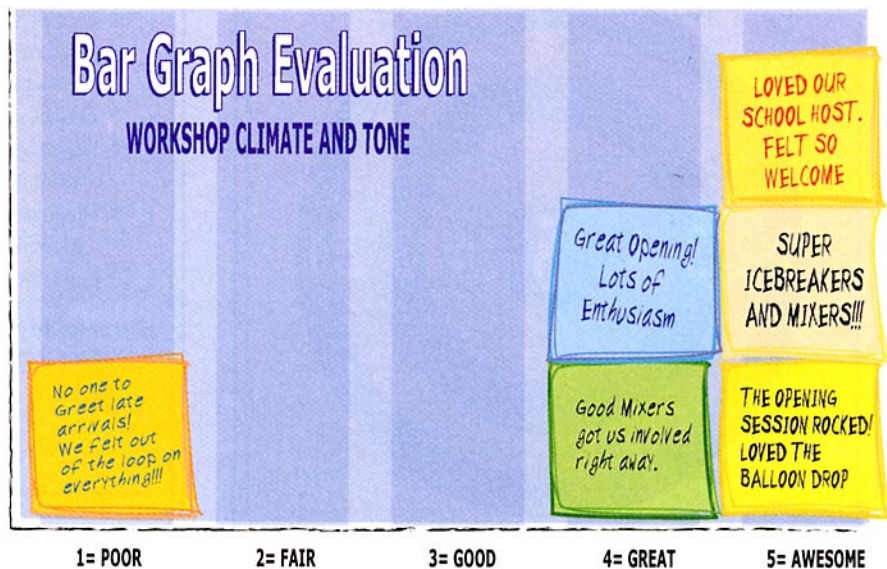


Evaluation

From "Leadership for Student Activities" magazine

Evaluation is often an overlooked part of project planning. When an activity is over, folks are ready to move on. However, taking the time to really evaluate will provide valuable input for the next project (or the same project next year)...*Leadership for Student Activities* (January 2002 Susan Fortin) offer some excellent evaluation techniques....



Bar Graph Evaluation:

Instruct participants to write specific comments on Post-Its™ then place them on a large bar graph on the number that corresponds to the tone of their comment. Use one poster or make and label multiple copies to represent different aspects of the workshop, i.e. workshop climate and tone, food, council time.

How Do We Feel? Hits-Misses-Wishes

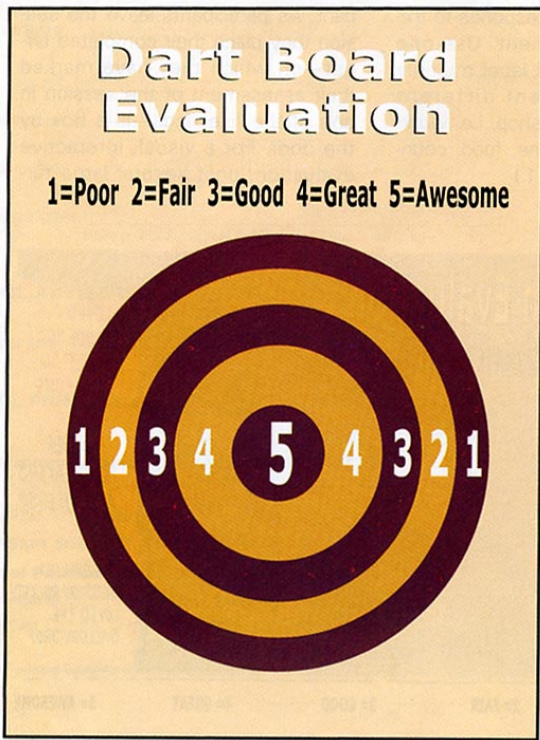
1. Ask committee members to individually write a list evaluating the workshop in these categories: Hits - Things that went well - Misses—Things that didn't go well Wishes—Things you would like to do if you were repeating this project. 2. Using the same paper, ask members to record the Hits-Misses-Wishes as they assess the process. Pose a few questions to get them thinking about the group process, such as: How did we work as a group? Were time lines met? Was communication timely and positive? Did we use effective skills to manage conflict? Were committee meetings positive and productive? 3. Create a large Hits-Misses-Wishes evaluation sheet on butcher paper or a whiteboard. Facilitate a group discussion with members sharing their evaluation thoughts. Record product comments in one color and switch pen colors for process comments.

HITS - MISSES - WISHES EVALUATION

HITS

MISSES

WISHES



Dart Board Evaluation: Did We Hit the Target?

For individual evaluation of a small group workshop or a conference session, copy a five-ring target shape four-to-a-page and cut into note size forms for each participant. As participants leave the session they place their completed target—on which they have marked their assessment of the session in one of the five rings—in a box by the door. For a visual, interactive evaluation, post several large targets in the workshop area.

Project Evaluation: Most successful projects are repeated. Keeping accurate records and evaluation notes will help the next group as they begin planning. Create a complete project notebook or folder to pass on to the next group and include an evaluation form.

PROJECT EVALUATION

Attach any related information to this report, such as planning sheets, copies of purchase orders, etc.

Project: _____ Date: _____

Evaluation completed by: _____

Project Chairperson: _____

How would you rate this project?
 outstanding good needs improvement

How would students rate this project?
 outstanding good needs improvement

How would the faculty rate this project?
 outstanding good needs improvement

List all the things about your project you would do again.

List all the things about your project that should be changed next year.

List any special recommendations or ideas for next year's committee.

List all the people, business, or groups that should be thanked for their part in this project.

WORKSHOP EVALUATION

Using a number 2 pencil and the computer scan form provided, mark the appropriate response for the following questions.

A=Strongly Agree B=Agree C=Neutral D=Disagree E=Strongly Disagree

1. The atmosphere was welcoming.
2. The schedule was well organized.
3. The printed materials and notebook contain useful information.
4. The classes I attended were valuable.
5. I am better prepared for my office as a result of this workshop.
6. The keynote speaker motivated me to lead and serve.
7. The staff was supportive and knowledgeable.
8. I will be better able to work with school officials with skills I learned at this workshop.
9. I have more confidence in my ability to lead a group as a result of this workshop.
10. I would recommend this leadership workshop to others.

*What things did you find valuable during this workshop experience?
 Suggestions or topics for next year:*

Written and Scored Evaluation: If you are designing a written evaluation tool, decide which aspects of the project you want your evaluators to judge. Do you want feedback on all parts of the program? Are there things that can't be changed no matter what the evaluation results suggest? For example, if facilities or workshop dates are fixed for the future you may want to avoid asking questions about these issues. Determine ahead of time how large your sample should be. Getting feedback from each participant, from a random sampling, or one evaluation per participating school are a few examples. Finally, design your tool in a way that can be effectively tallied and that the feedback gathered will be of help to future planners.