Academy Mean¹</i>	<i>Mean Difference²</i>
Ability in analyzing strategic planning and breaking it down into manageable components to develop tactical annual plans.	2.76	3.88	+1.1
Ability in engagement of Program Area Committees and Youth Boards in tactical and annual planning.	2.97	3.85	+.88
Ability in developing a vision for Extension programs.	3.18	4.00	+.82
Ability in developing educational goals based on strategic planning processes.	3.27	4.04	+.77
Ability in identifying the target audience.	3.55	4.31	+.76
Ability in developing a vision statement for Extension programs.	3.03	3.69	+.66
Ability in identifying critical issues.	3.61	4.27	+.66

Table 21. *Continued.*

<i>Statement</i>	<i>Pre-Academy Mean¹</i>	<i>Post-Academy Mean¹</i>	<i>Mean Difference²</i>
Ability in prioritizing critical issues.	3.58	4.23	+.65
Ability in describing the situation.	3.58	4.15	+.57

¹Likert scale defined as: 1= *Poor*, 3= *Average*, and 5= *Excellent*.

²Mean Difference = Post-Academy Mean – Pre-Academy Mean

Contrasting pre-academy to post-academy mean scores for statements related to participant perception statements related to program planning reveals the most considerable increase was for the statements related to participants ability in analyzing strategic planning and breaking it down into manageable components to develop tactical annual plans (+1.1); ability in engagement of Program Area Committees and Youth Boards in tactical and annual planning (+.88); ability in developing a vision for Extension programs (+.82); ability in developing educational goals based on strategic planning processes (+.77); and ability in identifying the target audience (+.76). There was a less substantial increase for statements related to participants' ability in developing a vision statement for Extension program (+.66); ability in identifying critical issues (+.66); ability in prioritizing critical issues (+.65); and ability in identifying the target audience (+.57).

Table 22 displays a rank comparison of pre-academy to post-academy mean scores related to participants' of the Excellence in Programming Academy perceptions in implementing elements of program implementation.

Table 22. Rank Comparison of Pre-Academy to Post Academy Mean Scores for Statements Related to Participants' Perceptions in Implementing Elements of Program Implementation.

<i>Statement</i>	<i>Pre-Academy Mean¹</i>	<i>Post-Academy Mean¹</i>	<i>Mean Difference²</i>
Ability in integrating distance education.	2.39	3.42	+1.03
Ability in understanding learning styles.	3.48	4.42	+.94
Ability in distance education teaching skills.	2.70	3.62	+.92
Ability in developing an educational newsletter.	3.30	4.08	+.78
<i>Statement</i>	<i>Pre-Academy Mean¹</i>	<i>Post-Academy Mean¹</i>	<i>Mean Difference²</i>
Ability in developing effective Extension educational lesson plans.	3.30	4.04	+.74
Ability in developing a personal column.	2.88	3.62	+.74
Ability in partnering with the media to address high profile issues (BSE, e-coli, etc.).	3.34	3.96	+.72
Ability in developing educational design.	3.30	3.96	+.66
Ability in developing educational marketing plans to promote programming.	3.21	3.85	+.64
Ability in utilizing technology effectively in program delivery.	3.58	4.19	+.61
Ability in engaging local Program Area Committees and Youth Boards in delivery of educational programs.	3.15	3.65	+.50
Ability in face-to-face presentation skills.	4.03	4.50	+.47

¹Likert scale defined as: 1= *Poor*, 3= *Average*, and 5= *Excellent*.

²Mean Difference = Post-Academy Mean – Pre-Academy Mean

Analyzing pre-academy to post-academy mean scores for statements related to participant perception statements related to program implementation reveals the most sizeable increase was for the statements related to participants ability in integrating

distance education (+1.03); ability in understanding learning styles (+.94); ability in distance education teaching skills (+.92); ability in developing an educational newsletter (+.78); ability in developing effective Extension educational lesson plans (+.74); ability in developing a personal column (+.74); ability in developing an educational design (+.66); ability in developing educational marketing plans to promote programming (+.64); and ability in utilizing technology effectively in program delivery (+.61). There was a less substantial increase for statements related to participants ability in engaging local Program Area Committees and Youth Boards in delivery of educational programs (+.50) and ability in face-to-face presentation skills (+.47).

Table 23 displays a rank comparison of pre-academy to post-academy mean scores related to participants of the Excellence in Programming Academy perceptions in implementing elements of program evaluation and interpretation.

Table 23. Rank Comparison of Pre-Academy to Post Academy Mean Scores for Statements Related to Participants' Perceptions in Implementing Elements of Program Evaluation and Interpretation.

<i>Statement</i>	<i>Pre-Academy Mean¹</i>	<i>Post-Academy Mean¹</i>	<i>Mean Difference²</i>
Ability in utilizing the 3 "Rs" in program interpretation.	2.90	4.12	+1.22
Ability in developing interpretation documents.	3.03	3.88	+ .85
Ability in developing evaluation instruments.	2.88	3.73	+ .85
Ability in understanding evaluation models.	3.12	3.96	+ .84

Table 23. *Continued.*

<i>Statement</i>	<i>Pre-Academy Mean¹</i>	<i>Post-Academy Mean¹</i>	<i>Mean Difference²</i>
Ability in understanding of evaluation methods.	3.34	4.08	+.74
Ability in developing evaluation plans.	2.91	3.65	+.74
Ability in utilizing evaluation results as program management tools.	3.12	3.81	+.69
Ability in involving Program Area Committees and Youth Boards in the evaluation process.	2.97	3.65	+.68
Ability in involving Program Area Committees and Youth Boards in the interpretation process.	3.09	3.73	+.64
Ability in understanding of clientele levels of learning.	3.45	3.96	+.51
Ability in analyzing evaluation results.	3.12	3.58	+.46

¹ Likert scale defined as: 1= *Poor*, 3= *Average*, and 5= *Excellent*.

² Mean Difference = Post-Academy Mean – Pre-Academy Mean

The comparison of pre-academy to post-academy mean scores for statements related to participant perception statements related to programming evaluation and interpretation reveals the most substantial increase was for the statements related to participants ability in utilizing the 3 “Rs” of program interpretation (+1.22); ability in developing interpretation documents (+.85); ability in developing evaluation instruments (+.85); ability in understanding of evaluation models (+.84); ability in understanding of evaluation methods (+.74); ability in developing evaluation plans (+.74); ability in utilizing evaluation results as program management tools (+.69); ability in involving Program Area Committees and Youth Boards in the evaluation process (+.68); and ability in involving Program Area Committees and Youth Boards in the interpretation

process (+.64). There was a less substantial increase for statements related participants' ability in understanding of clientele levels of learning (+.51) and ability in analyzing evaluation results (+.46).

Table 24 displays a rank comparison of pre-test to post-test percentage correct responses by participants of the Excellence in Programming Academy to knowledge based listing and essay question.

Table 24. Rank Comparison of Pre-Test to Post-Test Percentage Correct Responses to Knowledge Based Listing and Essay Type Questions.

<i>Question or Statement</i>	<i>% Correct Pre-Test</i>	<i>% Correct Post-Test</i>	<i>% Difference¹</i>
Two characteristics of adult learners.	0.0	7.4	*
Four levels of the Kirkpatrick evaluation model.	0.0	70.7	*
Define the term confidential.	0.0	81.5	*
Define the term random sample.	5.9	96.3	+1532.2
Four fundamental skills that an effective facilitator must possess.	3.0	44.4	+1380.0
Three major items to be considered when writing outcome indicators.	2.9	40.7	+1303.4
Difference between output and outcome programs.	23.5	96.3	+309.8
Define the term sample of convenience.	32.4	92.6	+185.8
Four specific functions of Youth Boards.	23.5	63.0	+168.1
Define the term random census.	32.4	74.1	+128.7
Define the term anonymous.	44.1	92.6	+110.0
Four methods of collecting data.	38.2	70.4	+84.3
Three general learning styles.	64.7	89.9	+38.9

¹% Difference = % Correct Post-Test - % Correct Pre-Test ÷ % Correct Pre-Test X 100

* Denotes an incalculable due to having a 0.0% corrects on Pre-Test.

Comparing pre-test to post-test percentage correct responses to knowledge based listing and essay questions reveals the most substantial increase was for the questions

requesting participants to list two characteristics of adult learners (0.0% to 7.4%); list four level of the Kirkpatrick evaluation model (0.0% to 70.7%); define the term confidential (0.0% to 81.5%); define random sample (+1532.2%); list four fundamental skills that an effective facilitator must possess (+1380.0%); list three major items to be considered when writing outcome indicators (+1303.4%); distinguish the difference between outcome and output programs (+309.8%); define the term sample of convenience (+185.8); list four specific functions of Youth Boards (+168.1%); define term random census (+128.7%); and define the term anonymous (+110.0%). There was a less substantial increase for questions requesting participants to list four methods of collecting data (+84.3%) and list three general learning styles (+38.9%).

Table 25 displays a rank comparison of pre-test to post-test percentage responses by participants of the Excellence in Programming Academy to questions related to adoption of practices related to program planning.

Table 25. Rank Comparison of Pre-Test to Post-Test Responses to Practices Related to Program Planning.

<i>Question or Statement</i>	<i>% Pre-Test</i>	<i>% Post-Test</i>	<i>% Difference¹</i>
Developed a vision statement.	8.8	48.1	+446.6
Developed a county strategic plan to address issues on the local level that is linked to Texas Cooperative Extension Strategic Plan.	35.3	55.6	+57.5
Met with all the Program Area Committee and Youth Boards that they have primary responsibility in 2006.	52.9	66.7	+26.1
Reviewed the Texas Cooperative Extension Strategic Plan.	79.4	88.9	+12.0

¹% Difference = % Post-Test - % Pre-test ÷ % Pre-Test X 100

An analysis of pre-test to post-test percentage responses to questions regarding participants' adoption practices related to program planning reveals the most sizeable increase was for the statements indicating the development of a vision statement (+446.6%) and the development of a county strategic plan to address issues on the local level that are linked to Texas Cooperative Extension Strategic Plan (+57.5%). There was a less substantial increase for statements indicating participant's adoption of practices to meet with Program Area Committees and Youth Board that they have primary responsibility in 2006 (+26.1%) and review of the Texas Cooperative Extension Strategic Plan (+12.0%).

Table 26 displays a rank comparison of pre-test to post-test percentage responses by participants of the Excellence in Programming Academy to questions regarding adoption of practices related to program implementation.

Table 26. Rank Comparison of Pre-Test to Post-Test Responses to Practices Related to Program Implementation.

<i>Question or Statement</i>	<i>% Pre-Test</i>	<i>% Post-Test</i>	<i>% Difference¹</i>
Utilized Centra Symposium in program delivery with an external audience within the past 12 months.	5.9	22.2	+276.3
Developed or utilized an on-line educational learning module within the past 12 months.	35.3	70.4	+99.4
Developed an educational newsletter (excluding a 4-H newsletter) for clientele in 2006.	58.8	74.1	+26.0
Written a personal column for local newspaper in 2006.	47.1	55.6	+18.0
Developed a power point presentation that was presented to an external audience in 2006.	76.5	88.9	+16.2

¹% Difference = % Post-Test - % Pre-Test ÷ % Pre-Test X 100

An examination of pre-test to post-test percentage responses to questions of participants adoption practices related to program implementation reveals the most significant increase was for the statements indicating the utilization of Centra Symposium in program delivery with an external audience within the past 12 months (+276.3%) and the development or utilization of an on-line educational learning module within the past 12 months (+99.4%). There was a less substantial increase for statements indicating participants' adoption of practices related to the development of an educational newsletter for clientele in 2006 (+26.0%), writing a personal column for a local newspaper in 2006 (+18.0%) and the development of a Power Point presentation that was presented to an external audience in 2006 (+16.2%).

Table 27 displays a rank comparison of pre-test to post-test percentage responses by participants of the Excellence in Programming Academy to questions regarding adoption of practices related to program evaluation and interpretation.

Table 27. Rank Comparison of Pre-Test to Post-Test Responses to Practices Related to Program Evaluation and Interpretation.

<i>Question or Statement</i>	<i>% Correct Pre-Test</i>	<i>% Correct Post-Test</i>	<i>% Difference¹</i>
Utilized a statistical software package to analyze results of a survey conducted in the past 12 months.	0.0	33.3	*
Designed an evaluation to measure economic impact for the 2006/2007 annual plan.	20.6	51.9	+152.0

Table 27. *Continued.*

<i>Question or Statement</i>	<i>% Correct Pre-Test</i>	<i>% Correct Post-Test</i>	<i>% Difference¹</i>
Developed an interpretation piece without the assistance of the Texas Cooperative Extension Education Unit within the past 12 months.	50.0	59.3	+18.6
Designed an evaluation to measure behavior change/adoption of best practices or new technology for the 2006/2007 annual plan.	67.6	77.8	+15.1
Designed an evaluation to measure knowledge gained for the 2006/2007 annual plan.	85.3	93.6	+9.7
Developed a evaluation instrument without the assistance of the Texas Cooperative Extension Education Unit within the past 12 months.	55.9	63.0	+5.5
Conducted a program interpretation event with County Commissioners Court within past 12 months that communicated the results of a program evaluation.	85.3	89.9	+5.4
Reviewed program evaluation results with a Program Area Committee or Youth Board within the past 12 months for the purpose of refocusing or redirecting future programs.	64.7	66.7	+3.1

¹% Difference = % Correct Post-Test - % Correct Pre-Test ÷ % Correct Pre-Test X 100

* Denotes an incalculable due to having 0.0% responses on Pre-Test.

Analyzing pre-test to post-test percentage responses to questions of participants' adoption practices related to program evaluation and interpretation reveals the most sizeable increase was for the statements indicating that participants' utilization of a statistical software package to analyze results of a survey conducted in the past twelve months (0.0% to 33.3%) and designed an evaluation to measure economic impact for the 2006/2007 annual plan (+152.0%). There was a less substantial increase for statements indicating participants' adoption of practices related to the development of an

interpretation piece without the assistance of the Texas Cooperative Extension Education Unit within the past twelve months (+18.6%); designed an evaluation to measure behavior change/adoption of best practices or new technology for the 2006/2007 annual plan (+15.1%); designed an evaluation to measure knowledge gained for the 2006/2007 annual plan (+9.7%); development of a evaluation instrument without the assistance of the Texas Cooperative Extension Education unit within the past twelve months (+5.5%); conducted a program interpretation event with County Commissioners Court within the past twelve months that communicated the results of a program evaluation (+5.4%); and reviewed program evaluation results with a Program Area Committee or Youth Board within the past twelve months for the purpose of refocusing or redirecting future programs (+3.1%).

Excellence in Programming Post-Academy Adoption Data

The post-test self assessment questionnaire (Appendix B) that was administered from November 29, 2006 to December 5, 2006 to Extension educators participating in the Excellence in Programming Academy revealed the following information related to participants' intent to adopt various practices and techniques taught during the Excellence in Programming Academy:

- Twelve (44.4%) of the participants will develop a vision statement for their county program because of their participation in the Academy.
- Fourteen (51.9%) of the participants will review the Texas Cooperative Extension Strategic Plan because of their participation in the Academy.

- Fifteen (55.6%) of the participants will develop a County Strategic Plan to address issues on the local level, that is linked to Texas Cooperative Extension's Strategic Plan because of their participation in the Academy.
- Eighteen (66.7%) of the participants will meet with their Program Area Committees and Youth Boards more frequently in 2007 because of their participation in the Academy.
- Eleven (40.7%) of the participants will develop a Power Point presentation to be presented to an external audience in 2007 because of their participation in the Academy.
- Seventeen (63.0%) of the participants will develop or utilize an on line educational learning module within the next 12 months because of their participation in the Academy.
- Ten (37.0%) of the participants will utilize Centra Symposium in program delivery with external audiences with the next 12 months because of their participation in the Academy.
- Twelve (44.4%) of the participants will develop an educational newsletter for clientele within the next 12 months because of their participation in the Academy.
- Nine (33.3%) of the participants will write a personal column for their local newspaper in 2007 because of their participation in the Academy.

- Seventeen (88.9%) of the participants will utilize a statistical package to analyze results of a survey conducted in the next 12 months as a result of their participation in the Academy.
- Twenty (74.1%) of the participants will develop an interpretation piece without the assistance of the Extension Education Unit within the next 12 months as a result of their participation in the Academy.
- Fourteen (51.9%) of the participants will conduct a program interpretation event with their County Commissioners Court within the next 12 months where they communicate results of an program evaluation because of their participation in the Academy.
- Fifteen (55.6%) of the participants will review program evaluation results with a Program Area Committee or Youth Boards within the next 12 months for the purpose of refocusing or redirecting future programs because of their participation in the Academy.

Excellence in Programming Post-Academy Satisfaction Data

Table 28 displays that all participants reported that they were somewhat, mostly or completely satisfied with every element of the Academy that was evaluated (Appendix B). Participants reported they were most satisfied with the instructor's knowledge level of the subject matter ($M= 4.88, S.D.= .33$), accuracy of the information ($M=4.88, S.D.= .33$), instructor's organization/preparedness ($M=4.77, S.D.=.43$), instructor's response to questions ($M=4.77, S.D.=.51$), information being useful in participants role as County Extension educator ($M= 4.65, S.D.=.49$), timeliness of information ($M=4.62, S.D.=.57$),

overall satisfaction with Academy ($M=4.62$, $S.D.=.50$) and instructor's speaking/presentation abilities ($M= 4.62$, $S.D.=.64$). Participants reported they were moderately satisfied with the sequence in which the modules were presented ($M=4.58$, $S.D. =.64$), completeness of the materials ($M= 4.52$, $S.D. =.59$), and format in which the information was presented ($M=4.42$, $S.D. =.64$). Participants were least satisfied with information being what participants expected ($M=4.38$, $S.D. =.64$). Table 28 illustrates Extension educators' rank responses to statements related to their satisfaction in various elements of the Excellence in Programming Academy. Likert scale was defined as: 1= *Not at all*, 2= *Slightly*, 3= *Somewhat*, 4=*Mostly*, and 5=*Completely*.

Table 28. *Rank Descriptive Statistics for statements related to Program Excellence Academy Participants Post-Academy Satisfaction in Various Elements of the Excellence in Programming Academy.*

<i>Statement</i>	<i>N</i>	<i>Min</i>	<i>Max</i>	<i>Mean¹</i>	<i>S.D.</i>
Accuracy of the information.	26	4	5	4.88	.33
Instructor's knowledge level in subject matter.	26	4	5	4.88	.33
Quality of course materials.	26	4	5	4.81	.40
Instructor's organization/preparedness.	26	4	5	4.77	.43
Instructor's response to questions.	26	3	5	4.77	.51
Information being useful in their role as County Extension educator.	26	4	5	4.65	.49
Timeliness of information	26	3	5	4.62	.57
Instructor's speaking/presentation abilities.	26	3	5	4.62	.64
Overall satisfaction of participants with the Academy.	26	4	5	4.62	.50
Sequence in which the modules were presented.	26	4	5	4.58	.64
Completeness of the materials.	25	3	5	4.52	.59
How likely are participants to adopt practices and techniques that were taught during the Academy?	26	4	5	4.50	.51

Table 28. *Continued.*

<i>Statement</i>	<i>N</i>	<i>Min</i>	<i>Max</i>	<i>Mean</i> ¹	<i>S.D.</i>
Format in which the information was presented.	26	3	5	4.42	.64
Information being what participants expected to receive.	26	3	5	4.38	.64

¹Likert scale defined as: 1= *Not at all*, 2= *Slightly*, 3= *Somewhat*, 4= *Mostly*, and 5= *Completely*.

Excellence in Programming Academy Participant Responses

The participants of the Academy reported the following on the post-test related to their satisfaction in the Excellence in Programming Academy for the question soliciting what participants liked most about the Academy (Appendix C):

1. Participants gained more from this type of professional development course and it prepared them to become a more effective Extension educator.
2. Participants most liked the face-to-face sessions and the hand-on project driven approach of the Academy.
3. Participants most liked the materials presented during the Academy.
4. Participants most liked the media session during the Academy.
5. Participants most liked the program delivery session of the Academy.
6. Participants most liked the program planning session of the Academy.
7. Participants most liked the instructors.
8. Participants most liked learning how to utilize statistical analysis tools such as Ez Analyze.
9. Participants most liked learning how to utilize distance education.

10. Participant most liked the opportunity to work with other agents on projects during the Academy.

The participants of the Academy reported the following on the post-test related to their satisfaction in the Excellence in Programming Academy for the question soliciting what participants liked least about the Excellence in Programming Academy (Appendix D):

1. Time required for participation in the Academy.
2. Early Monday morning face-to-face meeting.
3. More time to do some hands on activities such as writing and working with outcome summaries and evaluation data.
4. Timing of the last session related to evaluation and interpretation.
5. The distance education session.
6. The length of some of the face-to-face sessions. Some indicated that the sessions could have been conducted in one full day instead of having two partial days.
7. The statistics and evaluation development session.
8. Nothing.
9. The travel.
10. More information on actually putting together an educational newsletter.
11. The volume of information.
12. The way the face-to-face sessions were spread out.

The participants of the Academy reported the following to the post-test question related to their satisfaction in the Excellence in Programming Academy that solicited what three things participants would change about the Academy (Appendix E):

1. Timing of last meeting dates.
2. Make the Academy consist of two face-to-face meetings that are three days in length.
3. Size of the room.
4. The book was too difficult.
5. More hands on activities.
6. How the last component of the course was instructed.
7. Better utilization of face-to-face meetings.
8. Rotate the locations of the face-to-face meetings.
9. Meetings dates that are not following a holiday.
10. The travel.
11. More information on newsletters.
12. Spread the material over a longer period.
13. The time spread between face-to-face meetings.
14. Begin the Academy earlier in the year.
15. Discontinue class presentations by each student.
16. More peer training.
17. Space sessions closer together (especially the last session).
18. More interactive aspects to the distance portion.

19. Provide all course materials at the beginning of the Academy.
20. More personal time to devote to the Academy.
21. No need for hard-copy handouts.
22. More time for technical writing.
23. Provide an online Question and Answer session for support.
24. Provide a graduation party on the evening of the last day of the Academy.
25. Utilize another instructor for the last session.

The participants of the Academy reported the following to the post-test question related to their satisfaction in the Excellence in Programming Academy that solicited the three most useful things participants learned as a result of your participation in the Academy (Appendix F):

1. Zip Survey.
2. Evaluations.
3. EZ analyze.
4. Utilize program planning techniques.
5. Writing news columns.
6. Utilization of pre-formatted evaluations for more than measuring customer satisfaction.
7. Teaching methods to use with different audiences.
8. Facilitation.
9. Information on the strategic plan.
10. Programming.

11. Questionnaire design
12. Newsletter development.
13. Data analysis.
14. Voice over Power Points.
15. Media skills.
16. Statistical tools.
17. Distance education practices.
18. Teaching styles.
19. Learning styles.
20. Power Point design.
21. Relevance of Reporting.
22. Program planning.
23. Writing techniques.
24. Enhanced program presentation skills.
25. Kirkpatrick's model.
26. Learning about the vast differences in the counties participating.
27. Utilization of technology.
28. Evaluation instruments, compiling data.
29. How to better work for and with your clients in your county.
30. Overview of Leadership Advisory Boards, Program Area Committees, and Youth Boards.
31. Networking.

The participants of the Academy reported the following in regard to the post-test question related to their satisfaction in the Excellence in Programming Academy that solicited the three least useful things participants learned as a result of your participation in the South Region Excellence in Programming Academy (Appendix G):

1. Developing newsletters.
2. Program development theories.
3. None.
4. Statistical analysis.
5. Educational theory.
6. The book.
7. History of Extension.
8. Topics addressed in last 2-day session.
9. Writing news releases.
10. El Campo nightlife.
11. The activity on presenting the PowerPoint presentations.
12. The reading assignments.
13. T-method of outlining a presentation.

The participants of the Academy reported the following in regard to the following post-test question related to their satisfaction in the Excellence in Programming Academy that solicited additional comments from participants related to their participation in the South Region Excellence in Programming Academy (Appendix H):

1. Participants would recommend this to Extension educators with more tenure in addition to early to mid-career Extension educators.
2. Participants enjoyed the Academy.
3. The participants requested that more information related to each session be provided in advance of the session.
4. Participants enjoyed the material and instructors.
5. Academy was extremely well planned and executed.
6. The information was timely, useful now.
7. The Program Excellence Academy is a program that should be continually offered.

CHAPTER V

SUMMARY, CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

The purpose of this study was to determine if a comprehensive program development course entitled the South Region Excellence in Programming Academy has an influence on early to mid-career County Extension educator's ability to engage Texas Cooperative Extension's program development process.

Research Questions for the Study

To accomplish the purpose of the study, the following research questions were established:

1. Will County Extension educators participating in the South Region Excellence in Programming Academy knowledge in the Texas Cooperative Extension's program development model be increased as a result of their participation in the South Region Excellence in Programming Academy?
2. Will County Extension educators participating in the South Region Excellence in Programming Academy perceive that their knowledge in the utilization of Texas Cooperative Extension's program development model be increased as a result of their participation in the South Region Excellence in Programming Academy?
3. Will County Extension educators incorporate principles covered in the South Region Excellence in Programming Academy in their program development efforts (planning, implementation and evaluation)?

4. Will County Extension educators participating in the South Region Excellence in Programming Academy be satisfied in the Academy in terms of providing professional development skills that will enhance their ability to utilize Texas Cooperative Extension's Program Development Model?

Need for the Study

Texas Cooperative Extension is challenged with meeting the educational needs of an increasingly diverse clientele. In recent years, Texas Cooperative Extension has implemented numerous administrative organizational changes that have influenced Cooperative Extension's capacity to address critical issues. These changes have resulted in an increased need for a comprehensive professional development course focusing on the engagement of Texas Cooperative Extension's program development model and there is a need to determine if a comprehensive professional development intervention such as the South Region Excellence in Programming Academy impacts County Extension educator's engagement of Texas Cooperative Extension's program development process.

Demographics of Academy Participants

Data collected represent a census of the Academy participants (N=27). Because the originally enrolled participants failed to complete the Academy due to leaving Texas Cooperative Extension, demographics of participants attending and completing the Academy consisted of twenty-seven (N=27). The titles of the participants in the South Region Excellence in Programming Academy consisted of 25.9% County Extension Agent Agriculture and Natural Resource (N=7), 22.2% County Extension Agent Family

and Consumer Science (N=6), 37.0% County Extension Agent 4-H and Youth Development (N=10), 3.7% Extension Agent Cooperative Extension Program (1890 Institute Agent) for 4-H and Youth Development (N=1), 3.7% County Extension Agent Horticulture (N=1), 3.7% County Extension Agent-Marine (N=1), and 3.7% County 4-H Coordinator (N=1). Seventy nine percent of the Extension educators were White (N=21), 14.8% were Hispanic (N=4) and 7.4% were Black (N=2). These Extension educators were assigned to three Extension districts in the South Region in Texas. Fifty two percent of the Extension educators were assigned to Extension district nine (N=14), 44.4% were assigned to Extension district 11(N=12) and 3.7% were assigned to Extension district 12 (N=1). Sixty three percent of the Extension educators (N=17) were pursuing graduate credit and 37.0% of the Extension educators (N=10) were not pursuing graduate credit through participation in the Academy.

Methodology

A Pre-experimental research One-Group pre-test-post-test design described by Campbell and Stanley (1963) was utilized that involves the administration of a pre-test (O_1) to research subjects followed by an educational intervention (X) and then the administration of a post-test (O_2) to research subjects.

The research data collection methodology utilized a mixed methods approach including quantitative instrumentation described by Gall, Borg and Gall (1996) and Tuckman (1999) in addition to qualitative measures to collect, analyze, and interpret data described by Erlandson et al. (1993).

The quantitative methods utilized in this study include a pre-test (Appendix A) that were administered to County Extension educators (N=34) enrolled in the Academy. This pre-test (Appendix A) assessed the Academy participants' (N=34) knowledge related to program planning, program implementation, and evaluation and interpretation before initiating the South Region Excellence in Programming Academy. The post-test (Appendix B) was administered to County Extension educators (N=27) enrolled in the Academy at the conclusion of the Academy to measure knowledge gained related to program planning, program implementation, and evaluation and interpretation.

County Extension educators were also administered a pre/post self-assessment questionnaire (Appendices A & B) to determine participants in the Academy perception in regard to their skills related to specific elements of program planning, program implementation, and evaluation and interpretation. The pre self-assessment questionnaire (Appendix A) was administered to Academy participants (N=34) prior to the beginning of the Academy. The post assessment questionnaire (Appendix B) was administered to the Academy participants (N=27) at the conclusion of the Academy.

Other data collected at the conclusion of the Academy included questions related to participants (N=27) in the Academy satisfaction in specific aspects of the Academy, qualitative measures and other open ended questions soliciting participants' responses related to their satisfaction level and utility of the Academy as a means of program improvement.

Summary of Findings

Research Question 1 - Will County Extension educators participating in the South Region Excellence in Programming Academy knowledge in the Texas Cooperative Extension's program development model be increased as a result of their participation in the South Region Excellence in Programming Academy?

The Academy participants revealed a mean increase of 18.49 more correctly from the pre-test to post-test. Figure 5 provides a comparison of pre-test to post-test correct mean score for knowledge questions.

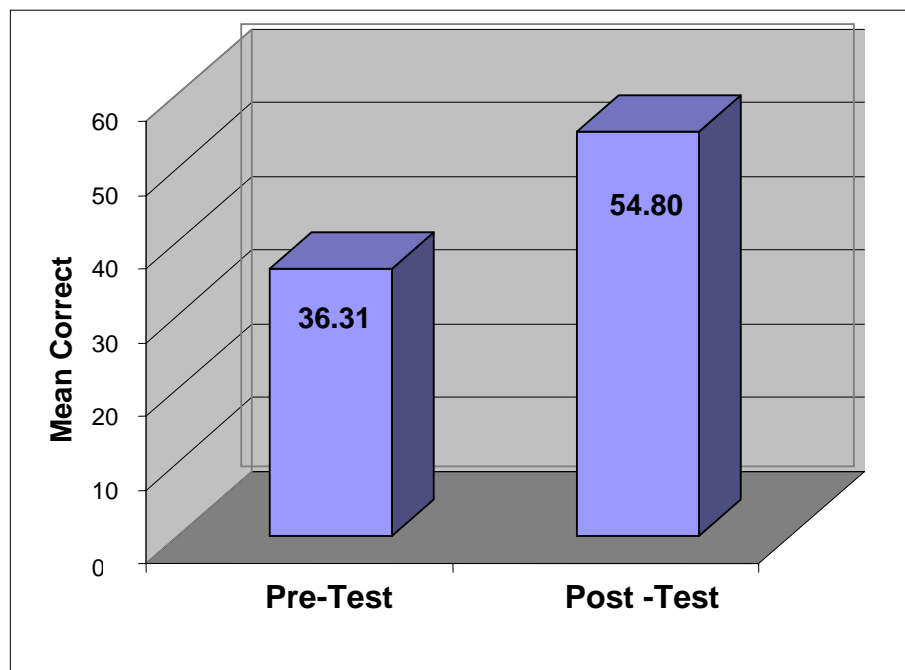


Figure 5. Comparison of Pre-Test to Post-Test Mean Correct Answers.

A comparison of the pre-test to post-test percentage of correct responses to knowledge based questions, participants increased their knowledge in six of nine (66.7%) and participants decreased their knowledge in three of nine (33.3%) questions related to program planning (Table 18).

The pre-test to post-test percentage of correct responses to knowledge based questions, participants increased their knowledge in fourteen of sixteen questions (87.5%) and participants decreased knowledge in two of sixteen questions (12.5%) related to program implementation (Table 19).

An analysis of the pre to post-test percentage correct responses to knowledge based questions, participants increased their knowledge in fifteen of sixteen questions (93.8%) and participants' decreased knowledge in one of sixteen questions (6.2%) related to program evaluation and interpretation (Table 20).

Comparing the pre to post-test percentage correct responses to knowledge-based listing and essay questions, participants increased their knowledge in 13 of 13 (100%) of the questions (Table 24).

Evaluating the knowledge increased in participants of the South Region Excellence in Programming Academy, the participants were administered 41 multiple choice questions and 13 essay/ fill in the blank type questions on the pre-test/post-test related to program planning, program implementation, and program evaluation and interpretation. Of these 41 multiple choice knowledge questions participants increased from the pre-test to the post-test in 35 (85.4%) of the questions and decreased knowledge in six (14.6%)

of the questions. In evaluating the 13 essay/fill in the blank type questions, participants increased their knowledge in 13 of 13 (100%) of the questions.

Research Question 2 - Will County Extension educators participating in the South Region Excellence in Programming Academy perceive that their knowledge in the utilization of Texas Cooperative Extension's program development model be increased as a result of their participation in the South Region Excellence in Programming Academy?

In comparing, the pre-academy to post-academy mean score related to participants' perceptions in implementing elements of program planning, participants indicated a summed mean difference increase from .57 to 1.1 for elements of program planning (Table 21). The pre-academy perception mean of elements related to program planning was 3.30 and the post-academy perception mean of elements related to program planning was 4.04. Figure 6 reflects a comparison of means for elements related to program planning from the pre-test to post-test. Likert scale was defined as: 1= *Poor*, 3= *Average*, and 5= *Excellent*:

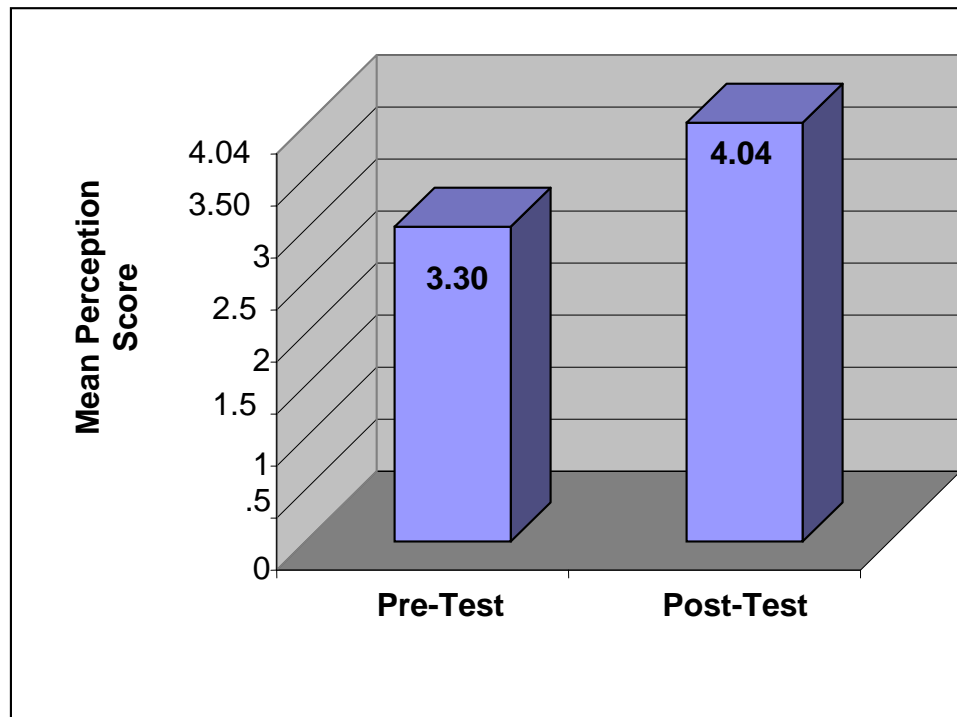


Figure 6. Comparison of Pre-Academy to Post-Academy Mean Perception Scores for Elements Related to Program Planning (Likert Scale Defined as: 1= Poor, 3= Average, and 5=Excellent).

Analyzing the pre-academy to post-academy mean score related to participants' perceptions in implementing elements of program implementation, participants indicated a summed mean difference increase from .47 to 1.03 for elements of program implementation (Table 22). The pre-academy perception mean of elements related to program implementation was 3.22 and the post-academy perception mean of elements related to program implementation was 3.94. Figure 7 reflects a comparison of means of elements related to program planning from the pre-test to post-test. Likert scale was defined as: 1= *Poor*, 3= *Average*, and 5= *Excellent*:

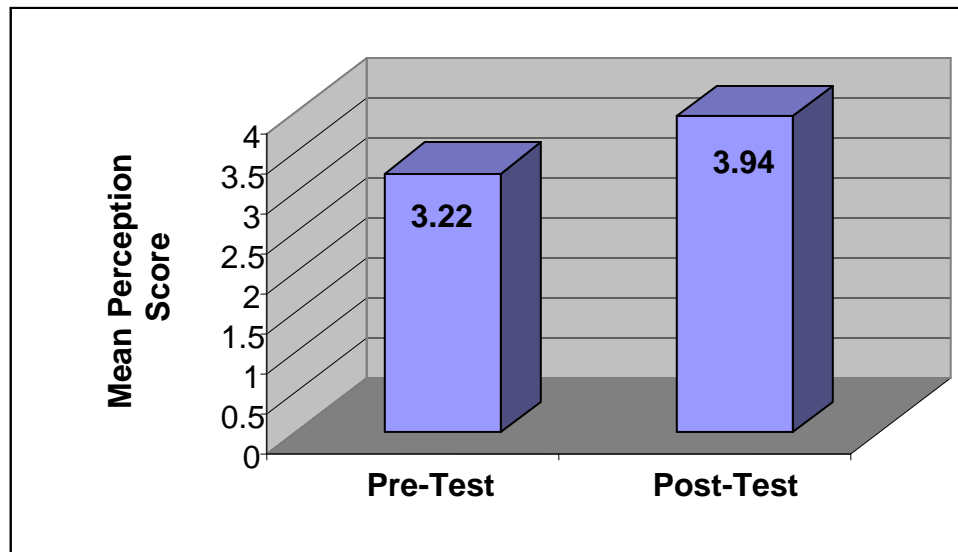


Figure 7. Comparison of Pre-Academy to Post-Academy Mean Perception Scores for Elements Related to Program Implementation (Likert Scale Defined as: 1= Poor, 3= Average, and 5=Excellent).

In comparing, the pre-academy to post-academy mean score related to participants' perceptions in implementing elements of program evaluation and interpretation, participants indicated a mean difference increase from .46 to 1.22 for elements of program evaluation and interpretation (Table 23). The pre-academy perception mean of elements related to program evaluation and interpretation was 3.08 and the post-academy perception mean for elements related to program evaluation and interpretation was 3.83. Figure 8 reflects a comparison of means for elements related to program evaluation and interpretation from the pre-test to post-test. Likert scale was defined as: 1= *Poor*, 3= *Average*, and 5= *Excellent*:

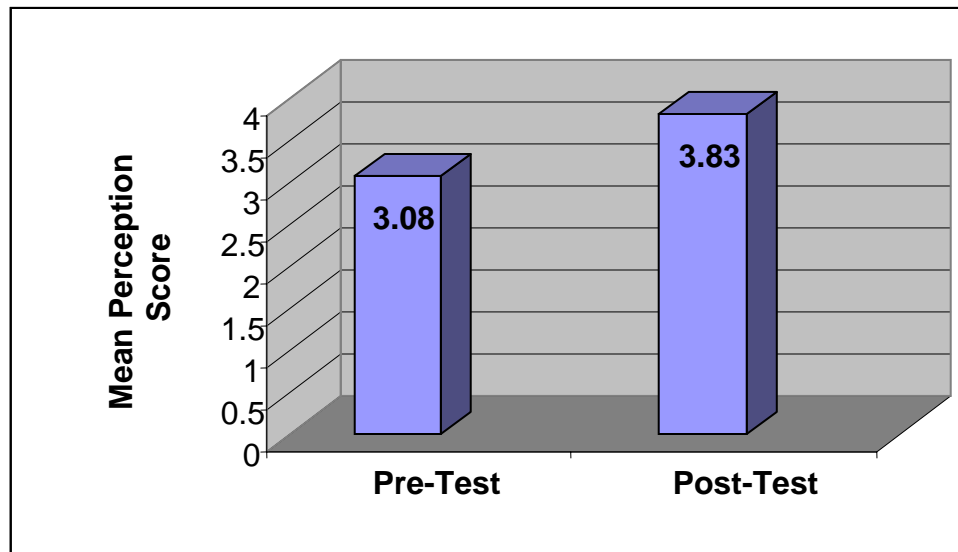


Figure 8. Comparison of Pre-Academy to Post-Academy Mean Perception Scores for Elements Related to Program Evaluation and Interpretation (Likert Scale Defined as: 1= Poor, 3= Average, and 5=Excellent).

Research Question 3 - Will County Extension educators incorporate principles covered in the South Region Excellence in Programming Academy in their program development efforts (planning, implementation, and evaluation and interpretation)?

Comparing the pre-test to post-test responses regarding the adoption of practices related to elements of program planning, participants indicated a mean difference increase from 12.0% to 446.6% for elements of program planning (Table 25). The pre-test mean of elements for adoption of practices related to program planning was 44.1% and the post-test mean of elements of adoption for practices related to program planning was 64.8%. Figure 9 reflects a comparison of means related to adoption of practices for elements related to program planning from the pre-test to post-test.

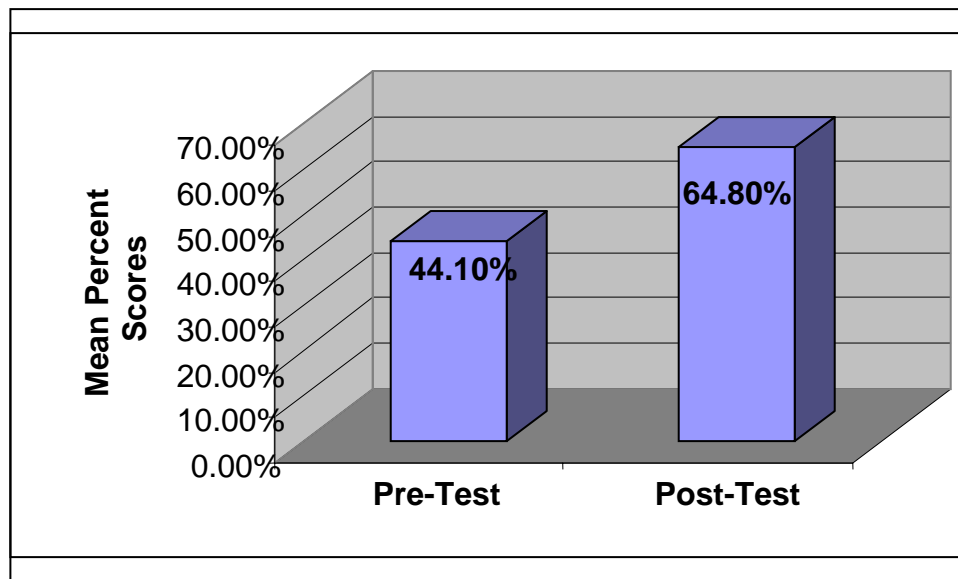


Figure 9. Comparison of Pre-Test to Post-Test Mean Percentage Scores for Elements Related to Adoption of Practices Regarding Program Planning.

An analysis of the pre-test to post-test responses related to adoption of practices regarding the elements of program implementation, participants indicated a mean difference increase from 16.2% to 276.3% for elements of program implementation (Table 26). The pre-test mean of elements related to the adoption of program implementation was 44.7% and the post-test mean of elements related to adoption of elements of program implementation was 62.2%. Figure 10 reflects a comparison of means related to adoption of practices for elements related to program implementation from the pre-test to post-test.

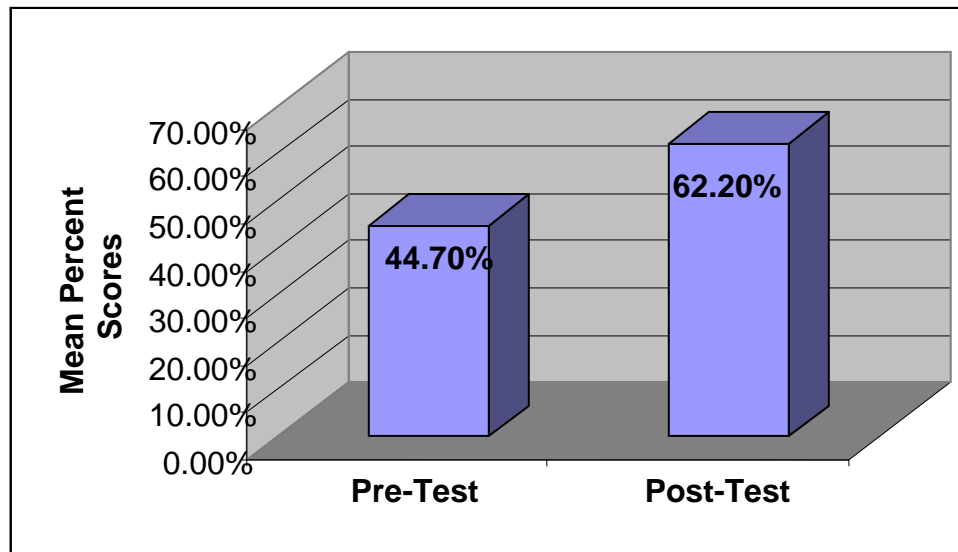


Figure 10. Comparison of Pre-Test to Post-Test Mean Percentage Scores for Elements Related to Adoption of Practices Regarding Program Implementation.

An evaluation of the pre-test to post-test responses regarding the adoption of practices related to elements of program evaluation and interpretation, participants indicated a mean increase in every element related to program evaluation and interpretation evaluated in this study (Table 27). The pre-test mean of elements related to the adoption of program implementation was 53.7% and the post-test mean of elements related to adoption of elements of program implementation was 66.9%. Figure 11 reflects a comparison of means regarding the adoption of practices for elements related to program evaluation and interpretation from the pre-test to post-test.

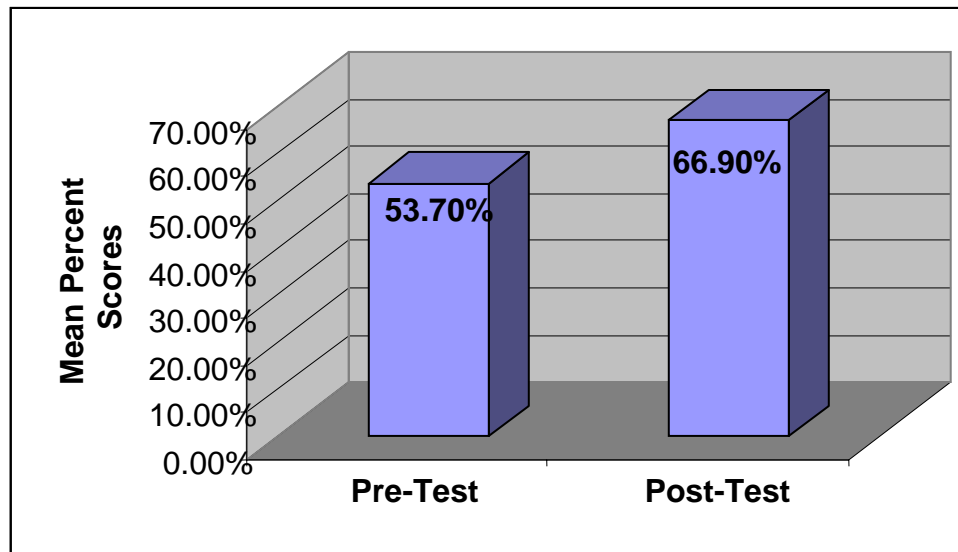


Figure 11. Comparison of Pre-Test to Post-Test Mean Percentage Scores for Elements Related to Adoption of Practices Regarding Program Evaluation and Interpretation.

The post-test assessment questionnaire (Appendix B) that was administered to Extension educators participating in the Excellence in Programming Academy revealed the following information related to participants' intent to adopt various practices and techniques taught during the Excellence in Programming Academy:

- Twelve (44.4%) of the participants will develop a vision statement for their county program because of their participation in the Academy.
- Fourteen (51.9%) of the participants will review the Texas Cooperative Extension Strategic Plan because of their participation in the Academy.
- Fifteen (55.6%) of the participants will develop a County Strategic Plan to address issues on the local level, that is linked to Texas Cooperative Extension's Strategic Plan because of their participation in the Academy.

- Eighteen (66.7%) of the participants will meet with their Program Area Committees and Youth Boards more frequently in 2007 because of their participation in the Academy.
- Eleven (40.7%) of the participants will develop a Power Point presentation to be presented to an external audience in 2007 because of their participation in the Academy.
- Seventeen (63.0%) of the participants will develop or utilize an online educational learning module within the next 12 months because of their participation in the Academy.
- Ten (37.0%) of the participants will utilize Centra Symposium in program delivery with external audiences with the next 12 months because of their participation in the Academy.
- Twelve (44.4%) of the participants will develop an educational newsletter for clientele within the next 12 months because of their participation in the Academy.
- Nine (33.3%) of the participants will write a personal column for their local newspaper in 2007 because of their participation in the Academy.
- Seventeen (88.9%) of the participants will utilize a statistical package to analyze results of a survey conducted in the next 12 months as a result of their participation in the Academy.

- Twenty (74.1%) of the participants will develop an interpretation piece without the assistance of the Extension Education Unit within the next 12 months as a result of their participation in the Academy.
- Fourteen (51.9%) of the participants will conduct a program interpretation event with their County Commissioners Court within the next 12 months where they communicate results of a program evaluation because of their participation in the Academy.
- Fifteen (55.6%) of the participants will review program evaluation results with a Program Area Committee or Youth Boards within the next 12 months for the purpose of refocusing or redirecting future programs because of their participation in the Academy.

More than 60 percent of the participants in the Academy indicated that they are most probable to utilize a statistical package to analyze survey results, develop an interpretation piece without the assistance of the Texas Cooperative Extension Education Unit, meet with their Program Area Committee or Youth Boards more frequently, and develop or utilize an on line educational module within the next 12 months as a result of their participation in the Academy. Fifty percent or more of the participants in the Academy reported that they will develop a County Strategic Plan linked to Texas Cooperative Extension's Strategic Plan, will review program evaluation results with a Program Area Committee or Youth Boards, will review the Texas Cooperative Extension's Strategic Plan, and will conduct a program interpretation event with their County Commissioners Courts. Thirty-three percent or more of the participants indicated

that they will develop an educational newsletter, will develop a vision statement for their county program, will develop a Power Point presentation to be delivered to an external audience, will utilize Centra Symposium in program delivery and will write a personal column for their local newspaper in the next 12 months as a result of their participation in the Academy.

Research Question 4 - Will County Extension educators participating in the Academy be satisfied in the Academy in terms of providing professional development skills that will enhance their ability to utilize Texas Cooperative Extension's Program Development Model?

All participants reported that they were somewhat, mostly or completely satisfied with every element of the Academy that was evaluated with the post-test (Appendix B). Participants reported they were most satisfied with the accuracy of the information, instructor's knowledge level of the subject matter, quality of course materials, instructor's organization/preparedness, instructor's response to questions, information being useful in participants role as County Extension educator, timeliness of information, overall satisfaction with Academy and instructor's speaking/presentation abilities. Participants reported they were moderately satisfied with the sequence in which the modules were presented, completeness of the materials, and format in which the information was presented. Participants were least satisfied with information being what participants expected. Likert scale was defined as: 1= *Not at all*, 2= *Slightly*, 3= *Somewhat*, 4= *Mostly*, and 5= *Completely*.

The participants of the Academy indicated that they most liked the face-to-face sessions, instructors, materials, media session, program delivery session, utilization of statistical analysis, utilization of distance education, and the opportunity to work with other Extension educators on projects. When asked what participants liked most about the Academy one of Academy participants stated, “This is the most common sense program I can remember since I have been in Extension.” Another participant stated, “The information was in depth and very practical to the application of an Extension Agent.”

The participants of the Academy reported they least liked the time required to participate in the Academy, early Monday morning face-to-face meetings, not enough time for writing outcome summaries and evaluation data, timing of the last session related to evaluation and interpretation, the distance educational session, the length of some of the face-to-face sessions, statistics and evaluation development session, the travel, more information of actually putting together an educational newsletter, the volume of information, and the way the face-to-face sessions were spread out. When asked what participants liked least about the Academy one participant stated, “I thought all of the information was very useful; I really did not dislike any of it.”

The participants of the Academy reported that the timing of the meeting dates, change the Academy to consist of two face-to-face meetings three days in length, size of the room, the book, how the last component was taught, better use of face-to-face meetings, rotate the locations of the face-to-face meetings, not have meeting following a holiday, provide more information in newsletters, spread material over a longer period of

time, and time spread between face –to-face meeting on the post-test question related to their satisfaction in the Academy that solicited the three things participants would change about the Academy (Appendix E). In addition, participants indicated they would begin the Academy earlier in the year, discontinue the class presentation by each participant, provide all course materials at the beginning of the Academy, provide more time for technical writing, provide an on-line question and answer session for support, provide a graduation celebration, and utilize another instructor to teach the session on evaluation if they were to change three things about the Academy (Appendix E).

On the post-test question related to participant satisfaction , participants of the Academy listed: zip surveys, evaluations, EZ analyze, utilization of program planning techniques, writing news columns, utilization of pre-formatted evaluations for more than customer satisfaction, teaching methods to utilize with different audiences, facilitation, information on the strategic plan, programming, questionnaire design, newsletter development, data analysis, voice over power points, media skills, statistical tools, distance education practices, teaching styles, learning styles, relevance of reporting, writing techniques, enhanced program presentation skills, Kirkpatrick’s model, learning about the differences in counties participating, utilization of technology, evaluation instruments, and overview of Leadership Advisory Boards and Youth Boards as the most useful things participants learned as a result of their participation in the Academy (Appendix F).

The participants of the Academy reported that developing newsletters, program development theories, statistical analysis, educational theory, the book utilized, history

of Extension, writing news releases, the activity on presenting the power point presentations, the reading assignments and the T-method of outlining a presentation were least useful things participants learned as a result of their participation in the Academy (Appendix G).

The participants in the Academy reported that they would recommend this to Extension educators with more tenure, that they enjoyed the Academy, they enjoyed the materials and instructors, the Academy was extremely well planned and executed, and the information was timely when responses were solicited from participants related to their participation in the Academy (Appendix H). One of the participants of the Academy stated, “I truly enjoyed the opportunity to participate in the Academy. The information I received was timely, useful to me and my programs now. This has been, by far, the best training that I have ever taken, since becoming an agent some eight plus years ago.”

Conclusions and Implications

The following conclusions with the associated implications were drawn based on the findings of this study:

1. Early to mid-career Extension educators participating in the Academy increased their knowledge of various elements of the Texas Cooperative Extension Program Development Model including program planning, program implementation and program evaluation and interpretation.

It was concluded that an in-depth educational intervention related to program

development will increase participants knowledge in program planning, program implementation, and program evaluation and interpretation. This is in agreement with Buford et al. (1988) and Kuliek et al. (2002) who reported that systematic Extension professional development efforts are critical in terms of increasing Extension educators' abilities in fulfilling their professional obligations. This implies that systematic in-depth Extension professional development will increase Extension educators' knowledge in the program development model utilized by Texas Cooperative Extension.

2. It was found that the self-perceived abilities in the Texas Cooperative Extension Program Development Model increased as a result of early to mid career Extension educators' participation in the Academy related to program planning, program implementation, and program evaluation and interpretation.

As a result of these findings, it was concluded that these early to mid-career Extension educators were more confident in their abilities related to program planning, implementation, and program evaluation and interpretation. This implies that, due to these participants increased confidence in various elements of program planning, implementation, and evaluation and interpretation these participants will be more likely to adopt practices learned during the Excellence in Programming Academy.

3. It was established that County Extension educators intend to or have incorporated principles covered in the Academy in their program development efforts (planning, implementation, and evaluation and interpretation).

It was also concluded that the participants in the Academy have or intend to adopt elements of the Academy related to program planning, program implementation, and

evaluation and interpretation as a result of their participation in the Academy. This suggests that in-depth program development training such as that provide during the Academy will result in participants adopting practices associated with program planning, program interpretation, and evaluation and interpretation.

4. In this study, it was found that the participants in the Academy were somewhat, mostly or completely satisfied in the elements of the Academy.

It was concluded that the Extension educators involved in the South Region Excellence in Programming Academy were highly satisfied in the instructors, format, and content of the Academy and that satisfaction level had a positive influence on knowledge gained, participant self-perceived competency levels, and adoption of practices taught during the Excellence in Programming Academy. This is in agreement with Minecemoyer et al. (1999) who reported that when Extension educators participate that they have a desire for the professional development to meet their program needs and be applicable to their county level issues and programming. This implies that Extension educators' satisfaction in the Academy is directly correlated to this professional development applicability to their ability in providing programming to meet their local educational program needs.

Recommendations for Action

1. This type of comprehensive professional development should be offered on a rotational basis in all Regions by Texas Cooperative Extension because;
 - Participants gained knowledge in most elements related to program planning, implementation and evaluation and interpretation. This

knowledge increase indicates that there is value in providing Extension educators with comprehensive training related to program development.

- The increase of participants self-perceived abilities in the Texas Cooperative Extension Program Development model.
- Participants indicated that they have adopted or intend to adopt practices taught during the Academy.
- Participants indicated they were somewhat, mostly or completely satisfied with elements of the Academy.

2. More material and comprehensive instruction related to the following should be provided in future Academies because participants decreased their knowledge by participants from the pre-test to the post-test;

- Strategic visioning.
- Program Area Committees and Youth Boards role in maintaining relevance and adjusting priorities as needed.
- Type of press releases that should be submitted by Extension educators.
- The language Hispanic/Latino newspapers print.
- Evaluation validity.

3. No participants (0.0%) correctly listed characteristics of adult learners on the pre-test, and two participants (7.4%) correctly listed characteristics of adult learners on the post-test. More in-depth information and instruction related to adult learning theory should be provided in future Academies.

While the quantitative pre-test/post-test analysis provided useful information related to the South Region Excellence in Programming Academy, the qualitative information solicited through participant comments provides a rich source of data related to planning future professional development trainings for early to mid-career Extension educators. Some recommendations based on comments by these early to mid-career Extension educators include:

1. Curriculum for the Academy should be developed related to program planning, program implementation, evaluation, and interpretation that is utilized as the textbook for future Academies and that this curriculum be provided well in advance to the beginning of the face-to-face sessions.
2. Future Academy face-to-face session should be utilized to allow participants to analyze their program data, develop an outcome summary report, and interpretation piece.
3. More time should be allocated during face-to-face sessions during future Academies for writing exercises to enable Academy participants to practice their writing skills.
4. Provide the opportunity for participation in the Excellence in Programming Academy to more tenured Extension educators as well as early to mid-career educators.

Based on the findings of this study that indicate that participants in an in-depth professional development intervention that focuses on the Texas Cooperative Extension Program Development Model, (1) increased their knowledge of elements associated with

program planning, implementation and evaluation and interpretation; (2) increased their perception in their abilities to implement various aspects of program development; (3) reported an intent to adopt various best management practices associated with program development; and (4) reported that they were somewhat, mostly or completely satisfied with all aspects of the Academy, an organizational effort will be made to implement this professional development course in other Texas Cooperative Extension Regions.

In Texas Cooperative Extension District 11 in the South Region a Peer Teaching Team consisting of South Region Excellence in Programming graduates was established to enhance new agent on-boarding efforts. The duties of this Peer Teaching Team will be to utilize the skills learned in the South Region Excellence in Programming Academy to work with the District Extension Administrator in designing curriculum for new agent training, teach lessons during district on-boarding and/or new employee trainings, and serve in an advisory capacity to the District Extension Administrator in determining the most effective means of training for new agents regarding the utilization of the Texas Cooperative Extension Program Development Model.

Recommendation for Further Research

In conducting this research study, several other questions surfaced related to early to mid-career Extension educators professional development. Some other questions that have emerged during the course of this research study include:

1. What is the cost to Texas Cooperative Extension associated with conducting the South Region Excellence in Programming Academy and what is the economic return on Texas Cooperative Extension's investment?

2. What is the long-term impact of the South Region Excellence in Programming Academy in terms of adoption of practices related to program planning, program implementation, and program evaluation and interpretation?
3. Is there a difference in knowledge of participants who have successfully completed the South Region Excellence in Programming Academy related to program development and Extension educators who have not participated in the Academy?
4. Is there a difference in the confidence level of Extension educators who have completed the South Region Excellence in Programming related to program development and Extension educators who have not participated in the Academy?

While this study yielded informative results, the researcher contends that there was rich information related to the value of this professional development intervention through personal interviews with participants using qualitative interview methods described by Erlandson et al. (1993). While some qualitative questions were asked on the pre/post-test (Appendices A& B), personal interviews with participants were not done. There is certain insight to be revealed through a more informal and personal approach. As stated by Erlandson et al. (1993), “the skilled interviewer can learn much from the words used by an interviewee that goes beyond the denotative meanings of those words” (p.87).

The purpose of this study was to determine if; (1) County Extension educators participating in the Academy knowledge increased: (2) County Extension educators

participating in the Academy perceive that their knowledge in the utilization of Texas Cooperative Extension's program development model increased as a result of their participation in the Academy; (3) County Extension educators incorporate principles covered in the Academy in their program development efforts (planning, implementation and evaluation); and (4) describe the participants satisfaction in the Academy. As Conklin et al. (2002) stated, "The question continues to be what is the right professional development model for complex organizations" (p. 6)? It is hoped that this research study has contributed to addressing this important question.

REFERENCES

- Bennett, C., & Rockwell, K. (1995). *Targeting outcomes of programs (TOP): An integrated approach to planning and evaluation*. Retrieved December 26, 2005, from University of Nebraska Web site:
<http://citnews.unl.edu/TOP/english/index.html>.
- Boleman, C., & Burkham, A. (2005). *Volunteer administration in the 21st century*. Texas Cooperative Extension, College Station Texas. Publication #D-1452.
- Boleman, C., Cummings, S. & Pope, P. (2005). *Keys to education that works: Texas Cooperative Extension's program development model*, Texas Cooperative Extension, College Station, TX. Publication #345.
- Boone, E.J., Safrit, R.D. & Jones, J. (2002). *Developing programs in adult education: A conceptual programming model*. (2nd ed.). Prospect Heights, IL: Waveland Press, Inc.
- Bradley, M.K., Kallick, B.O., & Regan, H.B. (1991). *The staff development manager: A guide to professional growth*. Needham Heights, MA: Allyn and Bacon.
- Bryan, W., & Schwartz, R. (1998). *Strategies for staff development: personal and professional education in the 21st Century*. San Francisco, CA: Jossey-Bass.
- Buford, J.A., Jr. & Bedeian, A.G. (1988) *Management in extension*. (2nd ed.). Auburn, AL: Alabama Cooperative Extension Service.
- Campbell, D.T., & Stanley, J.C. (1963). *Experimental and quasi-experimental designs for research*. Dallas, TX: Houghton Mifflin Company.

- Campbell, J.R. (1995). *Reclaiming a lost heritage*. Ames, IA: Iowa State University Press.
- Commanger, H.S. (1963). *Documents of american history*. New York: Appleton-Century- Crofts.
- Conklin, N.L., Hook, L.L., Kelbaugh, B.J. & Nieto, R.D. (2002). Examining a professional development system: a comprehensive needs assessment approach. *Journal of Extension*. 40 (5). Retrieved July 9, 2005 from <http://www.joe.org/joe/2002october/a1.shtml>.
- Cooper, A.W., & Graham, D.L. (2001) Competencies needed to be successful county agents and county supervisors. *Journal of Extension*. 39 (1). Retrieved December 7, 2006 from <http://www.joe.org/joe/2001february/rb3.html>.
- Daresh, J.C., & Playko, M.A. (1992). *The professional development of school administrators: Preservice, induction, and inservice applications*. Needham, MA: Allyn and Bacon.
- Diem, K.G. (2003). Program development in a political world—it's all about impact! *Journal of Extension*. 41(1). Retrieved December 26, 2005 from, <http://www.joe.org/joe/2003february/a6.shtml>.
- Dillman, D.A. (2000). *Mail and Internet surveys: The tailored design method* (2nd ed.).New York: John Wiley & Sons, Inc.
- Djire, I., & Newman, M.E. (1995). Self-perceived motivation of Mississippi county

extension agents as compared to their performance. *Proceedings of the 4th Annual Southern Agricultural Education Research Meeting*. Gatlinburg, TN. (pp. 101-110).

Duttweiler, M. (2001). Cornell Cooperative Extension Program development model.

Retrieved December 29, 2005, from CCE-Program Development Web site:

<http://www.cce.cornell.edu/admin/program/document/model.htm>.

Erlandson, D.A., Harris, E.L., Skipper, B.L., & Allen, S.D. (1993). *Doing naturalistic inquiry: A guide to methods*. Newbury Park, CA: SAGE Publications, Inc.

Extension Committee on Organization and Policy (ECOP). (1977). *National guidelines for staff development*. Durham, NH: University of New Hampshire.

Fitzpatrick, J.N., Duncan, S.F., Williamson, S.A., & Smith, T.A. (1997). An evaluation of Two modes of self-paced agent inservice training. *Journal of Extension*. 35 (1). Retrieved July 25, 2006 from, <http://www.joe.org/joe/1997february/rb5.html>.

Franz, N.K., Peterson, R.S., & Dailey, A.L. (2002). Leading organizational change: A Comparison of county and campus views of extension engagement. *Journal of Extension*. 40 (3). Retrieved December 26, 2005 from, <http://www.joe.org/joe/2002june/rb1.html>.

Gall, M.D., Borg, W.R. & Gall, J.P. (1996). *Educational research-an introduction*. (6th ed.). White Plains, NY: Longman Publishers.

General Accounting Office. (1998). *Performance measurement and evaluation: Definitions and relationships* (GAO/GGD publication No. 98-26) Washington, D.C.: United States General Accounting Office.

- Gibson, J.D., & Brown, A.S. (2003). Use of managerial proficiencies in agricultural and extension education: an assessment of Virginia Cooperative Extension. *Journal of International Agricultural and Extension Education*. 10 (3).
- Kalambokidis, L. (2004). Identifying the public value in extension programs. *Journal of Extension*. 42 (2). Retrieved April 6, 2006 from <http://www.joe.org/joe/2004april/a1.shtml>.
- Kelsey, L.D., & Hearne, C.C. (1963). *Cooperative extension work*. Ithaca, NY: Comstock Publishing Company.
- Kutilek, L.M., Gunderson, G.J., & Conklin, N.L., (2002). A system approach: Maximizing individual career potential and organizational success. *Journal of Extension*. 40 (2). Retrieved December 26, 2005 from, <http://www.joe.org/joe/2002april/a1.html>.
- Marshall, M.G. (1990) *Program development handbook*. Texas Agricultural Extension Service, College Station, TX. Publication #D-690.
- Maslow, A.H., (1970). *Motivation and Personality*. New York: Harper and Row.
- McKenzie, J. (1991). Designing staff development for the information age. *The Educational Technology Journal*. 1(4). Retrieved December 26, 2005, from, <http://staffdevelop.org/S.D.1.html>.
- Mincemoyer, C.C., & Kelsey, T.W. (1999). Assessing in-service education: Identifying barriers to success. *Journal of Extension*. 37 (2). Retrieved July 25, 2006 from, <http://www.joe.org/joe/1999april/a3.html>.

- O'Neill, B., & Richardson, J.G. (1999). Cost-Benefit impact statements: A tool for Extension accountability. *Journal of Extension*. 37(4). Retrieved March 31, 2006 from, <http://www.joe.org/joe/1999august/tt3.html>
- Parslow, T. (1995). *A guide for writing your program plans and reports: 1996-99*. Madison, WI: University of Wisconsin, Cooperative Extension.
- Patterson, T.F., Jr. (1993). Paradigms for program planning. *Journal of Extension*. 31(2) Retrieved December 26, 2005. from, <http://www.joe.org/joe/1993summer/a7.html>.
- Perrin, B. (1998). Effective use and misuse of performance measurement. *American Journal of Evaluation*, 19: 367-379.
- Prawl, W., Medlin, R., & Gross, J. (1984). *Adult and continuing education through the Cooperative Extension Service*. Extension Division, University of Missouri, Columbia.
- Rasmussen, W.D. (1989). *Taking the university to the people: Seventy-five years of Cooperative Extension*. Ames, IA: Iowa State University Press.
- Richardson, J.G. (1994). Extension education process and practice: Extension education learning system. S.D. 7, North Carolina Cooperative Extension Service, North Carolina State Web site: Retrieved December 29, 2005, from <http://www.ces.ncsu.edu/resources/education/S.D.7/>.
- Rockwell, S.K., & Bennett, C.F. (2000). *Targeting outcomes of programs (TOP):A hierarchy for targeting outcomes and evaluating their achievement*. Retrieved July 20, 2005, from, <http://citnews.unledu/TOP/english/dictionarywhole.html>.

- Sanders, H.C., Arbour, M.B., Bourg, T., Clark, R.C., Frutchey, F.P., & Jones, J.H. Jr., (1996). *The cooperative extension service*. Engelwood Cliff, NJ: Prentice-Hall, Inc.
- Seevers, B., Graham, D., Gamon, J., & Conklin, N., (1997). *Education through Cooperative Extension*. Albany, NY: Delmar.
- Sims, R.R. (1998). *Reinventing training and development*. (1st ed.). Westport, CT: Quorum.
- Stone, B.B. (1997). A systems approach to professional development. *Journal of Extension*. 35(2). Retrieved March 10, 2005 from, <http://www.joe.org/joe/1997april/tt2.html>.
- Stone, B.B., & Coppernoll S. (2004). Yes, extension and success: A competency-based professional development system. *Journal of Extension*. 42(2). Retrieved April 9, 2005 from, <http://www.joe.org/joe/2004april/iw1.shtml>.
- Strengthening Extension Advisory Leadership Conference. (2005). *Being an advocate*. Retrieved April 13, 2006 from <http://extensioneducation.tamu.edu/SEAL/>
- Taylor-Powell, E.(2002). Program development in UW-Extension. Retrieved December 29, 2005, from University of Wisconsin-Extension-Cooperative-Extension, Program Development and Evaluation Unit Web site: <http://www.1.uwex.edu/ces/pubs/pdf/G36581.pdf>.
- Texas Cooperative Extension.(2005). *Texas Extension Accountability System*. Texas Cooperative Extension, College Station, TX.
- Tuckman, B.W. (1999). *Conducting educational research*.(5th ed.). Belmont, CA:

Wadsworth Group.

Tyler, R.W. (1949). *Basic principles of curriculum and instruction*. Chicago: University of Chicago Press.

APPENDIX A

PARTICIPANT PRE-TEST

South Region Excellence in Programming Academy (Participant Pretest)

<http://www.zipsurvey.com/PrintableSurvey.aspx?suid=10335>



South Region Excellence in Programming Academy (Participant Pretest)

1. Your 9-digit UIN: **(Required)**

2. Your title: **(Required)**
 - CEA-AG/NR (County Extension Agent-Agriculture/Natural Resources)
 - CEA-NR (County Extension Agent-Natural Resources)
 - CEA-CD (County Extension Agent-Community Development)
 - CEA-CR (County Extension Agent-Community Relations)
 - CEA-4H&YD (County Extension Agent-4-H & Youth Development)
 - CEA-FCS (County Extension Agent-Family and Consumer Sciences)
 - CEA-FCS/CD (County Extension Agent-Family and Consumer Sciences/Community Development)
 - CEA-FD (County Extension Agent-Family Development)
 - CEA-FR (County Extension Agent-Family Resources)
 - CEA-FRM (County Extension Agent-Family Resource Management)
 - CEA-HE (County Extension Agent-Health Education)
 - CEA-HORT (County Extension Agent-Horticulture)
 - CEA-M (County Extension Agent-Marine)
 - CEA-NE (County Extension Agent-Nutrition Education)
 - CEA-N&H (County Extension Agent-Nutrition and Health)
 - CEA-RD (County Extension Agent-Rural Development)
 - CEA-UD (County Extension Agent-Urban Development)
 - CEA-UYD (County Extension Agent-Urban Youth Development)
 - EA-ENP (Extension Agent-Expanded Nutrition Program)
 - EA-IPM (Extension Agent-Integrated Pest Management)
 - EA-CEP (Extension Agent-Cooperative Extension Program)
 - Other (please specify)

Instructions: Round up partial year. For example, 1 year, 3 months should be entered as 2 years. 1 year, 9 months should also be entered as 2 years.

3. Please enter the number of years you have been with TCE. **(Required)**

4. Your county: **(Required)**

5. Your county category: **(Required)**
- 1
 - 2
 - 3
 - 4
 - 5
 - 6
 - 7

This section presents knowledge based questions related to Extension's program development process.

6. A proactive plan for the future of an individual or community, including objectives on where you are and where we want to go, is _____.
- Strategic Planning
 - Strategic Vision
 - Vision
 - Planning
7. Focusing on the organization as the primary client, this allows a group to look within the organization out into the operational world. This is better know as _____.
- Outside-Out Planning
 - Outside-In Planning
 - Inside-Out Planning
 - Inside-In Planning
8. The most frequently used technique for group decision-making is _____. It is the foundation for many other techniques and the basis for problem-solving.
- Brainstorming
 - Multi-voting
 - Problem Solving
 - Nominal Group Technique
9. Strategic visioning focuses on the future and allows members of the organization to think about how the environment can change the organization.
- True
 - False
10. There are different strategies that an organization can use to address issues and provide different avenues for listening. If an organization had a long list of possibilities and wanted them narrowed down, what strategy would they use?
- Brainstorming
 - Multi-voting
 - Problem Solving
 - Nominal Group Technique

11. A Youth Board's specific function is to assist the county Extension agent with _____, _____, _____, and _____ programs.

Answer 1:

Answer 2:

Answer 3:

Answer 4:

12. Order the following steps according to the Texas Program Development Model (1st step = 1, 2nd step = 2, etc.).

	Order of Steps
Results	<input type="text"/>
Target audience	<input type="text"/>
Program design	<input type="text"/>
Interpretation	<input type="text"/>
Issue identification	<input type="text"/>
Intended outcomes	<input type="text"/>
Program implementation	<input type="text"/>
Issue description	<input type="text"/>

13. To be an effective facilitator you must possess four fundamental skills. What skills are necessary to fulfill these roles and responsibilities as well as a brief description of skill?

Skill 1:

Skill 2:

Skill 3:

Skill 4:

14. When asking about the skills, strengths and knowledge of a group, you are trying to determine what?

- Education level
- Characteristics of the target audience
- Readiness to change

None of the above

15. What are the general learning styles?

Style 1:
Style 2:
Style 3:

16. Adult learners tend to be very _____ but their experience is a very _____ within itself.

Answer 1:
Answer 2:

17. What are the two major items to consider when writing outcome indicators?

Item 1:
Item 2:

18. There are three primary options that county Extension Agents have with Program Area Committees. Which two committees are set-up the same and are significantly different than the other committees (select two from the four listed below):

- Community and Economic Development
 Agricultural and Natural Resources
 County Youth Boards
 Family and Consumer Sciences

19. Program Area Committees and Youth Boards help us maintain relevance and adjust program properties when needed.

- True
 False

20. What is the difference between output and outcome programs?

21. Educational design is _____.
- the research and theory about educational strategies and the process for developing and implementing those strategies.
 - the process of developing curriculum for programming.
 - the design of instructional strategies to satisfy a need.
 - a design theory of practices and processes for Texas Cooperative Extension.
22. What is the most accurate, trustworthy, and comprehensive source of county and local demographics when conducting an audience analysis?
- commissioners court
 - local newspaper
 - the U.S. Census Bureau
 - the local school districts
23. What delivery strategy is best for an auditory learner?
- lecture
 - discussions
 - individual conversations
 - all of the above
24. The following should be included on a lesson plan except _____.
- materials needed
 - educational objectives
 - instructor contact information
 - recommended activities
25. Instructional technologies should be used . . .
- when appropriate for the content and audience.
 - at all times if possible.
 - only when the instructor has computer expertise.
 - if the designer has completed formal training in PowerPoint delivery methods
26. A lesson should always begin with _____.
- a joke
 - a formal introduction of students
 - a formal introduction of the instructor(s)
 - an interest approach
27. Distance Learning (DL) is an instructional delivery _____.
- method that connects learners at various locations with educational resources.
 - method that incorporates the Internet to teach material.
 - method that uses Web sites to educate individuals in remote locations.
 - method that asynchronously delivers material to learners at various locations.
28. In order to use distance learning technologies, you must have knowledge of _____.

- basic Web design
 - basic computer programming
 - basic instructional design
 - a knowledgeable computer technician
29. Distance learning philosophies help guide _____.
- distance learning practices
 - distance learning curriculum development
 - directed and self-directed study
 - the entire educational process of a program
30. When entering a county as a new Extension agent, you should . . .
- contact the local media outlets and meet the Extension beat journalist(s)
 - research the news release submission requirements by the news outlets
 - identify the circulation/audience size of the media outlet, and determine the demographic makeup of the audience
 - all of the above
31. The following are primary news determinants except _____.
- timeliness
 - proximity
 - importance
 - conflict
32. What is a major rule when being interviewed by a journalist, especially during a crisis?
- never reveal sensitive material
 - be honest and upfront
 - be able to say, "no comment"
 - let them know that you have the right to refuse an interview
33. When using the inverted-pyramid style of writing, you should always _____.
- summarize the key components at the end of the story.
 - use four to six sentences in each paragraph.
 - provide detail and support in the middle and at the end of the story for the key components provide in the lead paragraph(s).
 - use compound sentences when possible
34. What types of press releases should county Extension agents submit?
- program related
 - event related
 - advances
 - all of the above
35. Most newspapers serving the Hispanic/Latino population of Texas print stories in _____.
- English

- Spanish
 - both English and Spanish within the same newspaper issue
 - both English and Spanish versions of the newspaper
36. Adult learners have a deep need to be _____.
- taught in a slow-paced manner
 - self-directed
 - taught using many visuals
 - recognized for their learning efforts
37. Learners requiring modifications, different from mainstream learners, are referred to as _____.
- special needs learners
 - handicapped learners
 - mentally impaired learners
 - modification specific learners
38. When planning for instruction, a program facilitator/instructor should always _____.
- get permission from an administrator
 - become knowledgeable about related programs
 - increase visibility through mass media advertisements
 - optimize the learning environment
39. Self evaluation, or self assessment, of learning is _____ in instructional design for adult learners.
- recommended
 - not recommended
 - an absolute
 - not an evaluation method
40. What are the three primary evaluation strategies used in Extension?
- Pre-post series, immediate post, longer-term post
 - Surveys, direct observation, focus groups
 - Census, sample, stratified
 - Mail surveys, phone surveys, web surveys
 - Pre-post, retrospective post, post-only
41. From a frequency table, the percentage that is typically reported is:
- Percent
 - Valid Percent
 - Cumulative Percent
 - Actual Percent
42. Types of evaluations typically conducted for Extension programming are . . .
- Output, Outcome, Needs Assessment
 - Input, Output, Needs Assessment

- Process, Goals, Needs assessment
 - Cost, Project, Personnel
43. Generally it's appropriate to start thinking about using a sample of participants in an evaluation once the size of the participant list reaches _____.
- 200
 - 500
 - 1,000
 - 10,000
 - 100,000 or more
44. A simple random sample of _____, taken from a population of 30,000 ag producers, will produce roughly a 5% margin of error. (Assume everyone in the sample completes a survey).
- 400
 - 800
 - 2,000
 - 6,000
 - None of the above
45. Valid percent . .
- Includes missing values
 - Excludes missing values
 - Is determined by the researcher
 - Takes cumulative frequencies into account
46. Which of the following provides the best measure of knowledge gained?
- Retrospective post of understanding
 - Pre-post test of facts with matched ids
 - Focus groups
 - Pre-post test of facts with unmatched ids
 - Direct observation
47. How many levels of change can be calculated for a "before vs. after" response on a retrospective post?
- One
 - Two
 - Three
 - Four
48. In conducting evaluations, the primary source of error that county agents should be concerned about is . .
- Sampling error
 - Non-sampling error
 - Systematic error
 - Random error

49. Asking about intentions to adopt (a new best practice or technology) is most appropriate on a . . .
- Pretest
 - Post-test (immediate)
 - Post-test (longer-term)
 - Need assessment

50. The levels of evaluation include . . .
- Conceptualization, monitoring, outcome/impact, cost
 - Conceptualization, monitoring, satisfaction, outcome
 - Outcome/Impact, cost
 - None of the above

51. The levels of the Kirkpatrick evaluation model are . . .

Level 1:

Level 2:

Level 3:

Level 4:

52. Name four methods of collecting data.

Method 1:

Method 2:

Method 3:

Method 4:

53. Define the following term: Confidential

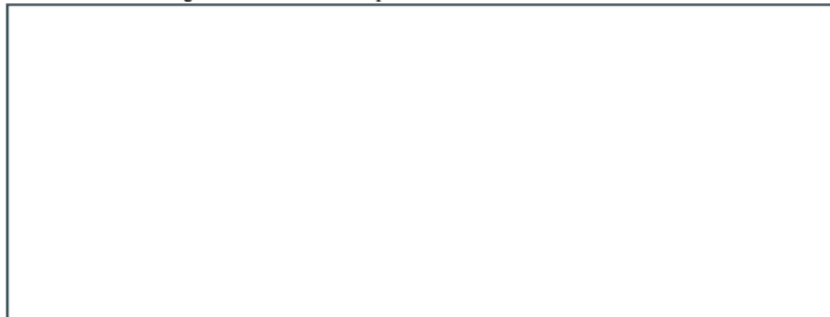
54. Define the following term: Anonymous



55. Define the following term: Census



56. Define the following term: Random Sample



57. Define the following term: Sample of Convenience



58. All programs should be evaluated.
- True
 - False
59. When a measure is consistent then we say that measure is _____.
- Static
 - Reliable
 - Dynamic
 - Valid
60. When a measure is accurate then we say that measure is _____.
- Static
 - Reliable
 - Dynamic
 - Valid
61. The three components of the accountability/interpretation framework are . . .
- Relevance, Issues, Evaluation
 - Relevance, Response, Results
 - Planning, Program, Evaluation
 - Program, Evaluation, Interpretation

That concludes the knowledge questions. We now turn to the final part of the survey - a self assessment related to several areas of the programming process.

62. Please rate your abilities in the following areas of program planning.

	1 (Poor)	2 _____	3 (Average)	4 _____	5 (Excellent)
Developing a vision for Extension programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing a vision statement for Extension programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identifying critical issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Prioritizing critical issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing educational goals based on strategic planning processes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Analyzing strategic plans and breaking it down into manageable components to develop tactical annual plans	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engagement of Program Area Committees and Youth Boards in tactical and annual planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Describing the situation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identifying the target audience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

63. Please rate your abilities in the following areas of program implementation.

	1 (Poor)	2	3 (Average)	4	5 (Excellent)
Developing an educational design	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding learning styles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engaging local Program Area Committees and Youth Boards in the delivery of educational programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing effective Extension educational lesson plans	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Utilizing technology effectively in program delivery	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Face-to-Face presentation skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Distance education teaching skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Integrating distance education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing an educational newsletter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing a personal column	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing educational marketing plans to promote programming	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Partnering with the media to address high profile issues (BSE, e-coli, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

64. Please rate your abilities in the following areas of program evaluation and interpretation.

	1 (Poor)	2	3 (Average)	4	5 (Excellent)
Understanding of clientele levels of learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding of evaluation models	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Understanding of evaluation methods	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Involving Program Area Committees and Youth Boards in the evaluation process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing evaluation plans	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing evaluation instruments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Analyzing evaluation results	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Utilizing the 3 "Rs" of program interpretation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Involving Program Area Committees and Youth Boards in the interpretation process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing interpretation documents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Utilizing evaluation results as program management tools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

65. Please answer the following questions regarding program planning, program implementation, and evaluation and interpretation.

	Yes	No
Have you developed a vision statement for your county program?	<input type="radio"/>	<input type="radio"/>
Have you reviewed the Texas Cooperative Extension Strategic Plan?	<input type="radio"/>	<input type="radio"/>
Have you developed a County Strategic Plan to address issues on the local level that is linked to TCE's Strategic Plan?	<input type="radio"/>	<input type="radio"/>
Have you met with all the Program Area Committees and Youth Boards that you have primary responsibility in 2006?	<input type="radio"/>	<input type="radio"/>
Have you developed a PowerPoint presentation to be presented to an external audience in 2006?	<input type="radio"/>	<input type="radio"/>
Have you developed or utilized an on line educational learning module within the past 12 months (not including web pages)?	<input type="radio"/>	<input type="radio"/>
Have you utilized Centra Symposium in program delivery with external audiences within the past 12 months?	<input type="radio"/>	<input type="radio"/>
Have you developed an educational newsletter (excluding a 4-H Newsletter) for clientele in your county in 2006?	<input type="radio"/>	<input type="radio"/>
Have you written a personal column for your local newspaper in 2006?	<input type="radio"/>	<input type="radio"/>
Have you developed a evaluation instrument without the assistance of the Extension Education Unit within the past 12 months?	<input type="radio"/>	<input type="radio"/>
Have you utilized a statistical software package (SAS, SPSS, EZAnalyze, etc.) to analyze results of a survey conducted in the past 12 months?	<input type="radio"/>	<input type="radio"/>
Have you developed an interpretation piece without the assistance of the Extension Education Unit within the past 12 months?	<input type="radio"/>	<input type="radio"/>
Have you conducted a program interpretation event in your county for your County Commissioners Court within the past 12 months where you communicated results of an	<input type="radio"/>	<input type="radio"/>

program evaluation?		
Have you reviewed program evaluation results with a Program Area Committee or Youth Board within the past 12 months for the purpose of refocusing or redirecting future programs?	<input type="radio"/>	<input type="radio"/>

Please answer the following questions regarding program planning, program implementation, and evaluation and interpretation.

66. How many times within the past 12 months have you met with your Executive Board or Leadership Advisory Board?

67. How many times within the past 12 months have you met with your 4-H and Youth Development Committee or Youth Board?

68. How many times within the past 12 months have you met with your primary Program Area Committee (Agriculture Committee or Family and Consumer Science Committee)?

69. How many times within the past 12 months have you presented subject matter information to clientele?

70. How many tasks are associated with your primary outcome plan?

71. How many times in the past 12 months have you been provided formal in-service training related to the program development process?

72. Is the evaluation you have proposed to utilize in your 2006 annual plan(s) designed to measure . . .

	Yes	No
Knowledge gained	<input type="radio"/>	<input type="radio"/>
Behavior change / Adoption of best practice or new technology	<input type="radio"/>	<input type="radio"/>
Economic impact	<input type="radio"/>	<input type="radio"/>

APPENDIX B

PARTICIPANT POST-TEST

South Region Excellence in Programming Academy (Participant Post-test)

<http://www.zipsurvey.com/PrintableSurvey.aspx?suid=14540>



South Region Excellence in Programming Academy (Participant Post-test)

1. Your 9-digit UIN: **(Required)**

2. Will you be pursuing graduate credit in conjunction with your participation in the South Region Excellence in Programming Academy? **(Required)**
- Yes
 - No

This section presents knowledge based questions related to Extension's program development process.

3. A proactive plan for the future of an individual or community, including objectives on where you are and where we want to go, is _____.
- Strategic Planning
 - Strategic Vision
 - Vision
 - Planning
4. Focusing on the organization as the primary client, this allows a group to look within the organization out into the operational world. This is better known as _____.
- Outside-Out Planning
 - Outside-In Planning
 - Inside-Out Planning
 - Inside-In Planning
5. The most frequently used technique for group decision-making is _____. It is the foundation for many other techniques and the basis for problem-solving.
- Brainstorming
 - Multi-voting
 - Problem Solving
 - Nominal Group Technique
6. Strategic visioning focuses on the future and allows members of the organization to think about how the environment can change the organization.
- True
 - False

7. There are different strategies that an organization can use to address issues and provide different avenues for listening. If an organization had a long list of possibilities and wanted them narrowed down, what strategy would they use?
- Brainstorming
 - Multi-voting
 - Problem Solving
 - Nominal Group Technique

8. A Youth Board's specific function is to assist the county Extension agent with _____, _____, and _____ programs.

Answer 1:

Answer 2:

Answer 3:

Answer 4:

9. Order the following steps according to the Texas Program Development Model (1st step = 1, 2nd step = 2, etc.).

	Order of Steps
Results	<input type="text"/>
Target audience	<input type="text"/>
Program design	<input type="text"/>
Interpretation	<input type="text"/>
Issue identification	<input type="text"/>
Intended outcomes	<input type="text"/>
Program implementation	<input type="text"/>
Issue description	<input type="text"/>

10. To be an effective facilitator you must possess four fundamental skills. What skills are necessary to fulfill these roles and responsibilities as well as a brief description of skill?

Skill 1:

Skill 2:

Skill 3:

Skill 4:

11. When asking about the skills, strengths and knowledge of a group, you are trying to determine what?
- Education level
 - Characteristics of the target audience
 - Readiness to change
 - None of the above

12. What are the general learning styles?

Style 1:

Style 2:

Style 3:

13. Adult learners tend to be very _____ but their experience is a very _____ within itself.

Answer 1:

Answer 2:

14. What are the two major items to consider when writing outcome indicators?

Item 1:

Item 2:

15. There are three primary options that county Extension Agents have with Program Area Committees. Which two committees are set-up the same and are significantly different than the other committees (select two from the four listed below):

- Community and Economic Development
- Agricultural and Natural Resources
- County Youth Boards
- Family and Consumer Sciences

16. Program Area Committees and Youth Boards help us maintain relevance and adjust program properties when needed.

- True
- False

17. What is the difference between output and outcome programs?



18. Educational design is _____.
- the research and theory about educational strategies and the process for developing and implementing those strategies.
 - the process of developing curriculum for programming.
 - the design of instructional strategies to satisfy a need.
 - a design theory of practices and processes for Texas Cooperative Extension.
19. What is the most accurate, trustworthy, and comprehensive source of county and local demographics when conducting an audience analysis?
- commissioners court
 - local newspaper
 - the U.S. Census Bureau
 - the local school districts
20. What delivery strategy is best for an auditory learner?
- lecture
 - discussions
 - individual conversations
 - all of the above
21. The following should be included on a lesson plan except _____.
- materials needed
 - educational objectives
 - instructor contact information
 - recommended activities
22. Instructional technologies should be used . . .
- when appropriate for the content and audience.
 - at all times if possible.
 - only when the instructor has computer expertise.
 - if the designer has completed formal training in PowerPoint delivery methods
23. A lesson should always begin with _____.

- a joke
 - a formal introduction of students
 - a formal introduction of the instructor(s)
 - an interest approach
24. Distance Learning (DL) is an instructional delivery _____.
- method that connects learners at various locations with educational resources.
 - method that incorporates the Internet to teach material.
 - method that uses Web sites to educate individuals in remote locations.
 - method that asynchronously delivers material to learners at various locations.
25. In order to use distance learning technologies, you must have knowledge of _____.
- basic Web design
 - basic computer programming
 - basic instructional design
 - a knowledgeable computer technician
26. Distance learning philosophies help guide _____.
- distance learning practices
 - distance learning curriculum development
 - directed and self-directed study
 - the entire educational process of a program
27. When entering a county as a new Extension agent, you should . . .
- contact the local media outlets and meet the Extension beat journalist(s)
 - research the news release submission requirements by the news outlets
 - identify the circulation/audience size of the media outlet, and determine the demographic makeup of the audience
 - all of the above
28. The following are primary news determinants except _____.
- timeliness
 - proximity
 - importance
 - conflict
29. What is a major rule when being interviewed by a journalist, especially during a crisis?
- never reveal sensitive material
 - be honest and upfront
 - be able to say, "no comment"
 - let them know that you have the right to refuse an interview
30. When using the inverted-pyramid style of writing, you should always _____.
- summarize the key components at the end of the story.
 - use four to six sentences in each paragraph.

- provide detail and support in the middle and at the end of the story for the key components provided in the lead paragraph(s).
 - use compound sentences when possible
31. What types of press releases should county Extension agents submit?
- program related
 - event related
 - advances
 - all of the above
32. Most newspapers serving the Hispanic/Latino population of Texas print stories in _____.
- English
 - Spanish
 - both English and Spanish within the same newspaper issue
 - both English and Spanish versions of the newspaper
33. Adult learners have a deep need to be _____.
- taught in a slow-paced manner
 - self-directed
 - taught using many visuals
 - recognized for their learning efforts
34. Learners requiring modifications, different from mainstream learners, are referred to as _____.
- special needs learners
 - handicapped learners
 - mentally impaired learners
 - modification specific learners
35. When planning for instruction, a program facilitator/instructor should always _____.
- get permission from an administrator
 - become knowledgeable about related programs
 - increase visibility through mass media advertisements
 - optimize the learning environment
36. Self evaluation, or self assessment, of learning is _____ in instructional design for adult learners.
- recommended
 - not recommended
 - an absolute
 - not an evaluation method
37. What are the three primary evaluation strategies used in Extension?
- Pre-post series, immediate post, longer-term post
 - Surveys, direct observation, focus groups
 - Census, sample, stratified

- Mail surveys, phone surveys, web surveys
 - Pre-post, retrospective post, post-only
38. From a frequency table, the percentage that is typically reported is:
- Percent
 - Valid Percent
 - Cumulative Percent
 - Actual Percent
39. Types of evaluations typically conducted for Extension programming are . . .
- Output, Outcome, Needs Assessment
 - Input, Output, Needs Assessment
 - Process, Goals, Needs assessment
 - Cost, Project, Personnel
40. Generally it's appropriate to start thinking about using a sample of participants in an evaluation once the size of the participant list reaches _____.
- 200
 - 500
 - 1,000
 - 10,000
 - 100,000 or more
41. A simple random sample of _____, taken from a population of 30,000 ag producers, will produce roughly a 5% margin of error. (Assume everyone in the sample completes a survey).
- 400
 - 800
 - 2,000
 - 6,000
 - None of the above
42. Valid percent . .
- Includes missing values
 - Excludes missing values
 - Is determined by the researcher
 - Takes cumulative frequencies into account
43. Which of the following provides the best measure of knowledge gained?
- Retrospective post of understanding
 - Pre-post test of facts with matched ids
 - Focus groups
 - Pre-post test of facts with unmatched ids
 - Direct observation
44. How many levels of change can be calculated for a "before vs. after" response on a retrospective post?

- One
- Two
- Three
- Four

45. In conducting evaluations, the primary source of error that county agents should be concerned about is . . .

- Sampling error
- Non-sampling error
- Systematic error
- Random error

46. Asking about intentions to adopt (a new best practice or technology) is most appropriate on a . . .

- Pretest
- Post-test (immediate)
- Post-test (longer-term)
- Need assessment

47. The levels of evaluation include . . .

- Conceptualization, monitoring, outcome/impact, cost
- Conceptualization, monitoring, satisfaction, outcome
- Outcome/Impact, cost
- None of the above

48. The levels of the Kirkpatrick evaluation model are . . .

Level 1:

Level 2:

Level 3:

Level 4:

49. Name four methods of collecting data.

Method 1:

Method 2:

Method 3:

Method 4:

50. Define the following term: Confidential

51. Define the following term: Anonymous

52. Define the following term: Census

53. Define the following term: Random Sample

54. Define the following term: Sample of Convenience

55. All programs should be evaluated.

- True
- False

56. When a measure is consistent then we say that measure is _____.

- Static
- Reliable
- Dynamic
- Valid

57. When a measure is accurate then we say that measure is _____.

- Static
- Reliable
- Dynamic
- Valid

58. The three components of the accountability/interpretation framework are . . .

- Relevance, Issues, Evaluation
- Relevance, Response, Results
- Planning, Program, Evaluation

Program, Evaluation, Interpretation

That concludes the knowledge questions. We now turn to a self assessment related to several areas of the programming process.

59. Please rate your abilities in the following areas of program planning.

	1 (Poor)	2 _____	3 (Average)	4 _____	5 (Excellent)
Developing a vision for Extension programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing a vision statement for Extension programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identifying critical issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prioritizing critical issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing educational goals based on strategic planning processes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Analyzing strategic plans and breaking it down into manageable components to develop tactical annual plans	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engagement of Program Area Committees and Youth Boards in tactical and annual planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Describing the situation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identifying the target audience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

60. Please rate your abilities in the following areas of program implementation.

	1 (Poor)	2 _____	3 (Average)	4 _____	5 (Excellent)
Developing an educational design	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding learning styles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engaging local Program Area Committees and Youth Boards in the delivery of educational programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing effective Extension educational lesson plans	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Utilizing technology effectively in program delivery	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Face-to-Face presentation skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Distance education teaching skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Integrating distance education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing an educational newsletter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing a personal column	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Developing educational marketing plans to promote programming	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Partnering with the media to address high profile issues (BSE, e-coli, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

61. Please rate your abilities in the following areas of program evaluation and interpretation.

	1 (Poor)	2 _____	3 (Average)	4 _____	5 (Excellent)
Understanding of clientele levels of learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding of evaluation models	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding of evaluation methods	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Involving Program Area Committees and Youth Boards in the evaluation process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing evaluation plans	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing evaluation instruments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Analyzing evaluation results	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Utilizing the 3 "Rs" of program interpretation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Involving Program Area Committees and Youth Boards in the interpretation process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing interpretation documents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Utilizing evaluation results as program management tools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

62. Please answer the following questions regarding program planning, program implementation, and evaluation and interpretation.

	Yes	No
Have you developed a vision statement for your county program?	<input type="radio"/>	<input type="radio"/>
Have you reviewed the Texas Cooperative Extension Strategic Plan?	<input type="radio"/>	<input type="radio"/>
Have you developed a County Strategic Plan to address issues on the local level that is linked to TCE's Strategic Plan?	<input type="radio"/>	<input type="radio"/>
Have you met with all the Program Area Committees and Youth Boards that you have primary responsibility in 2006?	<input type="radio"/>	<input type="radio"/>
Have you developed a PowerPoint presentation to be presented to an external audience in 2006?	<input type="radio"/>	<input type="radio"/>
Have you developed or utilized an on line educational learning module within the past 12 months (not including web pages)?	<input type="radio"/>	<input type="radio"/>
Have you utilized Centra Symposium in program delivery with external audiences within the past 12 months?	<input type="radio"/>	<input type="radio"/>

Have you developed an educational newsletter (excluding a 4-H Newsletter) for clientele in your county in 2006?	<input type="radio"/>	<input type="radio"/>
Have you written a personal column for your local newspaper in 2006?	<input type="radio"/>	<input type="radio"/>
Have you developed a evaluation instrument without the assistance of the Extension Education Unit within the past 12 months?	<input type="radio"/>	<input type="radio"/>
Have you utilized a statistical software package (SAS, SPSS, EZAnalyze, etc.) to analyze results of a survey conducted in the past 12 months?	<input type="radio"/>	<input type="radio"/>
Have you developed an interpretation piece without the assistance of the Extension Education Unit within the past 12 months?	<input type="radio"/>	<input type="radio"/>
Have you conducted a program interpretation event in your county for your County Commissioners Court within the past 12 months where you communicated results of an program evaluation?	<input type="radio"/>	<input type="radio"/>
Have you reviewed program evaluation results with a Program Area Committee or Youth Board within the past 12 months for the purpose of refocusing or redirecting future programs?	<input type="radio"/>	<input type="radio"/>

63. Please answer the following questions regarding your intent to implement various practices related to planning, program implementation, and evaluation and interpretation as a result of your participation in the South Region Excellence in Programming Academy.

	Yes	No	Already implemented
Will you develop a vision statement for your county program as a result of your participation in the South Region Excellence in Programming Academy?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Will you review the Texas Cooperative Extension Strategic Plan as a result of your participation in the South Region Excellence in Programming Academy?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Will you develop a County Strategic Plan to address issues on the local level that are linked to TCE's Strategic Plan as a result of your participation in the South Region Excellence in Programming Academy?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Will you meet with your Program Area Committees and Youth Boards more frequently in 2007 as a result of your participation in the South Region Excellence in Programming Academy?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Will you develop a PowerPoint presentation to be presented to an external audience in 2007 as a result of your participation in the South Region Excellence in Programming Academy?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Will you develop or utilize an on line educational learning module within the next 12 months (not including web pages) as a result of your participation in the South Region Excellence in Programming Academy ?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Will you utilize Centra Symposium in your program delivery with external audiences within the next 12 months as a result of your participation in the South Region Excellence in Programming Academy ?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Will you develop an educational newsletter (excluding a 4-H Newsletter) for clientele in your county within the next 12 months as a result of your participation in the South Region Excellence in Programming Academy?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Will you write a personal column for your local newspaper in 2007 as a result of your participation in the South Region Excellence in Programming Academy?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Will you develop an evaluation instrument without the assistance of the Extension Education Unit within the next 12 months as a result of your participation in the South Region Excellence in Programming Academy?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Will you utilize a statistical software package (SAS, SPSS, EZAnalyze, etc.) to analyze results of a survey conducted in the next 12 months as a result of your participation in the South Region Excellence in Programming Academy?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Will you develop an interpretation piece without the assistance of the Extension Education Unit within the next 12 months as a result of your participation in the South Region Excellence in Programming Academy?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Will you conduct a program interpretation event in your county for your County Commissioners Court within the next 12 months where you will communicate results of a program evaluation as a result of your participation in the South Region Excellence in Programming Academy?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Will you review program evaluation results with a Program Area Committee or Youth Board within the next 12 months for the purpose of refocusing or redirecting future programs as a result of your participation in the South Region Excellence in Programming Academy?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please answer the following questions regarding program planning, program implementation, and evaluation and interpretation.

64. How many times within the next 12 months will you meet with your Leadership Advisory Board?

65. How many times within the next 12 months will you meet with your County Youth Board?

66. How many times within the next 12 months will you meet with your primary Program Area Committee (Agriculture Committee or Family and Consumer Science Committee)?

67. How many times within the next 12 months will you present subject matter information to clientele?

68. How many tasks are associated with your primary outcome plan in 2007?

69. How many times in the next 12 months would you anticipate being provided formal in-service training related to the program development process?

70. Is the evaluation you have proposed to utilize in your 2007 annual plan(s) designed to measure . . .

	Yes	No
Knowledge gained	<input type="radio"/>	<input type="radio"/>
Behavior change / Adoption of best practice or new technology	<input type="radio"/>	<input type="radio"/>
Economic impact	<input type="radio"/>	<input type="radio"/>

Please provide your views on the quality and utility in various elements of the South Region Excellence in Programming Academy.

71. How satisfied are you in the following elements of the South Region Excellence in Programming Academy?

	Not at all	Slightly	Somewhat	Mostly	Completely
Information being useful in your role as a County Extension Educator.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Information being what you expected to receive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The sequence that the modules were presented.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accuracy of information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Format that the information was presented.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Completeness of the material.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Timeliness of the information.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of the course materials.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructor's knowledge level of subject matter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructor's speaking/presentation abilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructor's organization/preparedness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructor's response to questions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

72. What did you like most about the South Region Excellence in Programming Academy?

73. What did you like least about the Excellence in Programming Academy?

74. What three things would you change about the South Region Excellence in Programming Academy.

1.	
2.	
3.	

75. Overall, how satisfied are you with the South Region Excellence in Programming Academy?

Not at all Slightly Somewhat Mostly Completely

76. How likely are you to adopt practices and techniques that were taught during the South Region Excellence in Programming Academy.

Not likely Slightly likely Somewhat likely Very likely Extremely likely

77. What are the three most useful things you learned as a result of your participation in the South Region Excellence in Programming Academy.

1.	
2.	

3.

78. What are the three least useful things you learned as a result of your participation in the South Region Excellence in Programming Academy.

- 1.
- 2.
- 3.

79. In the space below please provide any additional comments related to the South Region Excellence in Programming Academy.

APPENDIX C

POST-TEST RESPONSES TO WHAT PARTICIPANTS LIKED MOST

The following are participant responses for the post-test question soliciting what participants liked most about the South Region Excellence in Programming Academy:

1. This is the most common sense program I can remember since I have been in Extension. It did not create extra work and was very useful information.
2. Great opportunity to gain valuable information that will assist me with my job.
3. I enjoyed the media interactions session most, because it taught me a lot of new methods about writing and speaking that I did not know about.
4. The information was in depth and very practical to the application of an Extension Agent. I wish I had this information presented this way a long time ago. I finally understand the mechanics and "Whys" of some of our required reports. Most trainings hit the high spots but do not give the in depth level that allows a true working knowledge of the material.
5. Learning more about presentations, learning styles, creative writing, news releases, etc.
6. The technology and programs covered in the course were outstanding and will assist me in being more on the cutting edge. The sharing amongst agents was very useful. The time allowed to cover material in more depth was much more realistic and worked better for me.
7. I enjoyed the "spaced practice" of the South Texas Programming Academy. All too often, we as agents are hit with a quick, rapid-fire two-day training. We are often overwhelmed with the information presented and don't retain a great deal of

what we were taught and there is little follow-up, after the training. In contrast, the Academy provided just what we needed. Information in the "real-world", clearly demonstrating how the information presented was going to help us in our county programs - right away. Furthermore, when we returned from our training, we received valuable updates, follow-up activities that reinforced what we learned, and set the stage for future trainings. It was a very well planned and run program. I began implementing what I learned right after the first training and I have already seen results, particularly in program planning and evaluations.

Thanks!

8. I enjoyed the face to face sessions with the instructors.
9. Face to face meetings. Hands on activities.
10. All that was learned and being able to network with other universities and agents.
11. Learning to use EZ Analyze and distance education.
12. Some new materials and good instructors!
13. I like the way that it has help to prepare the participants to take a step forward into the roles that we will take as educators for the future.
14. The hands on.
15. The information was extremely useful. I shared much of what was covered with my co-worker who was not in the class, because the information was applicable to all agents.
16. It will directly help me with my programming.

17. It took time, but it really gave agents an in-depth tool to improve overall programming efforts.
18. The program planning information-the manner in which it was presented and the timeliness.
19. All of the knowledge that I gained from the instructors of the program on how to improve myself as a extension agent.
20. I liked having 2-day, face-to-face trainings.
21. The ability to work with other agents in a group and learn what they are doing in their counties. We not only learned from the instructors who participated in the academy, but from our co-workers as well.
22. Media insights, writing newsletters, creative writing, press releases and technology, etc.
23. Chris Boleman and his quirky ways - seriously, the information and mode of presentation provided by Chris was exceptional - he elevates the bar above the grasp of most.
24. I enjoyed everything and it made me realize that we do this all the time but made a little clearer on how to use this information.
25. Agents are able to come together and learn from each other.

APPENDIX D

POST-TEST RESPONSES TO WHAT PARTICIPANTS LIKED LEAST

The following are participant responses for the post-test question soliciting what participants liked least about the South Region Excellence in Programming Academy:

1. Making the time in a busy schedule to spend two days at the academy.
2. I thought all of the information was very useful; I really did not dislike any of it.
3. Early Monday morning meetings required travel on Sunday night. The 10 am meeting time was much better.
4. The Academy was an outstanding educational opportunity. I would simply desire a greater amount of time to do some hands on activity such as writing and working with outcome summaries and evaluation data.
5. I would have liked to see the last session offered earlier so it could have helped me better interpret to my commissioner's court this year. I would have liked to receive a check list from the Extension Educational Unit on what steps they want County Extension Agents to take to send them data or surveys if they don't have time or feel comfortable analyzing their own stuff. I would have enjoyed a larger presentation room, however I understand the situation and made good use of what we had.
6. We were the first group to go through the Academy, as such, we were the beta-test. Obviously, there were some minor things that need to be changed, particularly in regards to the meeting room, which was small and cramped. However, if I had the opportunity to do this all over again, knowing what I would be receiving from it...I would jump at the chance again.

7. Its not that I liked it least but at times I found it difficult to follow and understand. That section could have been at least three days in my opinion.
8. Distance portion. All the reading. - I am an auditory learner. Difficult to fit a lot of this in with regular work schedule.
9. Felt that maybe we could combine some sessions into 1 full day instead of having to be there 2 days.
10. Would have liked to have had the evaluation training earlier (like October) to be able to utilize the information for our 2006 outcome evaluation and summary.
11. The statistics and evaluation development are great materials but I had trouble following the materials/instructor and hearing instructor. Need bigger print - cannot read all of printouts. I would like to see detailed instructions handed out. This material is important and needs more time or?
12. There was one time that I did not get a call back from an instructor regarding contact with the university I am receiving credit from. However, I do realize schedules run tight, things pile up and lesser priorities slip our minds. That is minor though, I gained a lot from being a part of the academy.
13. The time away from the office.
14. Nothing.
15. The travel.
16. I would have like to have had more information of actually putting together an educational newsletter. I feel that part was not covered very well. There is a

difference between just a regular newsletter putting out information and an educational newsletter that 'teaches' and captures what was learned.

17. Only thing was the drive especially going back into Houston after the program was over.
18. A little bit of information overload.
19. The way the face-to-face sessions were spread out.
20. Last 2-day session was not worth the effort of driving to El Campo. We could have read equivalent material in one email.

APPENDIX E

POST-TEST RESPONSES TO WHAT THREE THINGS PARTICIPANTS WOULD CHANGE

The following are participant responses for the post-test question soliciting what participants what three things participants would change about the South Region Excellence in Programming Academy:

1. Timing of Last meeting dates.
2. Maybe make it two meetings of three days.
3. Room needed to be bigger.
4. The theory book-- too long and fine print- no discussion made it a waste.
5. More hands on activities.
6. Room size.
7. Meeting room.
8. How the last component of the course is instructed.
9. Make better use of face to face meeting time. - No point in driving so far to get out early.
10. Rotate locations.
11. Meetings dates (holidays/deadlines).
12. The book was a little difficult to understand - got more out of class time.
13. The travel.
14. More information on newsletters.
15. Not to have a meeting the day after a major holiday.
16. Spread the material out a little (don't cram so much into a 2 day period).
17. The time spread between face-to-face meetings.

18. Room.
19. The last 2-day presentation.
20. Start a little earlier in the year.
21. Stop the class presentation by each student.
22. Greater peer training.
23. Space session's closer together (esp. last session).
24. Have it complete earlier in the year thereby allowing us to utilize the tools we learned to plan and evaluate our programs.
25. Space.
26. More interactive aspects to the distance portion.
27. Have all materials provided upfront, little confusing to have part of materials up front, and then have to add to the binder.
28. I wished I would have had more personal time to devote to the process
29. Meeting room was a little cramped (need a bigger room).
30. Location.
31. Have the program in the earlier part of the year so that we are not pressed at the end with outcome summaries.
32. No need for hard-copy handouts.
33. Do not meet the Monday after Thanksgiving.
34. More work on impact statements and newsletters.
35. Greater use and education on how to perform distance education activities.
36. Consider statistics analysis was not a strong course for many agents.

37. Build in a bit more time for us to do some technical writing.
38. Maybe have an online Question and Answer session for support.
39. A graduation party, with food and drinks, would be nice on the evening of the last day of the Academy.
40. Use Chris Boleman to handle topic on last session.

APPENDIX F**POST-TEST RESPONSES TO WHAT THREE MOST USEFUL THINGS PARTICIPANTS LEARNED**

The following are participant responses for the post-test question soliciting what three most useful things participants learned as result of their participation in the South Region Excellence in Programming Academy:

1. Zip Survey.
2. Evaluations.
3. Ez analyze.
4. Web surveys
5. Better writing.
6. Using Program Planning techniques.
7. Evaluation - EZ analyze.
8. Writing news columns.
9. Use of the pre-made evaluations for more than measuring customer satisfaction.
10. Teaching methods to use with different audiences.
11. Ez Analyze.
12. Facilitation.
13. Ez analyze.
14. Program planning information - all was really helpful in 2007 Program Planning.
15. Ez analyze.
16. Big Picture of Accountability.
17. Information on the strategic plan.

18. Programming.
19. Developing a Zip Survey.
20. Questionnaire design
21. Dr. Davis lecture-newsletters, etc
22. Importance of Planning.
23. Data analysis.
24. Program development.
25. Voice Over Powerpoints - stayed late to learn it.
26. Data analysis.
27. Media skills.
28. Statistical tools.
29. Increase awareness on how to conduct evaluations.
30. How to use Evaluation tools (Zip survey).
31. News releases.
32. Constructing evaluations.
33. Use of Ez Analyze.
34. Evaluation tools.
35. Distance education practices.
36. Program Development.
37. Zip survey.
38. Teaching styles, distance education, learning styles.
39. Online questionnaire.

40. Evaluation tools.
41. Importance of the data analysis.
42. How to properly put together a newsletter.
43. Power Point design do's and don'ts.
44. Implementing evaluation into program and analyzing.
45. Evaluations.
46. Relevance of Reporting.
47. Writing news releases.
48. Data input, analyzing data and understanding what it means.
49. Planning.
50. Writing techniques.
51. Strategic plan for Extension-- I got to see the big picture (finally).
52. Greater knowledge programming, evaluations, and interpretation.
53. Figuring out how I can better my presentation skills by viewing a video of myself
(seldom done).
54. Kirkpatrick's model.
55. Learning about the vast differences in the counties participating.
56. Creating evaluations online.
57. Analyzing your audience.
58. Use of Technology.
59. Correct news article writing.
60. Evaluation instruments, compiling data.

61. Putting a power point together.
62. Ideas for telling the big story.
63. Program planning.
64. How to better work for and with your clients in your county.
65. Analyzing data.
66. Overview of Leadership Advisory Boards, Program Area Committees, and Youth Boards.
67. Networking.
68. Developing evaluations.

APPENDIX G**POST-TEST RESPONSES TO WHAT THREE LEAST USEFUL THINGS PARTICIPANTS LEARNED**

The following are participant responses for the post-test question soliciting what three least useful things participants learned as result of their participation in the South Region Excellence in Programming Academy:

1. Forming newsletters.
2. Names of theories.
3. None.
4. Stats analysis.
5. None.
6. None.
7. I really saw value in all of the subject matter.
8. Educational theory.
9. Everything was very useful.
10. The book was too tedious.
11. It was all information to can be useful.
12. History.
13. Topics addressed in last 2-day session.
14. Writing news releases.
15. El Campo nightlife.
16. None.
17. History of Extension.

18. None.
19. The activity on presenting the PowerPoint presentations.
20. Fewer reading assignments - more writing assignments. ... To improve agents ability to express thoughts in words.
21. None.
22. None.
23. T-method of outlining a presentation.
24. The amount of trouble folks tend to have with preparing presentations ... somewhat depressing.

APPENDIX H

POST-TEST QUESTION SOLICITING ADDITIONAL PARTICIPANT COMMENTS

The following are participant responses for the post-test question soliciting additional comments related to participation in the South Region Excellence in Programming Academy:

1. Great opportunity, I would recommend this to agents with more tenure as well.
2. I enjoyed the Academy. It would help to know more about each session up front. We could have been more prepared if we had known to bring Newsletters and/or news articles for the second session. I thought the student stand and teach a lesson was a bit of a waste. We are all presenters. Some better than others. But I did not learn anything with that part. I really enjoyed the statistics part. It was a lot to absorb at one time. Perhaps it could be spread out a bit more to avoid brain overload.
3. It was good, good information, good instructors, and useful program which I can utilize materials and information from.
4. Enjoyed the opportunity to share experiences and learn with other agents about how to use more of tools available to us.
5. I truly enjoyed the opportunity to participate in the Academy. I believe it was extremely well planned and carried out. The information I received was timely, useful to me and my programs now. It also provided, not only the tools and resources to make my programs better, it allowed us to learn how to use them. This has been, by far, the best training that I have ever taken, since becoming an

agent some 8+ years ago. Many thanks to all who had a hand in developing this excellent program. Hopefully this will be the foundation for the future of Extension in Texas.

6. The program has a lot of potential. It has a vast amount of useful information to offer to agents. I hope to see it grow and continue in the future.
7. Enjoyed it...thanks!
8. As I stated before I think that this was a great opportunity for me. I am glad that I participated and have gained a lot from it. I think the Program Excellence Academy is a program that should be continually offered.
9. Great course, I would recommend it to those not getting graduate credit as well.
10. I had lots of reservations about this academy when we began. After participating in the first face-to-face session, my reservations subsided. I really feel that I learned a lot from this class, and really feel everyone in Extension could benefit from it. I was visiting with several of the classmates, and we all agree that this was extremely useful and helpful to agents. We all learned more than we thought we would. Thanks for the learning experience!
11. It was excellent and very worth my time. Thanks.
12. I enjoyed the process. I am glad I participated. I would have liked to have had more time spent on newsletters and news articles as opposed to the PowerPoint presentations; I think that information would have been more useful to me. I also would have like to have had a little more time spent on outcome summaries as

opposed to the in-depth training on data analysis, and for that much information it would have been helpful to have had more days.

13. I enjoyed my experience of being a part of the academy and I also appreciate the opportunity that was given to me.

14. Good job Darrell, et al. - One item ... Mandatory name tags would have been helpful for some of us.

VITA

Darrell Allen Dromgoole
10345 Agnes
Corpus Christi, TX 78406

Education:

Texas A&M/Texas Tech University
Ed.D – 2007

Texas Tech University
Master of Education, 1991
Major- Agricultural Education

Texas A&M University
Bachelor of Science, 1984
Major- Agricultural Economics

Professional Experiences:

2003 to present – District Extension Administrator, Texas Cooperative Extension, District 11, Texas A&M University Research and Extension Center, Corpus Christi Texas.

September 2002 to September 2003- Interim District Extension Director- Agriculture and Natural Resources, Texas Cooperative Extension, District 11, Texas A&M University Research and Extension Center, Corpus Christi, Texas

July 1997 to September 2003- District Extension Director- Agriculture and Natural Resources, Texas Cooperative Extension, District 10, Texas A&M University Research and Extension Center, Uvalde Texas.

September 1994 to July 1997- County Extension Agent- Agriculture and Natural Resources, Texas Cooperative Extension, Collin County, McKinney Texas.

March 1991 to September 1994- County Extension Agent- Agriculture and Natural Resources, Texas Cooperative Extension, Calhoun County, Port Lavaca Texas.

September 1988 to March 1991- County Extension Agent- Agriculture and Natural Resources, Texas Cooperative Extension, Crosby County, Crosbyton, Texas.

May 1984 to September 1988- Assistant County Extension Agent- Agriculture and Natural Resources, Texas Cooperative Extension, Victoria County, Victoria Texas.