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AN APPRAISAL BY CLIENTELE OF THE OHIO COOPERATIVE EXTENSION SERVICE

DISSertation

Presented in Partial Fulfillment of the Requirements for the Degree Doctor of Philosophy in the Graduate School of The Ohio State University

By

John William Oren, Jr., B.Sc., M.Sc.

* * * * * * *

The Ohio State University
1970

Approved by

[Signature]

Clarence Cunningham
Adviser
Department of Agricultural Education
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VITA

June 30, 1936  Born - Gilboa, Ohio (Putnam County)

1958 . . . .  B.Sc., The Ohio State University

1958-1964 ..  Teacher of Vocational Agriculture,
              Buckeye Local School District,
              Ashtabula County, Ohio

1963 . . . .  M.Sc., The Ohio State University,
              Columbus, Ohio

1965-1969 ..  County Extension Agent, Agriculture,
              Ashtabula County, Jefferson, Ohio

1969-1970 ..  Associate Manager, The Ohio State Farm
              Science Review, The Ohio State Uni-
              versity, Columbus, Ohio

1970-1971 ..  Research Associate, Cooperative Exten-
              sion Service, The Ohio State Univer-
              sity, Columbus, Ohio

FIELDS OF STUDY

Major Field: Agricultural Education

Studies in Extension Education. Professor Clarence J.
Cunningham

Studies in Agricultural Education Administration.
Professor Ralph E. Bender

Studies in Higher Education Administration. Professor
Paul MacMinn

Studies in Adult Education. Professor John F. Ohliger
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CHAPTER I

THE PROBLEM AND ITS SETTING

The educational efforts of the Ohio Cooperative Extension Service have resulted in great contributions to the welfare of the nation during the past fifty years. A factor that has contributed greatly to the impact of Extension's educational efforts was its dedication to teaching, based on, and concerned with the needs of its clientele.

The interests and needs of Extension's clientele are constantly changing in scope and magnitude. This change demands that the Extension Service carefully and continually appraise and reappraise its educational efforts, so that it may better serve and meet the educational needs of its clientele.

The various educational programs of the Ohio Cooperative Extension Service are being informally appraised continuously by its clientele. And, as long as the Ohio Cooperative Extension Service belongs to the people of Ohio, its faculty and administration should endeavor to utilize and make formal use of these informal
appraisals. Appraisal by clientele is one means of ascertaining the effectiveness, status, and development of the educational programs conducted by the Ohio Cooperative Extension Service. Since Extension's educational programs are based on the needs of its clientele, this study should indicate to Extension educators, those areas of Extension's educational programs that are effective and those that are ineffective in the "eyes" of its clientele.

This study involved a five-phased approach to appraisal by clientele, that was designed to study how effectively the Ohio Cooperative Extension Service was serving its clientele.

The first phase of the study encompassed the surveying of clientele in production agriculture and gathering information regarding their appraisal of the educational efforts of Extension programs.

The second phase of this study involved the off-farm agribusiness clientele and their appraisal of the effectiveness of the Extension educational endeavors that were utilized in serving the off-farm agribusiness industry.

As the third phase of this study, the clientele of Extension's home economics programs appraised the
effectiveness of the Ohio Cooperative Extension Service's educational efforts with homemakers in the following categories:

1. Homemakers' Council participants.
2. Low income homemakers.
3. Newly married homemakers.

The study's fourth phase involved an appraisal of the effectiveness of the 4-H Club program. The following clientele appraised the 4-H Club programs:

1. 4-H Club members.
2. Parents of 4-H Club members.
3. 4-H Club advisors.

The fifth and final phase of the study consisted of an appraisal of the total educational efforts of the Cooperative Extension Service in the area of community resource development programs.

The success of the Ohio Cooperative Extension Service programs depends to a large degree upon the informal appraisals that exist in the minds of its clientele. These informal appraisals help create the image that these clientele reflect regarding the Ohio Cooperative Extension Service.

An appraisal by clientele of the educational efforts of the Ohio Cooperative Extension Service provided a means of reflecting the status and development of its
educational programs. The results of such an appraisal should provide guidelines for improved performance and growth of quality educational programs.

Appraisal by clientele serves as an integral part of the educational process concerned with the continuing development of better procedures and techniques of measuring outcomes of the Ohio Cooperative Extension Service's programs. This approach also pointed the way toward further needs for improvement in the search for aspects of quality education.

The utilization of this study should not only strengthen the programs but also ensure that the Ohio Cooperative Extension Service was achieving the results it was established to fulfill and for which it was being maintained.

Effective appraisal of the educational efforts of the Ohio Cooperative Extension Service was a high priority responsibility that faced both the faculty and administration.

Statement of the Problem

The general problem or purpose of this study was: How effective are the educational efforts of the Ohio Cooperative Extension Service, as observed and appraised by the following:

1. Agricultural Producers
2. Off-farm Agribusinessmen
3. Home Economics Clientele.
4. 4-H Program Clientele.

Specific Objectives

In order to accomplish the purpose of this study, the investigation was directed toward the following specific objectives:

1. To identify the background status and characteristics of the clientele of the Ohio Cooperative Extension Service.
2. To identify the kinds of involvement and contact the clientele have encountered with the Ohio Cooperative Extension Service.
3. To appraise the educational efforts of the Ohio Cooperative Extension Service in fulfilling the educational goals for the various clientele groups as perceived by members of the clientele groups.
4. To appraise the educational efforts of the Ohio Cooperative Extension Service in fulfilling the functions of conducting educational programs for various groups as perceived by members of the clientele groups.
5. To establish the priorities of program
areas of the Ohio Cooperative Extension Service as perceived by Extension clientele groups.

6. To identify and analyze the relationship of: place of residence, age, level of education, kinds and intensity of involvement with Extension's educational efforts, with the appraisal by clientele of the performance, and effectiveness of various educational techniques of the Ohio Cooperative Extension Service.

7. To identify implications and formulate recommendations, based on this study, for strengthening the effectiveness, status, and development of the educational programs conducted by the Ohio Cooperative Extension Service.

Importance of the Study

This research study should provide important findings that are useful and needed by Ohio Cooperative Extension Service administration to improve the effectiveness of the educational efforts of the Ohio Cooperative Extension Service.

The slightest improvement of the effectiveness of the educational efforts of the Cooperative Extension
Service would yield great results. This was due to the fact that the Cooperative Extension Service has been identified as the world's largest tax-supported adult informal, educational, and developmental organization.\(^1\)

During the past half-century the Cooperative Extension Service has gained much status, respect, and confidence throughout the world. It has proven itself to be a unique and distinguished educational organization. This status, respect, and confidence was due in part to its dedication to the development of people, to the end that they, through their own initiative, may effectively identify and solve the various problems directly influencing their welfare.\(^2\)

The Cooperative Extension Service continually makes impressions on the people who have recognized its value and have become clientele. An appraisal by the clientele provides evidence as to how well they feel they are being served by the Cooperative Extension Service.

It seemed logical, in the establishment of the design of an appraisal of the educational efforts of the Ohio Cooperative Extension Service to involve the clientele. This seemed of paramount importance since the


clienteles are the reason for the existence of the Ohio Cooperative Extension Service. Blare and Scott have strongly indicated that most studies regarding organizations have not included within the scope of analyses the publics directly in contact with the organization.\(^3\)

It was the intent of this study to utilize an appraisal by clientele from five areas of program emphasis, so that, based on their opinions, a broader and more representative picture can be developed regarding the effectiveness of the organization's interactions and relations with its clientele. This broader and more representative picture should serve as a guide for program improvement and adjustment.

**Basic Assumptions**

The assumptions that are considered to be basic to this research study are as follows:

1. The faculty and administration of the Ohio Cooperative Extension Service have effectively informed their various clientele of the purposes of the educational efforts of the organization.

2. The Ohio Cooperative Extension Service has periodically appraised its performance in

relation to the socioeconomic situations and expectations of its clientele, in order to improve program effectiveness.

3. The Ohio Cooperative Extension Service has modified its educational program emphasis according to the changes in society and those influences that these changes have regarding the educational needs of its clientele and the effective fulfillment of these needs.

4. The educational efforts of the Ohio Cooperative Extension Service are constantly being examined, due to the very rapid changes in society that strongly affect its clientele.

5. The sample representing the study's five clientele groups have developed views and informal appraisals regarding the effectiveness of the Ohio Cooperative Extension Service. And, they are willing to record and report their reactions when provided a suitable instrument.

6. The clientele are interested in assisting with the improvement of the educational efforts of the Ohio Cooperative Extension Service.
Limitations of the Study

Since human beings are being utilized as research subjects, this presents a basic limitation. This was caused by the involvement and interaction of the people that provide the research information. In addition to this basic limitation, the writer recognized the following specific limitations in conducting this study:

1. The study was limited to the degree to which the clientele interpreted, viewed, described and recorded their appraisal of the educational effort of the Ohio Cooperative Extension Service.

2. The study was limited to the clientele's reactions to the items describing their involvement, preference and appraisal of various aspects of the educational efforts of the Ohio Cooperative Extension Service.

3. The study was limited by a slight possibility of biased clientele due to the fact that the County Extension Agents provided names and addresses for fifty clientele for each of the five groups being studied, so the writer could randomly select ten clientele from each of the five groups.
Research Design and Methodology

Introduction

Tyler discusses three qualities desirable in securing and recording appraisal information: objectivity, reproducibility by other observers or evaluators; reliability, i.e., reproducibility of the information in other observations; and validity, i.e., adequacy of the observed reactions as a measure of the desired reactions. 4

Furst suggests several qualities to be sought in an appraisal situation: appropriateness or relevance in presenting or sampling the right situation, controlling irrelevant or unwanted factors which influence behavior and distort results, practicality of the situation, and reliability or the extent to which behavior is adequately sampled. 5

Population

The research population for this study, of appraisal by clientele, was made up of persons who have been served by, or have been involved with, the Ohio Cooperative Extension Service. The study's population consisted

4 Ralph Tyler, Basic Principles of Curriculum and Instruction, University of Chicago Press, 1957, pp. 76-77.

of persons representing the following clientele groups: agricultural producers; off-farm agribusinessmen; homemakers; 4-H Club members, their parents, and 4-H Advisors; and community resource development program participants.

Since these five clientele groups represent the five major audiences that the Ohio Cooperative Extension Service was aiming its educational efforts toward, it seemed logical to utilize their opinions and experiences in appraising the effectiveness of the educational efforts of the Ohio Cooperative Extension Service.

Sampling Procedure

Regarding procedures for securing appraisal information, Sabrosky recommends the following four steps in sampling:

1. Defining the population.
2. Choosing and executing the sampling plan.
3. Drawing conclusions based on information extracted from the sample.
4. Inferring conclusions back to the total population.6

The accompanying diagram illustrates this sequence of events.

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The Ohio Cooperative Extension Service serves clientele in ten Extension Supervisory areas. These areas range in size from eight to ten counties per area. In order to obtain equal representation from each Extension supervisory area and a wide representation of the people of Ohio, it seemed appropriate to stratify the sample population by the ten Extension Supervisory areas. At this point a random selection of two counties from each of the ten Extension Supervisory areas provided a stratified random sample of twenty counties from throughout the State of Ohio.

The writer visited each of the twenty randomly selected counties and asked the County Extension Agents who were responsible for the educational efforts serving the five clientele groups to provide the names and addresses of fifty of the clientele they are serving from
each of the five groups that were studied. From this total population the writer selected at random (using a table of random numbers) ten clientele from each of the five groups for each selected county.

This random sampling procedure yielded 200 clientele from throughout the state for each of the five clientele populations studied. These 1,000 randomly selected clientele were questioned through the use of a mailed questionnaire.

**Questionnaires**

The utilization of a mail questionnaire seems to be the most efficient and practical method for investigating, analyzing, appraising, and describing the appraisal by clientele of the effectiveness of the educational efforts of the Ohio Cooperative Extension Service. This method of correspondence has been one of the most frequently used procedures in educational research work.

The author chose to use mail questionnaires to collect the appraisal information based on the fact that:

1. The questions on the objectives of the study could be fitted to a mail questionnaire.
2. The questions could be stated in a clear and understandable fashion without further explanation.
3. It was an easy, quick and relatively inexpensive method of obtaining the data.
4. It allowed the contacting of a wide geographic distribution of people.
5. It was well adapted for reaching the specific groups in the study.
6. It was free of any interviewer bias.  

It was necessary for the writer to review relevant evaluation and appraisal studies so as to determine the design utilized by other researchers in obtaining evaluative and quantitative information regarding Extension educational efforts. The ideas gained through studying these various instruments along with those incorporated by the writer were utilized in formulation and design of the questionnaires.

Due to the rapid changes and progress that have taken place in educational research, it was necessary to study and review trends and developments related to the field study, in order to formulate effective questionnaires.

The questionnaires used to secure the appraisal information for this study were worked out especially for this research program. Focusing on Ohio objectives made it impractical to consider an instrument from another

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7 Ibid., pp. 45-46.
study. However, before constructing the devices that were used to secure the appraisal information, the writer found it helpful to study and examine numerous works of related theory and practice. They proved to be a source of suggestions for the particular problems upon which the writer was working.

In relation to the collection of appraisal information Gallup states:

The method of collecting data should not determine what to collect. Information or evidence needed to meet the requirements of the study is of the first importance. The method used to obtain evidence depends on the kind of evidence you need and the resources you have to collect it.8

While the writer was designing and developing the questionnaires, he drew into the initial phases and early development of study, the Administrative Cabinet of the Ohio Cooperative Extension Service. The Administrative Cabinet was composed of Extension administrators and area supervisors. These Extension leaders provided a great source of good advice in regards to the appraisal needs of the Cooperative Extension Service. Their experience and knowledge of the functions of the various phases of Extension's educational efforts proved to be of much assistance in the organization of this study.

After studying numerous relevant studies,

8 Ibid., p. 48.
instruments, and publications the writer designed and developed seven research instruments. He solicited advice and assistance from the Administrative Cabinet members and included their suggestions in the development and refinement of the instruments.

Another very helpful source of information was the work of Gallup, who set up the following criteria for the construction of an effective appraisal device. These criteria are validity, reliability, objectivity, practicability, and simplicity. She says, validity is concerned with measuring what you want to measure and actually getting the information you desire.

Reliability, according to Gallup, is the degree to which the sample of people represents and gives results which are like the results that would have been obtained from the whole population.

She refers to objectivity as a means of having a concrete, observable, and tangible basis for making judgments or interpretations.

Practicability is demonstrated by how practical the device is to use. Is it convenient, economical, and efficient?

Gallup feels that simplicity is determined by its
ease of understanding, answering, administering, tabulating, and summarizing.9

The final design of the questionnaires was an outgrowth of the objectives of the Ohio Cooperative Extension Service, combined with the suggestions from the Administrative Cabinet, area supervisors, clientele, fellow graduate students, and the writer's adviser. These people assisted greatly in the modification and refinement of the design, content, and statements of the instruments.

Thus, the ultimate formulation and design of the questionnaires shown in the Appendix reflect the constructive suggestions provided by these generous people.

The questionnaires consisted of six areas or segments:

1. Personal supplementary data regarding the clientele respondent.
2. Type of Extension contact and involvement data.
3. Appraisal by clientele of the effectiveness of various Extension education techniques.
4. Appraisal by clientele of how well the Ohio Cooperative Extension Service is attaining its educational objectives.
5. Personal views and opinions regarding the effectiveness of important tasks performed by

9Ibid., pp. 64-65.
the Ohio Cooperative Extension Service.

6. Personal views and opinions regarding Extension program emphasis for the people of Ohio.

Numerical rating scales were developed to assign values to each segment of the questionnaires. The computations of the responses provided scores for the respondents in the areas of: contact and involvement; appraisal of techniques; effectiveness of tasks performed; and appraisal of attainment of objectives.

The seven instruments were coded to provide the researcher expediency in the tabulation and analysis of the data. The respondents were made aware of code numbers in the cover letter and instructions to the instrument. The coding procedure was explained and it was shown that the coding was for instrument identification and research purpose only. It was emphasized to the respondents that their individual response would be kept in strict confidence and would be submerged in the study's composite analysis.

Pretesting of the Questionnaire

The seven instruments that were used to collect the appraisal information were pretested in Licking County. This provided an opportunity to learn whether the instruments were ready for use. The results of this pretest
were not computed and included in this study. The pre-
testing provided the writer an opportunity to study the
content of the questions and the reactions to them. Thus
changes in form and content were made based on the reac-
tions. The sampling procedure was identical to the pro-
cedure used in the actual study. Thus the question-
naires were tried with persons who resembled those with
whom the final questionnaires would be used. They were
used under the same conditions as those used in the
study. 10

The pretesting of the questionnaires provided
opportunities to improve the natural order of questions,
general organization of the instruments and question con-
struction.

10 Ibid., p. 68.
CHAPTER II

REVIEW OF RELATED THEORY AND PRACTICE

Introduction

Throughout this chapter the writer will present summaries of investigations and literature related to theories and methods of appraising educational programs. All available Extension research has been reviewed; however, only the pertinent and related facets of this research have been reported in this review.

Since the area of educational program evaluation is wide in scope, the writer reviewed all the available germane information he could find in various books, research studies, and reports from the area of evaluation of education.

It is not the intent of the writer to summarize all the literature in the field of appraisal. Selections have only been reported from theses, books, and reports that help to establish the situation for this research and relate to the findings of this investigation. These
salient findings have been classified within this chapter in the following categories:

Evaluation and Clientele Analysis.
The Many Faces of Appraisal.
Concerns and Considerations Related to Evaluation.
Extension's Evaluation Studies.

**Evaluation and Clientele Analysis**

Decisions regarding the educational programs of the Cooperative Extension Service need to be based on facts. The purpose of conducting this investigation was to help obtain and interpret facts and thereby improve the effectiveness in program planning, teaching techniques, use of local leaders and organization of extension work. The following authorities helped to form and guide this writer's thinking and the organization of this study. According to Dr. Gladys Gallup, Director, Division of Extension Research and Training, Federal Extension Service,

Extension evaluation means the use of the scientific approach in providing facts as a basis for making decisions, drawing conclusions, or forming judgements about the organization and conduct of extension work . . . . Evaluation is a state of mind in which an extension worker wants better information about his work and uses the information to make his work more effective. It is an investment which produces progress and growth
CHAPTER II

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Introduction

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in achieving the objectives for which an organization has been set up.¹

Matthews feels that the place for evaluation in Extension is to provide some measure of the desirable, and undesirable outcomes of educational action that we take to move a person or group of persons toward desired extension goals or objectives.²

He also emphasized in a speech that sound evaluation always must be in terms of what we set out to do as well as the objectives we have in mind. Therefore, expressions of the people involved, as well as all other measures, must be appraised in the light of what we expected to accomplish when we planned the educational activity.³ With this in mind the writer developed a section of the appraisal instruments that would allow the clientele an opportunity to appraise Extension's educational objectives.

Matthews also advises that we can think of evaluation as having two main stages and we should study arrangements and procedures for doing Extension work. He refers to this as means evaluation. A study of the methods, or

¹Darcie Byrn, et al., Evaluation in Extension Topeka, Kansas: H. M. Ives & Sons, Inc., no date), (Forward).
²Ibid., p. 10.
³J. L. Matthews, Talk given at the Southern Regional Farm and Home Development Workshop, Rock Eagle, Georgia, September 21, 1955.
means, help us decide whether they are worthy of the program in which they are being used. Educational materials used such as bulletins, leaflets, newspaper articles, and so forth, are included among the means which should be evaluated. This prompted the writer to develop a section within the appraisal instruments to appraise the means that are utilized in presented Extension educational programs.

Evaluation in terms of means alone is hardly adequate, however, and should be thought of as part of the evaluation sequence rather than the whole of evaluation. Insofar as the Extension program is concerned, the end products of Extension work, the accomplishment of educational objectives, are what must eventually be evaluated. We must then make ends evaluation. Thus, we need to assess the changes in knowledge, understanding, attitudes, and skills of the people who are affected by Extension educational activities.  

According to Sheats, et al., program evaluation indicates determining how successfully the program has accomplished its objectives. How are the clientele reacting? What real changes are being produced? What has been observed that will help to make the next program better? Evaluation is in many ways the most educationally

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4Byrn, op cit., pp. 11-12.
valuable part of program planning. It gives everyone involved first hand experience in looking ahead at what should happen.

They went on to say that, "when a program has been planned, executed, and evaluated, the program planning cycle is completed. But, being a cycle, and not a line, evaluation becomes the tool for building better future programs."^5

Sheats, et al., feel that

Self-appraisal is better than appraisal by outsiders. . . . Evaluative surveys by "outside experts" which do not adequately involve local people notoriously result in little improvement. Prescriptions in survey reports may be read by a few but often are not acted upon. A small percentage of the recommendations may be adopted but many of them are ignored.

While self-appraisal induces growth, a combination of self-and-outside appraisal often is still better. Outsiders can see us as we cannot. The interaction of outsiders and local folks results in maximum stimulation and growth . . . . More benefit will result if participating clientele are brought into the evaluation.6

With these salient theories in mind, the author attempted to analyze and interject these germane facts regarding evaluation and clientele analysis in the total research effort of this study. These facts greatly influenced the development and structure of the instruments used in this study.

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6Ibid., p. 459.
The Many Faces of Appraisal

Appraisal or evaluation is a methodological activity which is based on performance data. It consists of gathering information with a set of goal scales to yield either comparative or numerical ratings.  

Sutherland views evaluation as encompassing the following eight generalizable principles of evaluation:

1. Evaluations of educational programs should be made in terms of the objectives of these programs.
2. Evaluations should include assessments and appraisals of both product and process.
3. Evaluation should be a continuous process, not just a "point-in-time" judgment.
4. Evaluation should be made by both professions and lay people.
5. Evaluations of publicly supported programs should include economic factors and be concerned with input-output relationships.
6. Evaluation and appraisals should be made not only on the basis of what has been done, but also on what has not been done.

7 William L. Hull and Charles O. Hopkins, Evaluating Area Vocational-Technical Schools (A paper presented to a Conference on Agricultural Occupations Program Development in Area Schools at Columbus, Ohio), March 17, 1969, p. 2.
7. The major purposes of evaluation should be to provide quality control and a basis for intelligent change.

8. Evaluations should be concerned primarily, if not exclusively, with the key indicators of success or failure.\textsuperscript{8}

Stufflebeam defines evaluation as "the provision of information through formal means, such as criteria, measurement, and statistics to supply rational bases for making judgments which are inherent in decision situations."\textsuperscript{9}

In regards to the evaluation of educational programs, the writer found that Stufflebeam suggests four strategies for evaluating educational programs: Context evaluation which should be used when a program is being planned. Input evaluation should be used immediately after context for specific programming of activities. Process evaluation should be used continuously during the implementation of the program. Product evaluation should be used after a complete cycle of the program. This latter type holds the greatest promise for results, but


remains the most difficult to measure since it requires time for the effect of the program to occur.\(^\text{10}\)

A major reason product evaluation could not be incorporated in this study was that the writer did not know the educational experiences of the clientele and thus it was impossible to evaluate outcome or product. Another logical view of evaluation of educational programs was presented by Hagen and Thorndike.

They expressed that they feel that evaluation signifies something in terms of selected attributes, and judging the degree of acceptability or suitability of that which has been described. Any aspect of the educational scene can be evaluated, but typically (a) a total educational program, (b) a curricular procedure, or (c) an individual or group of individuals are evaluated.\(^\text{11}\)

As this writer organized and implemented the various phases of the appraisal of Extension educational endeavors, he found these various selections of related theory and practice to be most helpful. They provided bases upon which numerous decisions were made throughout the research and actual appraisal portion of the study.

\(^{10}\)Ibid., pp. 30-39.

Concerns and Considerations Related to Evaluation

Stufflebeam reflects some of the concerns and challenges facing evaluation in education when he made the following statements:

This measurement of efficacy, or evaluation, is an infant on the educational scene. It lacks an established body of knowledge appropriate to education, sufficient personnel with the necessary competencies and experience, and the techniques and skills to satisfy the requirements of education.  

In addition to this concern, Guba and Stufflebeam express concern for six problems that block meaningful educational evaluation methodology. These problems were:

1. Inadequacies of present definitions of educational evaluation.

2. A lack of understanding of the different educational settings within which evaluation must be conducted.

3. A lack of understanding of generalizable information requirements which educational evaluations must meet.

4. The lack of a valid structure for the generalizable parts of evaluation design.

5. The lack of concepts needed to organize and operate evaluation systems.

6. The lack of an appropriate set of criteria for judging the worth of evaluation strategies, designs, instruments, reports, and so forth. 13

Guba and Stufflebeam also posed this very serious question: "Why is it that educators are failing to provide evaluations which are at the same time useful and scientifically respectable?" They answer their question by attacking several fundamental impediments which they feel must be removed if evaluations are to be improved.

These impediments include the lack of trained evaluators and training programs and the lack of adequate evaluation theory.

They feel the previously mentioned impediments can be overcome if the total evaluation task is divided into six classes that are separately and thoroughly analyzed. This writer considered these six classes and used them as important segments of this research study.

These six classes are:
1. The definition of educational evaluation.
2. The nature of the educational settings.

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3. The definition of information requirements for educational evaluation.

4. The structure of evaluation designs.

5. The structure of evaluation systems.

6. The definition of criteria for judging evaluations.\(^{14}\)

The establishment of performance criteria was found to be of great importance in the evaluation of educational programs.

In relation to the establishment of performance criteria for educational programs, Moss suggests five guidelines:

1. Educational programs should be evaluated by the product outcomes.

2. The matrix of evaluative criteria should include the potential outcomes relevant to each of the different philosophies or value systems.

3. Expected outcomes of educational programs can be stated at several levels of specificity.

4. Indices of program outcomes should not only be consistent with philosophical positions, but they should also be sensitive to

\(^{14}\text{Ibid.}, \text{pp. 7-8.} \)
variations in program characteristics.

5. It would greatly facilitate weighting the relative merits of programs if it were possible to assign monetary values to program outcomes.\(^{15}\)

Hull and Hopkins support the need for more and better evaluation of educational programs. They feel that summative evaluation is the responsibility of each educational program director, but appraisal of program development must start the moment an educational program is conceived. They also feel that evaluation at the formative stage seeks to provide information to the planner before constraints become rigid and solidified.\(^{16}\)

This provided "food for thought" as evaluation efforts were organized for Extension's educational efforts.

Hull and Hopkins also warn:

Evaluation of an individual or program contains the dimensions of a dilemma. On one hand evaluation holds out the hope of improving the current situation; yet the threat of a reproach also exists. It is little wonder that most people dislike being evaluated and vested interests manage rather successfully most of the time to ward off the threat of change.\(^{17}\)


\(^{16}\)Hull and Hopkins, op. cit., p. 4.

\(^{17}\)Ibid., p. 1.
The writer feels that these thoughts and concerns should serve as guidelines for development of an effective, acceptable and operational appraisal program for the educational programs of the Extension Service.

Kempfer warns that any attempt to appraise a program by comparing it with another, or with several others, perverts the basic purpose of evaluation and usually leads to unsound conclusions. Programs differ in definitions, objectives, conditions accepted as desirable, data-gathering instruments used and other variable and incomparable features, but comparisons between them tend to impose the objectives of one program upon another.\textsuperscript{18}

Essert responded to the numerous concerns associated with evaluation with little concern when he stated, "To a major extent adult education stands on its own merits . . . . In the final analysis there is not need for elaborate schemes of evaluation."\textsuperscript{19}

This apparent disinterest has been a common feeling in the past in many areas of adult education.

Verner feels this earlier disinterest in evaluation stemmed partly from the nature of adult education itself and partly from the absence of any suitable conceptual


framework or adequate instruments for meaningful evaluation. This situation is changing rapidly with the increase in systematic research related to this field.  

Jensen, Liveright, and Hallenbeck expressed their concern for practicality in appraisal. They stated:

Evaluation must stand the test of practicality. In a normal operating situation one would not spend six hours evaluating a six-hour instructional program. Nor would one normally expend great resources to evaluate a relatively insignificant aspect of a program. The evaluation proposed must always suit the purpose to be achieved.

Additional concerns regarding effective appraisal were found in the works of Furst as he studied and reported regarding the relationships that exist between the main elements of a well planned educational program, such as those between educational objectives, learning experiences, and evaluation procedures. He stated:

The objectives serve as the bases for developing both learning experiences and evaluation procedures. The learning experiences and evaluation procedures, in turn, help to clarify the objectives. Furthermore, situations used for instruction provide parallels for evaluations and indeed may suggest good leads for the latter. Correspondingly the evaluation procedures provide evidence for the effectiveness of the learning experiences, and

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ultimately on the attainability of the objectives themselves.\textsuperscript{22}

Additional concerns related to objectives and evaluation are illustrated by Bloom.

Bloom's major categories (Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation) are hierarchical and go from relatively simple to complex. Bloom feels that complexity of objectives thus will affect evaluation. He shows that the attainment of the simpler objectives is far easier to evaluate and the process is more acceptable to the learner, since complex objectives get inside the individual, and may expose values, learning difficulties and inadequacies in prior experiences.\textsuperscript{23}

Thiede views the evaluation process as follows:

Evaluation is defined as the process of determining the extent to which educational objectives have been attained. Purposes of evaluation may be subsumed under the following four: 1. guiding individual growth and development; 2. improving programs; 3. defending programs; and 4. facilitating and encouraging staff growth and development. Also there are important and useful inter-relationships between educational objectives, learning experiences, and evaluation procedures.

There are five steps in the evaluative process:
1. determining what to evaluate, 2. defining the behavior desired, 3. determining acceptable evidence, 4. determining the acceptable evidence was acceptable, and 5. determining the value of the educational experience.

\textsuperscript{22} Edward J. Furst, Constructing Evaluation Instruments, New York: Longmans, Green and Co., 1958, p. 3.

\textsuperscript{23} Benjamin S. Bloom, et al., Taxonomy of Educational Objectives, New York: Longmans, Green and Co., 1956, Part II.
4. collecting evidence, and 5. summarizing and evaluating the evidence.24

Reynolds and numerous other writers feel that evaluation must be flexible and subject to change to be of most value. Evaluation must stress the essential elements that have the greatest possibility for improved performance and function. The evaluation procedure should stress the forward look—the forward march toward constant improvement and growth of quality education.

No master plan could possibly fit all situations. As success is reached in some areas, additional problems arise as a result of this successful situation. Change creates new situations for which there are no ready made answers.

Evaluation too must be an integral part of the learning process concerned with the continuing development of better procedures and techniques of measuring outcomes of the educational program so as to point the way toward further needs for improvement in the search for promising practices resulting in the desire and effort to obtain aspects of quality education.25

Innovations and experiments are the vehicles necessary to help education adapt rapidly to new conditions. Adaptation in education is a continuous process.

The various concerns expressed by these various


authorities provided guidance for the development and implementation of this research. The survey of related theory and practices as illustrated in this section brought forth an awareness of some of the impediments to appraisal, as well as some considerations for the control of them.

Extension's Evaluation Studies

Throughout the past two years the writer has reviewed in excess of twenty-five evaluative type studies of Extension education programs. These studies all dealt with the appraisal of specific class sessions, workshops, television programs or individual specific segments of various Extension educational efforts.

The writer did find much "food for thought" in Alexander's "Critique of Evaluation" in the Journal of Cooperative Extension. Many of his comments illustrated potential "hang-ups" for this research study.

Alexander stated that many Extension people who want their programs evaluated assume unconsciously that findings will be favorable. He feels that the most serious difficulty which evaluative research faces is acceptance by those who are deeply involved in conducting the teaching program. The Extension worker's (teacher's) self-image is

involved, and no amount of moralizing about objectivity can necessarily bring about acceptance. The likelihood that results of evaluation will not be accepted is increased if administrative decisions relating to job security are made as a result of findings.

The author stated that there are several defense mechanisms which the Extension worker may display toward unpalatable findings when his work is the subject of evaluation. He may claim that the teaching program is better than anything previously developed and that revealing weaknesses through the process of evaluation will only handicap it. He may maintain that the wrong questions were asked. The data-collecting instrument (i.e., test items or questions) to which program participants responded were ambiguous. Finally, if the findings are too distasteful, he may label the interpretation as being false. It is altogether possible that such defense reactions may be wholly or partially justified because of the poor quality of the evaluation research. Even so, this is the kind of emotionally charged situation with which evaluative research in Extension is often confronted. It may be well to remember that perhaps most Extension people, who want their program evaluated, make an unconscious assumption that the findings will be favorable.

The major purpose of an evaluation exercise in education is to ascertain the effects of teaching under
given conditions on the knowledge, attitudes, and behavior of those being taught in order to provide a basis for improving, justifying, or discontinuing the teaching activity. Always, the major focus of evaluation is to attempt to determine what kind of individual emerges from the learning experience to which he is exposed; however, the techniques which have been developed for this central purpose lend themselves to other important uses. Alexander feels such techniques serve the following purposes:

1. **Clarification of objectives:** To evaluate any educational experiences, it is essential the aims to be defined in terms of the learner--his knowledge, attitudes, and behavior.

2. **Planning instruction or program on basis of before-testing:** If evaluation is designed so that subjects are pretested, the teacher can know at what point his students are starting.

3. **Motivating learning:** If the teacher, through evaluation designing, has clarified goals so that he can make clear to learners what is expected of them, meaning and direction to learning are more fully assured.

4. **Providing guidance to learners:** If the results of evaluation are fed back to the
learners, they can correct misconceptions and gain knowledge as to their progress toward goals set by their teachers.


There are many implications and approaches to evaluative research which can help Extension personnel properly appraise what such research can accomplish and on what basis they can and should accept findings. Involvement of those planning and conducting teaching activities is basic not only to accepting findings, but also to effective evaluation. Communication between the researchers and program personnel should be continuous. This includes the researcher's reviewing the data-collecting instruments with program people and reporting preliminary findings to them before final reports are completed.

When a serious long-range evaluation program is being planned, it may be necessary to define the research as self-evaluation in the beginning, thus placing considerable responsibility for studies on program personnel. The role of evaluative researchers at this stage is to serve as advisers on design, instrument construction, and interpretation.
In order for the findings of Extension evaluation research to be utilized in making decisions as to the continuation, revision, or discontinuation of educational programs, the research operation must be planned so that the deadline for its completion is established with respect to administrative deadlines for making decisions. While program people may be criticized for impatience expressed by making decisions before the findings of a study are available, researchers, no less, must be held responsible for unrealistic delays in conducting and bringing research to completion.

Summary

The forgoing review of related theory and practice associated with appraising educational programs, points up the importance of evaluation and clientele analysis of program effectiveness in Extension education.

While the broad area of evaluation has been rather well defined and the need for evaluation firmly estab­lished, there still remains the tasks of adapting appraisal aids and devices so that Extension educators will use appraisals by clientele as an integral part of the Ex­tension educational process.

The information presented in this chapter was focused on the related theory and research that would
strengthen the design and implementation and effectiveness of this research. It was to this end that the research effort of this study was directed.
CHAPTER III

CHARACTERISTICS OF RESPONDENTS
AND BACKGROUND INFORMATION

This chapter describes each of the respondent clientele groups by the following selected background characteristics:

1. Place of Residence.
2. Age.
3. Level of Education.
4. Frequency of Involvement with Extension's Educational Activities.
5. Number of Years of Involvement with Extension's Educational Activities.

Characteristics of the Clientele Respondents

The respondents in this study consisted of ten sample clientele drawn randomly from five clientele populations in twenty counties. This yielded 200 samples per clientele group. The five clientele groups were: Agricultural Producers; Off-farm Agri-businessmen; Home Economics Clientele; Community Resource Development Clientele; and 4-H Program Clientele.

Table 1 illustrates that 18.6 per cent or 129 of the returned questionnaires were from the Agricultural

43
Producers' group. Twenty per cent or 138 of this study's questionnaires were returned by the Off-Farm Agri-business group. This table also indicates that the Home Economics Clientele groups accounted for 135 questionnaires or 19.5 per cent, while Community Resource Development Clientele furnished 131 or 18.9 per cent of the questionnaires analyzed in this research.

**TABLE 1**

RESPONDENTS CLASSIFIED ACCORDING TO CLIENTELE GROUP, NUMBER OF RETURNED QUESTIONNAIRES AND PERCENTAGE OF RESPONSE

<table>
<thead>
<tr>
<th>Respondent Group</th>
<th>No. of Respondents</th>
<th>Per Cent of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agricultural Producers</td>
<td>129</td>
<td>18.6</td>
</tr>
<tr>
<td>Off-Farm Agr'l Business</td>
<td>138</td>
<td>20</td>
</tr>
<tr>
<td>Home Economics</td>
<td>135</td>
<td>19.5</td>
</tr>
<tr>
<td>Community Resource Development</td>
<td>131</td>
<td>18.9</td>
</tr>
<tr>
<td>4-H</td>
<td>159</td>
<td>23</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>692</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

The group returning the largest number of questionnaires was the 4-H Clientele group. They provided 23 per cent or 159 of the questionnaires.
Place of Residence

The groups of respondents are classified in Table 2 according to place of residence.

It was shown in Table 2 that nearly one-half of the respondents live on farms, and over 20 per cent of the respondents indicated they reside in cities. Nearly 12 per cent of the respondents reside in towns, while slightly more than 18 per cent of this study's respondents are classified as rural non-farm residents. "Rural non-farm" indicates that they reside outside the limits of cities or towns but are not residing on a farm.

Ages of Respondents

Table 3 classifies the groups of respondents according to age groups.

This table indicates that approximately 31 per cent of the respondents were in the age category of 41 through 50 years of age. It also shows that over 23 per cent of the respondents were in the 31 through 40 age category. It was noted by the writer that only slightly over 8 per cent of the respondents were in the 20 through 30 age categories.

Educational Level

Respondents were asked to indicate their highest level of formal education completed. Table 4 reveals that
**TABLE 2**

**RESPONDENTS CLASSIFIED ACCORDING TO PLACE OF RESIDENCE**

<table>
<thead>
<tr>
<th>Place of Residence</th>
<th>No. of Respondents</th>
<th>Per Cent City (N=141)</th>
<th>Per Cent Town (N=82)</th>
<th>Per Cent Rural Non-Farm (N=125)</th>
<th>Per Cent Farm (N=344)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agricultural Producers</td>
<td>129</td>
<td>3.1</td>
<td>.8</td>
<td>3.1</td>
<td>93.0</td>
</tr>
<tr>
<td>Off-Farm Agr'l. Business</td>
<td>138</td>
<td>30.4</td>
<td>18.1</td>
<td>21.0</td>
<td>30.4</td>
</tr>
<tr>
<td>Home Economics</td>
<td>135</td>
<td>22.2</td>
<td>15.6</td>
<td>29.6</td>
<td>32.6</td>
</tr>
<tr>
<td>Community Resource Development</td>
<td>131</td>
<td>30.5</td>
<td>15.3</td>
<td>13.0</td>
<td>41.2</td>
</tr>
<tr>
<td>4-H</td>
<td>159</td>
<td>15.7</td>
<td>9.4</td>
<td>22.0</td>
<td>52.8</td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td><strong>692</strong></td>
<td><strong>20.4</strong></td>
<td><strong>11.8</strong></td>
<td><strong>18.1</strong></td>
<td><strong>49.7</strong></td>
</tr>
</tbody>
</table>
### TABLE 3

**RESPONDENTS CLASSIFIED BY AGE GROUPS**

<table>
<thead>
<tr>
<th>Age Groups</th>
<th>No. of Respondents (N)</th>
<th>10-14 Per Cent</th>
<th>15-19 Per Cent</th>
<th>20-25 Per Cent</th>
<th>26-30 Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agricultural Producers</td>
<td>127</td>
<td>0</td>
<td>0</td>
<td>.8</td>
<td>7.9</td>
</tr>
<tr>
<td>Off-Farm Agr'l. Business</td>
<td>140</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3.6</td>
</tr>
<tr>
<td>Home Economics</td>
<td>133</td>
<td>.8</td>
<td>1.5</td>
<td>9.8</td>
<td>13.5</td>
</tr>
<tr>
<td>Community Resource Development</td>
<td>131</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3.8</td>
</tr>
<tr>
<td>4-H</td>
<td>156</td>
<td>3.2</td>
<td>27.6</td>
<td>0</td>
<td>3.2</td>
</tr>
</tbody>
</table>

**TOTALS**

|                | 687                    | .9             | 6.6            | 2.0            | 6.3            |

(Continued on next page)
<table>
<thead>
<tr>
<th>Age Groups</th>
<th>No. of Respondents</th>
<th>Per Cent 31-40 (N=160)</th>
<th>Per Cent 41-50 (N=212)</th>
<th>Per Cent 51-60 (N=135)</th>
<th>Per Cent Over 60 (N=72)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agricultural Producers</td>
<td>127</td>
<td>24.4</td>
<td>35.4</td>
<td>22.8</td>
<td>8.7</td>
</tr>
<tr>
<td>Off-Farm Agr'l. Business</td>
<td>140</td>
<td>25.7</td>
<td>33.6</td>
<td>28.6</td>
<td>8.6</td>
</tr>
<tr>
<td>Home Economics</td>
<td>133</td>
<td>27.8</td>
<td>25.6</td>
<td>10.5</td>
<td>10.5</td>
</tr>
<tr>
<td>Community Resource Development</td>
<td>131</td>
<td>15.3</td>
<td>29.8</td>
<td>29.0</td>
<td>22.1</td>
</tr>
<tr>
<td>4-H</td>
<td>156</td>
<td>23.1</td>
<td>30.1</td>
<td>9.0</td>
<td>3.8</td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td><strong>687</strong></td>
<td><strong>23.3</strong></td>
<td><strong>30.9</strong></td>
<td><strong>19.7</strong></td>
<td><strong>10.5</strong></td>
</tr>
</tbody>
</table>
TABLE 4

RESPONDENTS CLASSIFIED BY LEVELS OF FORMAL EDUCATION

<table>
<thead>
<tr>
<th>Level of Education</th>
<th>No. of Respondents</th>
<th>Per Cent 8 yrs. or less N=21</th>
<th>Per Cent Some H.S. N=84</th>
<th>Per Cent U.S. Grad. N=284</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agricultural Producers</td>
<td>129</td>
<td>3.9</td>
<td>8.5</td>
<td>53.5</td>
</tr>
<tr>
<td>Off-Farm Agr'l. Business</td>
<td>140</td>
<td>2.1</td>
<td>2.1</td>
<td>34.3</td>
</tr>
<tr>
<td>Home Economics</td>
<td>133</td>
<td>4.5</td>
<td>19.5</td>
<td>4.14</td>
</tr>
<tr>
<td>Community Resource Development</td>
<td>131</td>
<td>2.3</td>
<td>6.9</td>
<td>28.2</td>
</tr>
<tr>
<td>4-H</td>
<td>159</td>
<td>2.5</td>
<td>22.0</td>
<td>47.2</td>
</tr>
</tbody>
</table>

TOTALS 692 3.0 12.1 41.0

(Continued on next page)
<table>
<thead>
<tr>
<th>Level of Education</th>
<th>No. of Respondents</th>
<th>Per Cent Some College</th>
<th>Per Cent College Grad.</th>
<th>Per Cent More Than A B.Sc. Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agricultural Producers</td>
<td>129</td>
<td>18.6</td>
<td>14.0</td>
<td>1.6</td>
</tr>
<tr>
<td>Off-Farm Agr'l. Business</td>
<td>140</td>
<td>27.9</td>
<td>20.0</td>
<td>13.6</td>
</tr>
<tr>
<td>Home Economics</td>
<td>133</td>
<td>18.0</td>
<td>12.8</td>
<td>3.8</td>
</tr>
<tr>
<td>Community Resource Development</td>
<td>131</td>
<td>18.3</td>
<td>21.4</td>
<td>22.9</td>
</tr>
<tr>
<td>4-H</td>
<td>159</td>
<td>17.0</td>
<td>3.8</td>
<td>7.5</td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td><strong>692</strong></td>
<td><strong>19.9</strong></td>
<td><strong>14.0</strong></td>
<td><strong>9.8</strong></td>
</tr>
</tbody>
</table>
8% of the respondents indicated they were high school graduates.

Surprisingly, more than 43% of the respondents had received various levels of college education. Nearly 20% indicated they had received some college education; 14% revealed they were college graduates; and nearly 10% of the respondents had completed college work beyond the Bachelor's degree level.

**Frequency of Use of Extension Information**

Table 5 classifies the respondents according to how often they use information provided by the educational offerings of the Cooperative Extension Service.

It was indicated in Table 5 that 7.6% of the respondents use Extension information daily; 25.5% weekly; 24.6% monthly, and 36.1% several times per year. This table also shows that 2.5% indicated that they have never used information provided by the Extension Service. This was surprising since the writer had requested that the agents provide names of "involved clientele" for the random selection of persons to receive the questionnaires.

**Years of Use of Extension's Educational Services**

Table 6 illustrates how many years the respondents have utilized Extension's educational services.

This table shows that over 25% of the respondents have used information provided by Extension's educational
### TABLE 5

**FREQUENCY OF RESPONDENTS' USE OF INFORMATION PROVIDED BY THE COOPERATIVE EXTENSION SERVICE**

<table>
<thead>
<tr>
<th>Frequency of Contact</th>
<th>No. of Respondents</th>
<th>Per Cent Daily (N=51)</th>
<th>Per Cent Weekly (N=170)</th>
<th>Per Cent Monthly (N=164)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agricultural Producers</td>
<td>121</td>
<td>9.9</td>
<td>28.9</td>
<td>24.0</td>
</tr>
<tr>
<td>Off-Farm Agr'l. Business</td>
<td>131</td>
<td>8.0</td>
<td>29.2</td>
<td>19.7</td>
</tr>
<tr>
<td>Home Economics</td>
<td>132</td>
<td>11.4</td>
<td>20.5</td>
<td>28.0</td>
</tr>
<tr>
<td>Community Resource Development</td>
<td>128</td>
<td>5.5</td>
<td>16.4</td>
<td>20.3</td>
</tr>
<tr>
<td>4-II</td>
<td>154</td>
<td>3.9</td>
<td>30.5</td>
<td>29.2</td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td>666</td>
<td>7.6</td>
<td>25.5</td>
<td>24.6</td>
</tr>
</tbody>
</table>

(Continued on next page)
<table>
<thead>
<tr>
<th>Frequency of Contact</th>
<th>No. of Respondents</th>
<th>Per Cent Several Times Per Year (N=241)</th>
<th>Per Cent Once Per Year (N=16)</th>
<th>Per Cent Once Every Several Years (N=13)</th>
<th>Per Cent Never (N=17)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agricultural Producers</td>
<td>121</td>
<td>33.9</td>
<td>3.3</td>
<td>2.2</td>
<td>0</td>
</tr>
<tr>
<td>Off-Farm Agr'l. Business</td>
<td>131</td>
<td>37.2</td>
<td>0</td>
<td>0</td>
<td>3.6</td>
</tr>
<tr>
<td>Home Economics</td>
<td>132</td>
<td>28.8</td>
<td>4.5</td>
<td>2.3</td>
<td>4.5</td>
</tr>
<tr>
<td>Community Resource Development</td>
<td>128</td>
<td>43.8</td>
<td>3.9</td>
<td>5.5</td>
<td>4.7</td>
</tr>
<tr>
<td>4-H</td>
<td>154</td>
<td>35.7</td>
<td>.6</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td><strong>666</strong></td>
<td><strong>36.1</strong></td>
<td><strong>2.4</strong></td>
<td><strong>1.9</strong></td>
<td><strong>2.5</strong></td>
</tr>
</tbody>
</table>
# TABLE 6

YEARS OF RESPONDENTS' USE OF EDUCATIONAL SERVICES OF THE COOPERATIVE EXTENSION SERVICE

<table>
<thead>
<tr>
<th>Years of Contact</th>
<th>No. of Respondents</th>
<th>Per Cent None (N=29)</th>
<th>Per Cent Less Than 1 yr. (N=34)</th>
<th>Per Cent 1-5 Years (N=125)</th>
<th>Per Cent 5-10 Years (N=126)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agricultural Producers</td>
<td>122</td>
<td>1.6</td>
<td>.8</td>
<td>9.0</td>
<td>12.3</td>
</tr>
<tr>
<td>Off-Farm Agr'l. Business</td>
<td>134</td>
<td>5.2</td>
<td>1.5</td>
<td>6.7</td>
<td>17.2</td>
</tr>
<tr>
<td>Home Economics</td>
<td>133</td>
<td>7.5</td>
<td>10.5</td>
<td>33.1</td>
<td>13.5</td>
</tr>
<tr>
<td>Community Resources Development</td>
<td>128</td>
<td>7.0</td>
<td>12.5</td>
<td>10.2</td>
<td>17.2</td>
</tr>
<tr>
<td>4-H</td>
<td>151</td>
<td>.7</td>
<td>2.6</td>
<td>29.8</td>
<td>37.7</td>
</tr>
<tr>
<td>TOTALS</td>
<td>668</td>
<td>4.3</td>
<td>4.4</td>
<td>18.7</td>
<td>18.9</td>
</tr>
</tbody>
</table>

(Continued on next page)
### TABLE 6 (CONT'D)

<table>
<thead>
<tr>
<th>Years of Contact</th>
<th>No. of Respondents</th>
<th>Per Cent 11-15 Years (N=81)</th>
<th>Per Cent 16-20 Years (N=106)</th>
<th>Per Cent 21-25 Years (N=70)</th>
<th>Per Cent 26-30 Years (N=36)</th>
<th>Per Cent More Than 30 yrs. (N=65)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agricultural Producers</td>
<td>122</td>
<td>14.8</td>
<td>19.7</td>
<td>20.5</td>
<td>7.4</td>
<td>13.9</td>
</tr>
<tr>
<td>Off-Farm Agr'l. Business</td>
<td>134</td>
<td>15.7</td>
<td>24.6</td>
<td>11.2</td>
<td>9.0</td>
<td>9.0</td>
</tr>
<tr>
<td>Home Economics</td>
<td>133</td>
<td>9.0</td>
<td>15.0</td>
<td>3.8</td>
<td>2.3</td>
<td>5.3</td>
</tr>
<tr>
<td>Community Resources Development</td>
<td>128</td>
<td>17.2</td>
<td>12.5</td>
<td>13.3</td>
<td>3.9</td>
<td>16.4</td>
</tr>
<tr>
<td>4-H</td>
<td>151</td>
<td>5.3</td>
<td>8.6</td>
<td>5.3</td>
<td>4.6</td>
<td>5.3</td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td>668</td>
<td>12.1</td>
<td>15.9</td>
<td>10.4</td>
<td>5.3</td>
<td>9.7</td>
</tr>
</tbody>
</table>
services for more than 20 years. Nearly 20% indicated they were in the 11 through 20 year categories. The 1 through 10 year categories were checked by nearly 33% of the respondents.

The writer has attempted to provide some basic descriptive information in this chapter that contributes to a better understanding of characteristics of the sample being studied in this research. This background information should lend clarity to the findings of this study and make possible some limited applications of the results of this study.

**Overall Effectiveness of the Cooperative Extension Service**

The appraisals, by the clientele groups, of the overall effectiveness of the Cooperative Extension Service's educational efforts are illustrated in Table 7.

The rating scale utilized in this appraisal was:

5 = Excellent
4 = Very good
3 = Good
2 = Fair
1 = Poor

The table shows that the 4-H Program clientele returned the highest appraisal of the overall effectiveness of the Cooperative Extension Service's educational efforts, while the Agricultural Producers offered the lowest appraisal.
TABLE 7

CLIENTELE APPRAISAL OF THE OVERALL EFFECTIVENESS OF THE COOPERATIVE EXTENSION SERVICE'S EDUCATIONAL EFFORTS

<table>
<thead>
<tr>
<th>Composite</th>
<th>Agr'l. Prod.</th>
<th>Off-farm Agri-business</th>
<th>Home Economics</th>
<th>Community Resource Div.</th>
<th>4-H</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean 3.64</td>
<td>Mean 3.46</td>
<td>Mean 3.49</td>
<td>Mean 3.68</td>
<td>Mean 3.65</td>
<td>Mean 3.89</td>
</tr>
<tr>
<td>No. 640</td>
<td>No. 124</td>
<td>No. 129</td>
<td>No. 115</td>
<td>No. 121</td>
<td>No. 151</td>
</tr>
</tbody>
</table>
CHAPTER IV

APPRAISAL BY CLIENTELE OF THE EFFECTIVENESS
OF VARIOUS EXTENSION EDUCATION TECHNIQUES

One dimension of this study was to analyze the appraisal by clientele of the effectiveness of educational techniques that are used by the Ohio Cooperative Extension Service in conducting educational programs. The description of the background information and characteristics of the clientele presented in the preceding chapter should help clarify the findings of this dimension of the study.

This chapter presents an analysis of the appraisal by clientele of the effectiveness of the frequently used techniques of Extension education that are listed in each of the tables. These techniques were appraised using the following scale:

\[
\begin{align*}
5 & = \text{Excellent} \\
4 & = \text{Very good} \\
3 & = \text{Good} \\
2 & = \text{Fair} \\
1 & = \text{Poor} \\
\text{N.U.} & = \text{Never used}
\end{align*}
\]
The information contained in this chapter will be of primary use to the Ohio Cooperative Extension Service since it is directly related to Ohio's Cooperative Extension Service programs. However, the procedures used in this appraisal have broad utility for Extension educators throughout the United States.

All of the data used in this chapter were derived from the responses of the following five clientele groups:

Agricultural Producers
Off-farm Agribusinessmen
Home Economics Clientele
Community Resource Development Clientele
4-H Program Clientele

Additional data regarding the writings in this chapter are illustrated in Tables 22, 23, 24, 25, and 26 in the Appendix.

A Composite Description of the Appraisal of Extension Techniques

Table 8 provides data regarding the appraisal of Extension education techniques in relation to the total sample. These data are presented in three columns: (1) the column titled "Total Number of Respondents That Used:" shows the total number of clientele that have used and appraised each education technique; (2) the column under "Composite of All Respondents," "Mean," provides a mean
score for each education technique for the total sample of clientele, appraising each technique, and (3) the next column titled "Rank," illustrates the ranking of each education technique that is representative of the appraisals made by all of the respondents.

The "Composite Rank" column in Table 8 indicates that the total sample of clientele appraised the following ten techniques as being the most effective.

1. Bulletins.
2. Newsletters.
3. Office Conferences.
4. Tours.
5. Demonstrations.
6. Local Community Meetings.
7. County Meetings.
8. Area Meetings (multi-county)
9. Telephone Conferences.
10. Series of Area Meetings to Study a Subject "in-depth."

The composite rank also shows that educational displays, television programs and state meetings were appraised as being the least effective techniques.

Table 8 also shows that there is some relationship between the ranks of the various clientele groups. The writer chose to use a nonparametric correlation statistical technique to determine the relationship. The
TABLE 8

APPRaisal BY CLIENTELE OF THE EFFECTIVENESS OF VARIOUS EXTENSION EDUCATION TECHNIQUES IN RELATION TO A COMPOSITE RANK AND RANKS BY CLIENTELE GROUPS

<table>
<thead>
<tr>
<th>Total Number of Respondents That Used:</th>
<th>Composite of all Respondents</th>
<th>Agr'l. Producers</th>
<th>Off-Farm Agr'l. Business</th>
<th>Home Ec. Community Resource Dev.</th>
<th>4-H</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean Rank Rank Rank Rank Rank Rank Rank Rank Rank Rank Rank Rank Rank</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bulletins</td>
<td>636 4.05 1 1 1 3 1 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Newsletters</td>
<td>629 3.87 2 2 4 1 6 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Office Conferences</td>
<td>462 3.72 3 7.5 3 10 2 5.5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tours</td>
<td>479 3.70 4 3 6 5 7 7</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrations</td>
<td>532 3.69 5.5 11 7.5 2 10 4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Local Community Meetings</td>
<td>528 3.69 5.5 13 13 9 12 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>County Meetings</td>
<td>531 3.65 7 7.5 10.5 8 8 8</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Telephone Conferences</td>
<td>457 3.63 9 10 7.5 4 11 5.5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Area Meetings (Multi-County)</td>
<td>520 3.63 9 5.5 5 7 9 12</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Series of Area Meetings to Study a Subject &quot;in-depth&quot;</td>
<td>420 3.63 9 4 2 11 5 14.5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Series of County Meetings to Study a Subject &quot;in-depth&quot;</td>
<td>433 3.59 11 5.5 9 13 3.5 13</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Home and Business Visits</td>
<td>440 3.51 12 9 10.5 15 3.5 11</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Newspaper Articles</td>
<td>614 3.49 13 12 12 6 13 10</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Radio Programs</td>
<td>471 3.29 14 14 15 12 15 16</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational Displays</td>
<td>494 3.17 15 17 16 17 16 14.5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Television Programs</td>
<td>295 3.16 16.5 16 17 14 14 17</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>State Meetings</td>
<td>284 3.16 16.5 15 14 16 17 9</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

W score = .69

*Significant at the .001 level
technique referred to as Kendall's Coefficient of Concordance, $W$ was employed. This technique provided a $W$ score of $0.69$ for the rankings. This indicates a strong correlation among the rankings of the various clientele groups. The chi square value in relation to this $W$ value was $54.97$, which is significant at the .001 level, since the degrees of freedom were $16$ and the $N$ was $5$ in this association. It was not a chance happening.

The formula used to compute the value of $W$ was:

$$W = \frac{S}{1/12 K^2 (N^3 - N)}$$

**Appraisal by Clientele Groups of Extension Education Techniques**

**Agricultural Producers**

The appraisal by agricultural producers of the previously mentioned Extension education techniques is illustrated in Table 8 and Table 22 in the Appendix.

Agricultural producers ranked the following eight education techniques as being the most effective:

1. Bulletins.
2. Newsletters.
3. Tours.

---

4. Series of Area Meetings to Study a Subject "in-depth."

5. Series of County Meetings to Study a Subject "in-depth."

6. Area Meetings (multi-county).

7. Office Conferences.

8. County Meetings.

Educational displays, television programs and state meetings as Extension education techniques were rated lowest in terms of effectiveness by agricultural producers.

It was interesting to note that Agricultural Producers appraised series of county and area meetings to study a subject "in-depth" considerably higher than the other clientele. They also appraised demonstrations and local community meetings considerably lower than other respondents.

Off-Farm Agri-Businessmen

Table 8 also shows the opinions of the Off-farm Agribusinessmen as to the effectiveness of Extension's education techniques. The Off-farm Agribusinessmen rated the following eight techniques as being the most effective:

1. Bulletins.

2. Series of Area Meetings to Study a
Subject "in-depth."

3. Office Conferences.
4. Newsletters.
5. Area Meetings (multi-county).
6. Tours.
7. Demonstrations.
8. Telephone Conferences.

The Off-farm Agribusinessmen also appraised educational displays, television programs, radio programs, and state meetings as being the least effective educational techniques.

These clientele ranked area meetings (multi-county) and series of area meetings to study a subject "in-depth" substantially higher than the composite rank. They also ranked local community meetings much lower than the other respondents.

**Home Economics Clientele**

The Home Economics clientele indicated as shown in Table 8 that:

1. Newsletters
2. Demonstrations
4. Telephone Conferences
5. Tours
6. Newspaper Articles
7. Area Meetings (multi-county)
8. **County Meetings**

were the most effective techniques.

They rated educational displays and state meetings as being the least effective.

This group also ranked newspaper articles and telephone conferences considerably higher than the rankings of the other respondent groups. They ranked office conferences much lower than the composite ranking.

**Community Resource Development Clientele**

Table 8 also reflects the opinions of Community Resource Development Clientele. This group appraised the following eight techniques as being the most effective:

1. Bulletins
2. Office conferences.
3. Series of **County Meetings** to study a subject "in-depth."
4. Home and Business visits.
5. Series of **Area Meetings** to study a subject "in-depth."
6. Newsletters.
7. Tours.
8. County meetings.

Community Resource Development Clientele rated educational displays and state meetings as the least effective techniques.
This group ranked series of county meetings to study a subject "in-depth" and home and business visits substantially higher than the other clientele groups. They also ranked local community meetings and demonstrations considerably lower than the composite ranking.

4-H Program Clientele

The 4-H Program Clientele group's appraisal as reflected in Table 3 shows that 4-H clientele ranked the following eight techniques as being the most effective:

1. Bulletins.
2. Local community meetings.
3. Newsletters.
4. Demonstrations.
5. Office conference.
6. Telephone conferences.
7. Tours.
8. County meetings.

The 4-H program clientele viewed radio programs and television programs as the least effective techniques of extension education.

This group ranked local community meetings and state meetings substantially higher than the composite ranking. They also ranked series of area meetings to study a subject "in-depth" much lower than the other groups of respondents.
Another dimension of this phase of the study was to analyze the appraisals, by clientele, of the effectiveness of the seventeen techniques of Extension education in relation to: Place of residence; Age groups; Educational levels of clientele; Frequency of use; and Number of years of use.

Appraisal By Clientele of Extension Education Techniques Related to Place of Residence

City Residents

The clientele residing in cities indicated that the following six techniques are most effective: Bulletins; Tours; Newsletters; Demonstrations; Local Community Meetings; and Office Conferences.

The city dwellers appraised educational displays and state meetings as being the least effective techniques.

Town Residents

Table 9 illustrates that the clientele living in towns appraised the following six techniques as being the most effective: Bulletins; Demonstrations; Newsletters; Local Community Meetings; Series of area meetings to study a subject "in-depth"; and County meetings.

The town residents indicated in their appraisal that radio programs and state meetings were considered the least effective techniques.
<table>
<thead>
<tr>
<th>Educational Technique</th>
<th>Composite of All Respondents</th>
<th>City Rank</th>
<th>Town Rank</th>
<th>Rural Non-Farm Rank</th>
<th>Farm Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean Rank</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bulletins</td>
<td>4.05</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Newsletters</td>
<td>3.87</td>
<td>2</td>
<td>3.5</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Office Conferences</td>
<td>3.72</td>
<td>3</td>
<td>6</td>
<td>9</td>
<td>3.5</td>
</tr>
<tr>
<td>Tours</td>
<td>3.70</td>
<td>4</td>
<td>2</td>
<td>10</td>
<td>7</td>
</tr>
<tr>
<td>Demonstrations</td>
<td>3.69</td>
<td>5.5</td>
<td>3.5</td>
<td>2</td>
<td>3.5</td>
</tr>
<tr>
<td>Local Community Meetings</td>
<td>3.69</td>
<td>5.5</td>
<td>5</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>County Meetings</td>
<td>3.65</td>
<td>7</td>
<td>10</td>
<td>6</td>
<td>10.5</td>
</tr>
<tr>
<td>Telephone Conferences</td>
<td>3.63</td>
<td>9</td>
<td>8</td>
<td>7</td>
<td>5</td>
</tr>
<tr>
<td>Area Meetings (Multi-County)</td>
<td>3.63</td>
<td>9</td>
<td>7</td>
<td>8</td>
<td>12</td>
</tr>
<tr>
<td>Series of Area Meetings to Study a Subject &quot;in-depth&quot;</td>
<td>3.63</td>
<td>9</td>
<td>11.5</td>
<td>5</td>
<td>14</td>
</tr>
<tr>
<td>Series of County Meetings to Study a Subject &quot;in-depth&quot;</td>
<td>3.59</td>
<td>11</td>
<td>12</td>
<td>12</td>
<td>15</td>
</tr>
<tr>
<td>Home and Business Visits</td>
<td>3.51</td>
<td>12</td>
<td>9</td>
<td>13</td>
<td>9</td>
</tr>
<tr>
<td>Newspaper Articles</td>
<td>3.49</td>
<td>13</td>
<td>11.5</td>
<td>11</td>
<td>8</td>
</tr>
<tr>
<td>Radio Programs</td>
<td>3.29</td>
<td>14</td>
<td>14</td>
<td>17</td>
<td>10.5</td>
</tr>
<tr>
<td>Educational Displays</td>
<td>3.17</td>
<td>15</td>
<td>16</td>
<td>14</td>
<td>16</td>
</tr>
<tr>
<td>Television Programs</td>
<td>3.16</td>
<td>16.5</td>
<td>15</td>
<td>15</td>
<td>17</td>
</tr>
<tr>
<td>State Meetings</td>
<td>3.16</td>
<td>16.5</td>
<td>17</td>
<td>16</td>
<td>13</td>
</tr>
</tbody>
</table>

\[ W = .78 \]
\[ x^2 = 50.24^* \]

*Significant at the .001 level
Rural Non-Farm Residents

Table 9 also shows that those clientele residing in rural-nonform residence ranked the following six techniques as being the most effective: Bulletins; Newsletters; Office conferences; Demonstrations; Telephone conferences; and Local Community Meetings.

The rural-nonfarm residents ranked television programs as being the least effective technique.

Farm Residents

The clientele residing on farms appraised the following seven techniques as being the most effective: Bulletins; Newsletters; Office conferences; County meetings; Series of County Meetings to study a subject "in-depth"; Series of area meetings to study a subject "in-depth"; and Tours.

The farm residents, as shown in Table 9 indicated that educational displays and television programs were the least effective techniques.

Some of the major deviations from the composite rank in Table 9 are reported in the following paragraphs.

The appraisal by clientele of Extension education techniques in relation to the respondents' places of residence showed that clientele residing in cities appraised home and business visits higher than the other respondents. The "city dwellers" ranked series of area and county
meetings considerably below the composite rankings of the respondents.

The appraisal by clientele residing in towns ranked office conferences, tours, and radio programs lower than the rest of the clientele. They ranked demonstrations and series of area meetings to study a subject "in-depth" substantially higher than the ranking of the other respondents.

The clientele categorized as rural non-farm residents appraised telephone conferences, home and business visits, newspaper articles, radio programs, and state meetings considerably higher than the composite rankings of the respondents. They also ranked series of area and county meetings to study a subject "in-depth," tours, area meetings and county meetings substantially lower than the rankings of the other respondents.

The farm dwelling clientele ranked county meetings and series of county meetings to study a subject "in-depth" considerably higher than the composite rankings of the clientele. They ranked demonstrations and local community meetings lower than the other respondents.

Appraisal by Clientele of Extension Education Techniques Related to Age Groups

As the writer analyzed the data in Table 10 there appeared to be a greater variety of ranking.
TABLE 10

APPRAISAL BY CLIENTELE OF THE EFFECTIVENESS OF VARIOUS EXTENSION EDUCATION TECHNIQUES IN RELATION TO AGE GROUPS

<table>
<thead>
<tr>
<th>Composite of All Respondents</th>
<th>10-14 Mean Rank</th>
<th>15-19 Rank</th>
<th>20-25 Rank</th>
<th>26-30 Rank</th>
<th>31-40 Rank</th>
<th>41-50 Rank</th>
<th>51-60 Rank</th>
<th>60+ Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bulletins</td>
<td>4.05 1</td>
<td>2.5 1</td>
<td>2 5</td>
<td>1 2</td>
<td>1 2</td>
<td>1 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Newsletters</td>
<td>3.87 2</td>
<td>8 4.5 3.5</td>
<td>3.5 2</td>
<td>1 3.5 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Office Conferences</td>
<td>3.72 3</td>
<td>10 9</td>
<td>3.5 9</td>
<td>7 6.5 7</td>
<td>12</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tours</td>
<td>3.70 4</td>
<td>4.5 4.5</td>
<td>8 6</td>
<td>4 9</td>
<td>3.5 7.5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrations</td>
<td>3.69 5.5 14</td>
<td>6 8 2</td>
<td>5 4</td>
<td>5 4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Local Community Meetings</td>
<td>3.69 5.5 1</td>
<td>2 17</td>
<td>1 3</td>
<td>3</td>
<td>11.5 3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>County Meetings</td>
<td>3.65 7</td>
<td>6.5 7</td>
<td>5 11.5 6</td>
<td>6.5 2</td>
<td>9</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Telephone Conferences</td>
<td>3.63 9</td>
<td>4.5 11</td>
<td>12.5 10</td>
<td>10 10.5</td>
<td>10</td>
<td>16</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Area Meetings (Multi-County)</td>
<td>3.63 9</td>
<td>12 13.5 8</td>
<td>7.5 8.5 15</td>
<td>15 15</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Series of Area Meetings to</td>
<td>3.63 9 16</td>
<td>12 8</td>
<td>3.5 15</td>
<td>14 11.5 15</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Study a Subject &quot;in-depth&quot;</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Series of County Meetings to Study a Subject &quot;in-depth&quot;</td>
<td>3.59 11 14</td>
<td>10 14</td>
<td>8.5 5</td>
<td>8.5 7.5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Home and Business Visits</td>
<td>3.51 12 9</td>
<td>13.5 12.5</td>
<td>7.5 10.5</td>
<td>12 11.5 11</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Newspaper Articles</td>
<td>3.49 13 14</td>
<td>8 15</td>
<td>13 13</td>
<td>8 14 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Radio Programs</td>
<td>3.29 14 2.5</td>
<td>17 8</td>
<td>16 13</td>
<td>11 8.5 13</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational Displays</td>
<td>3.17 15 11</td>
<td>15 11</td>
<td>15 17 17</td>
<td>17 17 17</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Television Programs</td>
<td>3.16 16.5</td>
<td>6.5 16</td>
<td>14 11.5 16</td>
<td>13 11.5 14</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>State Meetings</td>
<td>3.16 16.5</td>
<td>17 3</td>
<td>16 17</td>
<td>13 16 6</td>
<td>16</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

\[ W = .53 \]
\[ x^2 = 67.5^* \]

*Significant at the .001 level
The ten to fourteen year age group ranked the following five techniques as the most effective: Local community meetings; Bulletins; Radio programs; Telephone conferences; and Tours.

These youngsters ranked state meetings as being the least effective.

The fifteen to nineteen year age group indicated that the following five techniques were the most effective: Bulletins; Local Community Meetings; State Meetings; Newsletters; and Tours.

This group appraised radio and television programs as being the least effective techniques.

The twenty to twenty-five year age group selected the following five techniques as being the most effective: Series of County Meetings to study a subject "in-depth"; Bulletins; Office conferences; Newsletters; and County meetings.

They ranked local community meetings and state meetings as being the least effective.

Surprisingly, the twenty-six to thirty age group was the only age group to rate bulletins below second. They ranked bulletins fifth. The following five techniques were ranked as the most effective: Local community meetings; Demonstrations; Series of Area Meetings to study a subject "in-depth"; Newsletters; and Bulletins.
This group ranked radio programs and state meetings as being the least effective techniques.

The thirty-one to forty year age group appraised the following five techniques as being the most effective: Bulletins; Newsletters; Local community meetings; Tours; and Demonstrations.

They indicated that television programs and educational displays were the least effective techniques.

The clientele in the forty-one to fifty year age group ranked newsletters as the most effective technique along with the following: Newsletters; Bulletins; Local Community Meetings; Demonstrations; and Series of county meetings to study a subject "in-depth."

They ranked state meetings and educational displays as the least effective.

The fifty-one to sixty year age group indicated that the following five techniques were the most effective: Bulletins; County meetings; Newsletters; Tours; and Demonstrations.

This group appraised telephone conferences and educational displays as being the least effective techniques.

The clientele in the sixty years and older age group ranked the following five techniques as being the most effective: Bulletins; Newsletters; Local community meetings; Demonstration; and Newspaper articles.
They ranked state meetings and educational displays as the least effective techniques.

The following paragraphs report some of the major deviations from the composite ranking shown in Table 10.

The appraisal by clientele of the effectiveness of Extension education techniques in relation to age groups of the clientele showed that the ten to fourteen year old group ranked radio and television programs considerably higher than the composite rank.

This group also ranked the following techniques much lower than the composite ranking: office conferences; newsletters, area meetings to study a subject "in-depth"; and demonstrations.

The fifteen to nineteen year old group ranked office conferences considerably lower than the composite ranking. They also ranked state meetings substantially higher than the composite rank.

The twenty to twenty-five year old group appraised radio programs and county meetings to study a subject "in-depth," considerably higher than the composite ranking. They ranked local community meetings much lower than any other group.

Series of area meetings to study a subject "in-depth" was ranked highest by the twenty-six to thirty year age group. This group ranked office conferences much lower than the composite ranking.
Series of area meetings to study a subject "in-depth" was ranked considerably lower than the composite rankings by the thirty-one to forty year age group.

The forty-one to fifty year age group ranked area meetings much lower than the composite ranking. They also ranked series of county meetings considerably higher than the composite ranking.

Telephone conferences and area meetings were ranked substantially lower than the composite rankings by the fifty-one to sixty year age group. This group also ranked state meetings much higher than the composite ranking.

The age group over sixty years of age ranked office conferences and series of area meetings to study a subject "in-depth" substantially lower than the composite rankings. They also ranked newspaper articles much higher than any other age group.

### Appraisal By Clientele of Extension Education Techniques Related to Educational Levels of the Clientele

Table 11 shows those clientele who had completed eight years or less formal education ranked the following five techniques as being the most effective: Office conferences; State meetings; Telephone conference; Television programs; and Bulletins.

They ranked newspaper articles and series of area meetings to study a subject "in-depth," as the least effective.
<table>
<thead>
<tr>
<th>Method</th>
<th>Composite of 8 yrs.</th>
<th>Some H.S.</th>
<th>Some College Grad.</th>
<th>College Grad.</th>
<th>More Than B.S.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>Rank</td>
<td>Mean</td>
<td>Rank</td>
<td>Mean</td>
</tr>
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<td>Bulletins</td>
<td>4.05</td>
<td>1</td>
<td>4.5</td>
<td>1</td>
<td>1</td>
</tr>
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<td>Newsletters</td>
<td>3.87</td>
<td>2</td>
<td>7</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Office Conferences</td>
<td>3.72</td>
<td>3</td>
<td>1.5</td>
<td>6</td>
<td>9</td>
</tr>
<tr>
<td>Tours</td>
<td>3.70</td>
<td>4</td>
<td>6</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>Demonstrations</td>
<td>3.69</td>
<td>5.5</td>
<td>14.5</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>Local Community Meetings</td>
<td>3.69</td>
<td>5.5</td>
<td>10</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>County Meetings</td>
<td>3.65</td>
<td>7</td>
<td>13</td>
<td>7.5</td>
<td>5</td>
</tr>
<tr>
<td>Telephone Conferences</td>
<td>3.63</td>
<td>9</td>
<td>3</td>
<td>13</td>
<td>11</td>
</tr>
<tr>
<td>Area Meetings</td>
<td>3.63</td>
<td>9</td>
<td>8</td>
<td>15</td>
<td>12</td>
</tr>
<tr>
<td>Series of Area Meetings to</td>
<td>3.63</td>
<td>9</td>
<td>16</td>
<td>12</td>
<td>16</td>
</tr>
<tr>
<td>Study a Subject &quot;in-depth&quot;</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Series of County Meetings to</td>
<td>3.59</td>
<td>11</td>
<td>12</td>
<td>9.5</td>
<td>8</td>
</tr>
<tr>
<td>Study a Subject &quot;in-depth&quot;</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Home and Business Visits</td>
<td>3.51</td>
<td>12</td>
<td>14.5</td>
<td>14</td>
<td>15</td>
</tr>
<tr>
<td>Newspaper Articles</td>
<td>3.49</td>
<td>13</td>
<td>17</td>
<td>7.5</td>
<td>7</td>
</tr>
<tr>
<td>Radio Programs</td>
<td>3.29</td>
<td>14</td>
<td>9</td>
<td>9.5</td>
<td>10</td>
</tr>
<tr>
<td>Educational Displays</td>
<td>3.17</td>
<td>15</td>
<td>11</td>
<td>16</td>
<td>17</td>
</tr>
<tr>
<td>Television Programs</td>
<td>3.16</td>
<td>16.5</td>
<td>4.5</td>
<td>17</td>
<td>13.5</td>
</tr>
<tr>
<td>State Meetings</td>
<td>3.16</td>
<td>16.5</td>
<td>1.5</td>
<td>11</td>
<td>13.5</td>
</tr>
</tbody>
</table>

\[W = .48\]
\[x^2 = 46.45^*\]

*Significant at the .001 level
The clientele that had completed some high school education ranked the following five techniques as being the most effective: Bulletins; Newsletters; Local Community Meetings; Tours; and Demonstrations.

This group ranked educational displays and television programs as the least effective techniques.

It was interesting that the group of high school graduates and the group that had completed some college work ranked the five most effective techniques the same. They ranked them as follows: Bulletins; Newsletters; Local Community Meetings; Demonstrations; and County meetings.

Both groups ranked educational displays as the least effective technique.

The clientele in the group of college graduates with Bachelor's degrees ranked the following five techniques as being the most effective: Tours; Bulletins; Area meetings (multi-county); Office conferences; and Series of county meetings to study a subject "in-depth."

This group ranked educational displays as the least effective technique.

Table 11 shows that clientele who had completed educational levels beyond the Bachelor's degree ranked the following five techniques as the most effective: Local Community Meetings; Home or business visits; Bulletins;
Television programs; and Demonstrations.

They ranked newspaper articles as the least effective technique.

The appraisal by clientele of Extension education techniques in relation to the respondents' educational levels showed that clientele who had completed college work beyond the bachelor's degree ranked office conferences much lower than the other respondents. They also ranked television programs and home and business visits considerably higher than the composite ranking.

Those clientele who graduated from college and did not pursue any further college training beyond the bachelor's degree ranked telephone conferences substantially lower than the other groups. They ranked area meetings and series of county meetings to study a subject "in-depth" much higher than the composite ranking.

The high school graduates who did not pursue higher education ranked series of area meetings to study a subject "in-depth" considerably lower than the composite ranking. This group also ranked newspaper articles much higher than composite rank.

The clientele who had completed some high school education ranked area meetings much lower than the composite rank. They ranked newspaper articles and state meetings considerably higher than the composite rankings.
County meetings, demonstrations, and series of area meetings to study a subject "in-depth" were ranked substantially lower than the composite ranking by the respondents who had completed eight years of school or less. They ranked state meetings and television programs much higher than the composite rank.

Appraisal By Clientele of Extension Education Techniques Related to Frequency of Use

Table 12 shows that the clientele who used Extension information daily ranked the following as the most effective techniques: Newsletters; Bulletins; Series of county meetings to study a subject "in-depth"; Series of area meetings to study a subject "in-depth"; Newsletters; and County meetings.

This group ranked television programs and educational displays as the least effective.

The clientele who used Extension information weekly appraised the following as the most effective techniques: Bulletins; Newsletters; Office conferences; and Local community meetings.

They appraised educational displays and television programs as being the least effective techniques.

Those who indicated they were using Extension information on a monthly basis ranked the following as the most effective techniques: Bulletins; Newsletters; Local
### TABLE 12

**APPRAISAL BY CLIENTELE OF THE EFFECTIVENESS OF VARIOUS EXTENSION EDUCATION TECHNIQUES IN RELATION TO FREQUENCY OF USE**

<table>
<thead>
<tr>
<th>Composite of Times</th>
<th>All Respondents Mean Rank</th>
<th>Daily Rank</th>
<th>Weekly Rank</th>
<th>Monthly Rank</th>
<th>Several Yr. Rank</th>
<th>Once Yr. Rank</th>
<th>Several Yrs. Never Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bulletins</td>
<td>4.05</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>5.5</td>
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<tr>
<td>Newsletters</td>
<td>3.87</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>Office Conferences</td>
<td>3.72</td>
<td>3</td>
<td>8</td>
<td>3</td>
<td>6</td>
<td>7</td>
<td>1</td>
</tr>
<tr>
<td>Tours</td>
<td>3.70</td>
<td>4</td>
<td>10</td>
<td>5</td>
<td>8</td>
<td>4</td>
<td>N.U.*</td>
</tr>
<tr>
<td>Demonstrations</td>
<td>3.69</td>
<td>5.5</td>
<td>11</td>
<td>8.5</td>
<td>4</td>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td>Local Community Meetings</td>
<td>3.69</td>
<td>5.5</td>
<td>13</td>
<td>4</td>
<td>3</td>
<td>7</td>
<td>11</td>
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<tr>
<td>County Meetings</td>
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<td>7</td>
<td>5</td>
<td>10</td>
<td>6</td>
<td>7</td>
<td>9</td>
</tr>
<tr>
<td>Telephone Conferences</td>
<td>3.63</td>
<td>9</td>
<td>5</td>
<td>12</td>
<td>9.5</td>
<td>9</td>
<td>2</td>
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<td>Area Meetings</td>
<td>3.63</td>
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<td>12</td>
<td>7</td>
<td>6</td>
<td>5</td>
<td>7.5</td>
</tr>
<tr>
<td>(Multi-County)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Series of Area Meetings to Study a Subject &quot;in-depth&quot;</td>
<td>3.63</td>
<td>9</td>
<td>5</td>
<td>6</td>
<td>9.5</td>
<td>10</td>
<td>N.U.*</td>
</tr>
<tr>
<td>Series of County Meetings to Study a Subject &quot;in-depth&quot;</td>
<td>3.59</td>
<td>11</td>
<td>3</td>
<td>8.5</td>
<td>13</td>
<td>11</td>
<td>N.U.*</td>
</tr>
<tr>
<td>Home and Business Visits</td>
<td>3.51</td>
<td>12</td>
<td>15</td>
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<td>12</td>
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<td>7.5</td>
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<td>Newspaper Articles</td>
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<td>9</td>
<td>13</td>
<td>11</td>
<td>12</td>
<td>5</td>
</tr>
<tr>
<td>Radio Programs</td>
<td>3.29</td>
<td>14</td>
<td>14</td>
<td>15</td>
<td>14</td>
<td>14</td>
<td>4</td>
</tr>
<tr>
<td>Educational Displays</td>
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<td>17</td>
<td>15</td>
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<td>3.16</td>
<td>16.5</td>
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<td>15</td>
<td>13</td>
</tr>
<tr>
<td>State Meetings</td>
<td>3.16</td>
<td>16.5</td>
<td>15</td>
<td>14</td>
<td>16</td>
<td>17</td>
<td>N.U.*</td>
</tr>
</tbody>
</table>

\[W = .41\]
\[x^2 = 46.41*\]

*Significant at the .001 level*
county meetings; and Demonstrations.

They indicated television programs and state meetings were the least effective techniques.

Table 12 shows those who used Extension information several times per year, ranked the most effective techniques as follows: Bulletins; Newsletters; Demonstrations; and Tours.

They indicated state meetings and educational displays were the least effective.

The clientele who used Extension information once per year ranked the following techniques as being the most effective: Office conferences; Telephone conferences; Bulletins; and Radio programs.

This group of clientele had never used the following techniques: Series of area meetings to study a subject "in-depth"; Tours; Series of county meetings to study a subject "in depth"; and State meetings.

They ranked television programs as the least effective of the techniques they had used.

The group that only used Extension information every several years ranked the following techniques as being the most effective: Demonstrations; Newspaper articles; Telephone conferences; and Newsletters.

This group had never been involved in a state meeting and they ranked office conferences as the least effective technique.
The clientele who used Extension information daily appraised office conferences, tours, demonstrations, and local community meetings much lower than the composite rankings. However, they ranked telephone conferences and series of area and county meetings to study a subject "in-depth" considerably higher than the composite rankings.

Radio programs, newspaper articles, home and business visits and telephone conferences were ranked much higher than the composite rankings by clientele who used Extension information once per year. This group ranked demonstrations and local meetings substantially lower than the composite rankings.

The clientele who used Extension information every several years ranked office conferences, tours, and local meetings much lower than the composite rankings. They also ranked television programs, demonstrations, newspaper articles and telephone conferences considerably higher than the composite rankings.

**Appraisal By Clientele of Extension Education Techniques Related to Years of Use of Extension Programs**

Those clientele with less than one year involvement ranked the most effective as follows: Tours; Bulletins; Area Meetings (Multi-County); and Series of Area meetings to study a subject "in-depth."
This group ranked state meetings as the least effective.

The group indicating one to five years of use of Extension's education offerings ranked the following as being the most effective: Bulletins; Newsletters; Local community; Home and business visits; and Demonstrations.

The group that had used Extension's educational services for six to ten years ranked the following techniques as the most effective: Tours; Bulletins; Newsletters; and County meetings.

This group ranked television programs as being the least effective technique.

The clientele who indicated they had used Extension's educational services for eleven to fifteen years indicated that the following techniques were the most effective: Bulletins; Series of Area Meetings to study a subject "in-depth"; Newsletters; and Office conferences.

They ranked state meetings as being the least effective techniques.

The clientele who had used Extension's educational services for sixteen to twenty years rank the following techniques as being most effective: Bulletins; Newsletters; Demonstrations; and Telephone conferences.

They also ranked state meetings as the least effective technique.
The group that used Extension's educational services for twenty-one to twenty-five years, ranked the following techniques as being the most effective: Bulletins; Area meetings (Multi-County); County meetings; and Office conferences.

This group ranked educational displays as the least effective technique.

The clientele who indicated they had used the educational services of the Cooperative Extension Service for twenty-six to thirty years ranked the following as the most effective techniques: Bulletins; Newsletters; Office conferences; and Series of Area Meetings to study a subject "in-depth."

They ranked television programs as the least effective technique.

The clientele group that had been using Extension's educational services for more than thirty years appraised the following techniques as being the most effective: Bulletins; Newsletters; Tours; and Office conferences.

They indicated that state meetings were the least effective techniques.

Table 13 illustrates that the respondents who used Extension information less than one year ranked area meetings and series of area meetings to study a subject "in-depth" much higher than the composite rankings. They also
<table>
<thead>
<tr>
<th></th>
<th>Composite of All Respondents Mean</th>
<th>Composite of All Respondents Rank</th>
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<th>Rank</th>
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<th>Rank</th>
<th>1-5 Yr. Mean</th>
<th>Rank</th>
<th>6-10 Yr. Mean</th>
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<td>Television Programs</td>
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<td>17</td>
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</tbody>
</table>

\[ W = .62 \]

\[ \chi^2 = 89.35^* \]

*Significant at the .001 level
ranked area meetings and series of area meetings to study a subject "in-depth" were ranked substantially lower than the composite ranks by clientele who had used Extension information from one to five years. However, this group ranked home and business visits higher than the other groups.

Clientele who had used Extension information from six to ten years ranked state meetings much higher than any other groups.

Series of area meetings to study a subject "in-depth" were ranked highest by clientele who had used Extension information for eleven to fifteen years.

Tours were ranked substantially below the composite rank by the clientele in the sixteen to twenty years tenure group.

The twenty-one to twenty-five years tenure group ranked area meetings much higher than the composite mean. They ranked demonstrations considerably below the other groups.

The respondents who had used Extension information for twenty-six to thirty years ranked home and business visits and series of area meetings to study a subject "in-depth" considerably higher than the composite rankings. This group ranked tours and local community meetings substantially lower than the other tenure groups.

Newspaper articles and series of county meetings
to study a subject "in-depth" were ranked much higher than the composite rankings. However, they ranked demonstrations much lower than the composite rankings.
CHAPTER V

APPRAISAL OF THE EFFECTIVENESS OF THE ATTAINMENT OF VARIOUS EDUCATIONAL OBJECTIVES OF THE COOPERATIVE EXTENSION SERVICE

The data presented in this chapter reflect the appraisal of the effectiveness of the attainment of educational objectives by the Cooperative Extension Service as viewed by the consumers of the programs, the clientele. Sheats, et al., feel that the most critical facet of program evaluation is the appraisal of the attainment of objectives.¹

The following rating scale was used to appraise the attainment of the educational objectives:

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Excellent</td>
</tr>
<tr>
<td>4</td>
<td>Very good</td>
</tr>
<tr>
<td>3</td>
<td>Good</td>
</tr>
<tr>
<td>2</td>
<td>Fair</td>
</tr>
<tr>
<td>1</td>
<td>Poor</td>
</tr>
</tbody>
</table>

Appraisal of the Attainment of Agricultural Educational Objectives

Table 14 illustrates the evaluation of Agricultural Producers and Off-farm Agribusinessmen regarding the effectiveness of the Cooperative Extension Service in attaining

the following objectives which are listed as Ohio State Extension Management Information Systems Objectives, or SEMIS Objectives.

Agricultural Producers and Off-Farm Agribusiness

Ohio SEMIS Objectives

Objective 01  To help people understand the external factors affecting the agricultural and horticultural business.

Objective 02  To help people develop the ability to make decisions in managing land, labor, capital, and new technology effectively.

Objective 03  To help people understand how to apply power, machine, drainage, and structure technology to improve the production of agricultural and horticultural products.

Objective 04  To help people understand how to utilize the knowledge of plant and animal breeding, selection, and care to improve the production of agricultural and horticultural products.

Objective 05  To help people understand how to utilize the knowledge of nutrition, feeding, soil fertility, and other cultural practices to improve the production of agricultural and horticultural products.
Objective 06 To help people understand how to utilize the knowledge of controlling diseases, insects, and pests to improve the production of agricultural and horticultural products.

Objective 11 To assist people in developing the ability to use soil and water conservation for a single purpose in the management and development of their individual farm units for improved agricultural production and land use.

Objective 12 To assist people to understand the opportunities for organizing, planning, constructing, and maintaining watershed projects and/or improvements involving multiple ownership of soil and water resources for improved agricultural production and land use.

Objective 19 To help producers of agricultural products develop the ability to become more effective in marketing operations.

Objective 21 To help people understand how to improve marketing and distribution systems.

Objective 22 To help people understand how to expand markets for agricultural products.
Objective 46  To assist the general public and pesticide handlers and users, to understand the need for and dangers of pesticides, with emphasis on user safety and safe food consumption.

Objective 48  To assist individuals, food industry personnel, government officials, and civic leaders to understand how to effectively cope with emergency situations, including both natural and man-made disasters.

Objective 84  To assist people to understand basic principles of forest land management, conservation, and multiple uses as applied to small woodlots.

Objective 85  To assist people to be aware of and understand the nature of pollution and its effect on human, animal, and plant life.

Objective 86  To assist people to have ability to develop specific projects to reduce or control pollution.

Table 14 shows there are minor differences in the mean scores that reflect the appraisals by Agricultural Producers and Off-farm Agribusinessmen, but none of the differences were shown to be statistically significant according to the "t scores."


<table>
<thead>
<tr>
<th>Objectives</th>
<th>Agr'l. Producers Mean Score</th>
<th>Off-Farm Agr'l.-Business Mean Score</th>
<th>t Comparisons</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>2.79</td>
<td>2.96</td>
<td>-1.43</td>
</tr>
<tr>
<td>02</td>
<td>3.42</td>
<td>3.23</td>
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<td>03</td>
<td>3.16</td>
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<td>04</td>
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<td>86</td>
<td>2.38</td>
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<td>-1.85</td>
</tr>
</tbody>
</table>
A t-test was calculated for each of the objectives using the following formula for testing significance.²

\[ t = \frac{X_1 - X_2}{\frac{S_1^2}{N_1} + \frac{S_2^2}{N_1}} \]

The writer ranked the effectiveness of objective attainment based on the mean scores. The mean scores for Agricultural Producers and Off-farm Agribusinessmen were compared with a rank based on the amount of manpower effort expended by the Extension Service toward the attainment of the objective.

Table 14 shows that the Agricultural Producers and Off-farm Agribusinessmen felt that the Cooperative Extension Service is best attaining the following educational objectives:

Objective 05 To help people understand how to utilize the knowledge of nutrition, feeding, soil fertility, and other cultural practices to improve the production of agricultural and horticultural products.

Objective 04 To help people understand how to utilize the knowledge of plant and animal breeding, selection,

and care to improve the production of agricultural and horticultural products.

Objective 06 To help people understand how to utilize the knowledge of controlling diseases, insects, and pests to improve the production of agricultural and horticultural products.

Objective 11 To assist people in developing the ability to use soil and water conservation for a single purpose in the management and development of their individual farm units for improved agricultural production and land use.

These same clientele appraised the following educational objectives as being the least effectively attained:

Objective 86 To assist people to have ability to develop specific projects to reduce or control pollution.

Objective 22 To help people understand how to expand markets for agricultural products.

Objective 21 To help people understand how to improve marketing and distribution systems.

Table 15 provides a series of three rank comparisons of the appraisals of educational objectives.

It was interesting to observe from the data in Table 15 that the objectives appraised as being the least effectively attained were also receiving the least amount of man-days of effort expended toward its attainment.
### TABLE 15

**RANK COMPARISONS OF THE APPRAISAL OF EDUCATIONAL OBJECTIVES ATTAINMENT AND EFFORT EXPENDED**

<table>
<thead>
<tr>
<th>SEMIS Objectives</th>
<th>Rank of Effectiveness of Attaining Objectives by Agr'l. Producers</th>
<th>Rank of Effectiveness of Attaining Objectives by Off-farm Agr'I.-Business</th>
<th>Rank of Man-Days of Effort Expended</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>10</td>
<td>9</td>
<td>7</td>
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<tr>
<td>02</td>
<td>5</td>
<td>8</td>
<td>3</td>
</tr>
<tr>
<td>03</td>
<td>8</td>
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<tr>
<td>04</td>
<td>2.5</td>
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<td>05</td>
<td>1</td>
<td>3</td>
<td>2</td>
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<tr>
<td>06</td>
<td>2.5</td>
<td>1</td>
<td>4</td>
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<td>11</td>
<td>4</td>
<td>4</td>
<td>11</td>
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<td>12</td>
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<td>7</td>
<td>8</td>
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<tr>
<td>19</td>
<td>13</td>
<td>10</td>
<td>5</td>
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<tr>
<td>21</td>
<td>14</td>
<td>14</td>
<td>10</td>
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<tr>
<td>22</td>
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<td>16</td>
<td>13</td>
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<tr>
<td>46</td>
<td>6</td>
<td>5</td>
<td>9</td>
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<td>48</td>
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<tr>
<td>84</td>
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<td>11</td>
<td>16</td>
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<td>85</td>
<td>11</td>
<td>13</td>
<td>12</td>
</tr>
<tr>
<td>86</td>
<td>16</td>
<td>15</td>
<td>15</td>
</tr>
</tbody>
</table>

Agr'I. Producers with Off-farm Agr'I.-Business = $r_s$ of .94*  
Agr'I. Producers with Effort Expended = $r_s$ of .67*  
Off-farm Agr'I. Business with Effort Expended = $r_s$ of .72*  

*Significant at .01 level
Likewise, it was interesting to note that of the four objectives ranked as being most effectively attained the first three were among the four objectives receiving the most man-days of effort.

Since the Cooperative Extension Service records the efforts of its manpower through the State Extension Management Information System, which is commonly referred to as "SEMIS," the writer ranked each of the educational objectives based on man-days of effort expended toward the attainment of those objectives during the 1969-70 fiscal year.

The writer applied the nonparametric correlational technique referred to as the Spearman Rank-Order Correlation Coefficient. This statistic is a measure of association that reflects the correlation between the ranks illustrated in Table 15.

The application of the Spearman Rank-Order Correlation to the ranking by Agricultural Producers and the SEMIS Effort ranking yielded an $r_s$ of .68. This indicates a strong correlation between the effort expended toward the attainment of the objectives and the appraisal by Agricultural Producers of the effectiveness of the attainment of the same objectives. This correlation is significant at the .01 level.

The Spearman Rank-Order Correlation of the ranking
by Off-farm Agribusinessmen and the SEMIS Effort Ranking yielded a $r_s$ of .73. This also indicates a strong correlation between the effort expended toward the attainment of the objectives and the appraisal by the Off-farm Agribusinessmen of the effectiveness of the attainment of the same objectives. This correlation is also significant at the .01 level.

An $r_s$ of .94 was yielded by the application of Spearman Rank-Order Correlation to the rankings by Agricultural Producers and Off-farm Agribusinessmen of the effectiveness of the attainment of objectives. This $r_s$ indicates a very strong correlation between the appraisals by the two clientele groups. This correlation is also significant at the .01 level.

**Appraisal of the Attainment of Home Economics Educational Objectives**

The educational objectives to be studied in relation to the Home Economics program are as follows:

**Home Economics Ohio SEMIS Objectives**

Objective 38  To assist individuals and families to achieve improved nutritional status through understanding of nutrition and the relationship of good eating habits to good health.
Objective 63 To assist individuals and families develop the ability to use economic, material, and personal resources in setting goals and choosing among alternatives to achieve these goals.

Objective 65 To assist individuals and families develop the ability to more effectively select, buy or construct, and maintain family material possessions.

Objective 67 To assist individuals and families develop understanding to improve interpersonal relationships and family communication resulting in more satisfying family life.

Objective 69 To assist families and individuals to understand the importance of home and community safety, the social and economic environment affecting use of their total resources as well as the community services and facilities that will enrich family life.

Objective 71 To help individuals and families understand improving the health of family members so family members will employ good health practices.
Objective 46 To assist the general public and pesticide handlers and users, to understand the need for and dangers of pesticides, with emphasis on user safety and safe food consumption.

Table 16 shows the mean scores and ranking of the appraisal by the Home Economics Clientele regarding the effectiveness of the attainment of these educational objectives. Also, in the table is a ranking of these objectives based on man-days of effort expended for their attainment.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Mean Score</th>
<th>Rank of Mean Score</th>
<th>Rank of Man-Days of Effort Expended</th>
</tr>
</thead>
<tbody>
<tr>
<td>38</td>
<td>3.92</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>63</td>
<td>3.63</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>65</td>
<td>3.39</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>67</td>
<td>3.26</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>69</td>
<td>3.15</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>71</td>
<td>3.44</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>46</td>
<td>3.33</td>
<td>5</td>
<td>6</td>
</tr>
</tbody>
</table>

$r_s = .46$
It was interesting to observe that the objective appraised as being the most effectively attained was also the objective that received the greatest amount of effort expended.

The application of the Spearman Rank-Order Correlation to the two ranks in Table 16 yielded a $r_s$ of .46, which indicates a moderate, but not significant, correlation between the effort expended toward the attainment of these objectives and the appraisal by clientele of the effectiveness of the attainment of the same objectives.

The objective ranked as being best attained was:

**Objective 38** To assist individuals and families to achieve improved nutritional status through understanding of nutrition and the relationship of good eating habits to good health.

The objective appraised as being the least effectively attained was:

**Objective 69** To assist families and individuals to understand the importance of home and community safety, the social and economic environment affecting use of their total resources as well as the community services and facilities that will enrich family life.
Appraisal of the Attainment of Community Resource Development Educational Objectives

Table 17 illustrates the appraisal of community resource development clientele regarding the effectiveness of the Extension Service in attaining the following objectives:

<table>
<thead>
<tr>
<th>Objective 73</th>
<th>To assist people to become aware of community problems and the approaches for solving them.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective 74</td>
<td>To assist people to have ability to establish and maintain effective community development groups, private organizations and government bodies for the purpose of solving community problems.</td>
</tr>
<tr>
<td>Objective 75</td>
<td>To assist people to have ability to plan and implement specific projects to improve community facilities and services.</td>
</tr>
<tr>
<td>Objective 76</td>
<td>To assist people to have ability to plan for and implement specific community industrialization projects and to develop a competent labor force.</td>
</tr>
<tr>
<td>Objective 77</td>
<td>To assist people to have ability to plan for and to implement specific comprehensive planning and zoning programs.</td>
</tr>
</tbody>
</table>
Objective 81  To assist individuals, special interest groups, and organizations to have the ability to develop new programs in use of recreation facilities, natural beauty, and wildlife areas.

Objective 82  To assist individuals, groups, and organizations in developing their ability to improve operational effectiveness of existing programs and facilities in outdoor recreation, tourism, natural beauty, or wildlife.

Objective 84  To assist people to understand basic principles of forest land management, conservation, and multiple uses as applied to small woodlots.

Table 17 shows the mean scores for the appraisal of each objective, its rank based on the mean score as well as a rank based on the man-days of effort expended for the attainment of those objectives.

It was illustrated in Table 17 that the Community Resource Development clientele appraised objectives 73 and 74 as being the most effectively attained. This appraisal is in perfect agreement with the amount of effort expended, since these objectives ranked comparably
TABLE 17
A COMPARISON OF THE APPRAISAL BY COMMUNITY RESOURCE DEVELOPMENT CLIENTELE REGARDING THE ATTAINMENT OF EDUCATIONAL OBJECTIVES AND EFFORT EXPENDED

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Mean Score</th>
<th>Rank</th>
<th>SEMIS Effort</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>73</td>
<td>3.24</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>74</td>
<td>3.27</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>75</td>
<td>2.63</td>
<td>15</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>76</td>
<td>3.03</td>
<td>3.5</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>77</td>
<td>3.03</td>
<td>3.5</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>81</td>
<td>2.62</td>
<td>6</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>82</td>
<td>2.51</td>
<td>7</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>84</td>
<td>2.50</td>
<td>8</td>
<td>17</td>
<td></td>
</tr>
</tbody>
</table>

\[ r_s = .67 \]

in the SEMIS Effort Rank column. The Objectives are as follows:

Objective 73 To assist people to become aware of community problems and the approaches for solving them.

Objective 74 To assist people to have ability to establish and maintain effective community development groups, private organizations, and government bodies for the purpose of solving community problems.

These clientele appraised the following objectives
as being the least effectively attained:

**Objective 84** To assist people to understand basic principles of forest land management, conservation, and multiple uses as applied to small woodlots.

**Objective 82** To assist individuals, groups and organizations in developing their ability to improve operational effectiveness of existing programs and facilities in outdoor recreation, tourism, natural beauty or wildlife.

The application of Spearman Rank-Order Correlation to the two ranks illustrated in Table 17 yielded an $r_s$ of .67, which indicates a strong correlation between the effort expended toward the attainment of these objectives and the appraisal of clientele by the effectiveness of the same objectives.

**Appraisal of the Attainment of 4-H Program Educational Objectives**

The appraisal results of the 4-H clientele appraised of the effectiveness of the attainment of 4-H Program objectives is reported in Table 18. The following educational objectives were appraised.

**4-H Ohio SEMIS Objectives**

**Objective 54** To have youth acquire knowledge and practical skills in science and technology.
TABLE 18
A COMPARISON OF THE APPRAISAL BY 4-H PROGRAM CLIENTELE REGARDING THE ATTAINMENT OF EDUCATIONAL OBJECTIVES AND EFFORT EXPENDED

<table>
<thead>
<tr>
<th>Objective</th>
<th>Mean Score</th>
<th>Rank</th>
<th>SEMIS Effort</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>54</td>
<td>4.34</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>55</td>
<td>4.04</td>
<td>3</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>56</td>
<td>4.19</td>
<td>2</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>57</td>
<td>3.79</td>
<td>4</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

$r_s = .20$

Objective 55 To have youth develop the ability for stimulating personal growth and development, both physical and behavioral.

Objective 56 To have youth acquire the breadth and depth of understanding, and to develop personal attitudes toward self and others which would most likely lead to responsible citizenship.

Objective 57 To help youth and adults and those already in positions of leadership develop the ability to become effective leaders.

Table 18 illustrates the mean scores for the appraisal of each objective, its rank based on the mean score, and a rank directly related to the amount of
manpower effort expended toward the attainment of those objectives.

The 4-H Program clientele appraised the following objective as being the most effectively attained:

Objective 54 To have youth acquire knowledge and practical skills in science and technology.

This appraisal was in full agreement with the rank of this objective related to SEMIS effort expended.

The 4-H Program clientele, surprisingly, ranked Objective 57 as being the least effectively attained. This objective ranked second in effort expended.

Objective 57 To help youth and adults and those already in positions of leadership develop the ability to become effective leaders.

A Spearman Rank Correlation was calculated for the ranks in Table 18 and a $r_s$ of .20 evolved. This indicated a weak correlation between the effort expended toward the attainment of the listed objectives and the appraisal of the attainment of the same objectives.
CHAPTER VI

APPRAISAL BY CLIENTELE GROUPS OF THE PERFORMANCE OF CRITICAL TASKS IN EXTENSION EDUCATION

Throughout this chapter the writer presented an analysis of data regarding the degree of effectiveness that the Cooperative Extension Service has attained in its performance of what the writer refers to as critical tasks. These tasks are recognized by numerous Extension educators as being critical to the development and implementation of effective Extension Education programs. The list of critical tasks presented in the tables in this chapter were developed by the writer after he had studied a preliminary research report of Extension Studies Analyst Frank D. Alexander and Martha Cheney of the New York Cooperative Extension Service.\(^1\) The writer also discussed the various critical tasks with the Administrators of The Ohio Cooperative Extension Service.

The importance of these tasks in relation to

effective and efficient Extension education was supported by the Extension educators mentioned above. Thus the appraisals by clientele regarding the performance of these tasks will be discussed throughout this chapter.

The performance of critical tasks was appraised by utilizing the following scale:

- 5 = Excellent
- 4 = Very good
- 3 = Good
- 2 = Fair
- 1 = Poor

**Rank Comparisons of Appraisals by All Clientele Groups of the Performance of Critical Tasks**

Table 19 presents a "side by side" comparison of the rankings of the appraisals made by the various clientele groups regarding the effectiveness of the Extension Service's performance of tasks that are critical to Extension education program development and implementation.

Kendall's Coefficient of Concordance \( W \) was used to compute relationships of the data in Table 19. This technique provided a \( W \) score of .49 for the rankings. This indicates a moderately strong correlation among the
<table>
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<tr>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Displaying enthusiasm in its educational efforts</td>
<td>3.73 1</td>
<td>3</td>
<td>6</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Maintaining its public image</td>
<td>3.66 2</td>
<td>4</td>
<td>5</td>
<td>6.5</td>
<td>7.5</td>
<td>1</td>
</tr>
<tr>
<td>Recognizing the problems and Extension educational needs in the county</td>
<td>3.65 3</td>
<td>6.5</td>
<td>7</td>
<td>9</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Looking for ways to do a better job of serving its clientele</td>
<td>3.62 4</td>
<td>2</td>
<td>3.5</td>
<td>4</td>
<td>10</td>
<td>4.5</td>
</tr>
<tr>
<td>Explaining information to its clientele</td>
<td>3.60 5</td>
<td>11</td>
<td>9.5</td>
<td>2</td>
<td>4</td>
<td>10</td>
</tr>
<tr>
<td>Publicizing its planned activities</td>
<td>3.59 6</td>
<td>1</td>
<td>13</td>
<td>10</td>
<td>12</td>
<td>6</td>
</tr>
<tr>
<td>Working with individual clientele to help with their problems</td>
<td>3.58 7</td>
<td>9.5</td>
<td>2</td>
<td>3</td>
<td>7.5</td>
<td>15</td>
</tr>
<tr>
<td>Using appropriate materials that are directed at the needs and interests of the people it serves</td>
<td>3.57 8</td>
<td>13.5</td>
<td>8</td>
<td>8</td>
<td>5</td>
<td>4.5</td>
</tr>
<tr>
<td>Attempting to better serve the educational needs of its clientele</td>
<td>3.56 9</td>
<td>8</td>
<td>3.5</td>
<td>5</td>
<td>9</td>
<td>11</td>
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<td>----------------------</td>
<td>----------</td>
</tr>
<tr>
<td>Providing specialized information to its clientele</td>
<td>3.55</td>
<td>10</td>
<td>12</td>
<td>1</td>
<td>15</td>
<td>3</td>
</tr>
<tr>
<td>Planning and preparing for its educational activities</td>
<td>3.49</td>
<td>11.5</td>
<td>5</td>
<td>11</td>
<td>14</td>
<td>16</td>
</tr>
<tr>
<td>Understanding and providing educational programs to meet the educational needs of its clientele</td>
<td>3.49</td>
<td>11.5</td>
<td>9.5</td>
<td>15</td>
<td>12</td>
<td>15</td>
</tr>
<tr>
<td>Involving key leaders and organizations in the planning of its educational programs</td>
<td>3.48</td>
<td>13</td>
<td>6.5</td>
<td>9.5</td>
<td>17</td>
<td>11</td>
</tr>
<tr>
<td>Showing flexibility and the ability to adapt programs to changing circumstances</td>
<td>3.46</td>
<td>14</td>
<td>13.5</td>
<td>16</td>
<td>13</td>
<td>14</td>
</tr>
<tr>
<td>Demonstrating necessary technical knowledge and experience</td>
<td>3.45</td>
<td>15</td>
<td>17</td>
<td>12</td>
<td>11</td>
<td>6</td>
</tr>
<tr>
<td>Selecting and using interesting methods of teaching its educational programs</td>
<td>3.43</td>
<td>16.5</td>
<td>16</td>
<td>14</td>
<td>6.5</td>
<td>17</td>
</tr>
<tr>
<td>Involving the people it serves in its educational program planning</td>
<td>3.43</td>
<td>16.5</td>
<td>15</td>
<td>17</td>
<td>16</td>
<td>13</td>
</tr>
</tbody>
</table>

$W = .49$

$x^2 = 38.84^*$

*Significant at the .01 level
rankings of the various clientele groups. The Chi square value in relation to this $W$ value was 38.84, which is significant at the .01 level since the degrees of freedom were 16 and the $N$ was 5 in this association. This was not a chance happening.

A Composite Description of the Performance of Critical Tasks in Extension Education

Table 19 illustrates that the clientele appraised the following tasks as being the most effectively performed by the Cooperative Extension Service.

1. Displaying enthusiasm in its educational efforts.
2. Maintaining its public image.
3. Recognizing the problems and Extension educational needs in the county.
4. Looking for ways to do a better job of serving its clientele.

The composite ranking of the clientele's appraisal of the performance of the previously mentioned critical tasks shows that the following tasks were the least effectively performed.

Selecting and using interesting methods of teaching its educational programs.
Involving the people it serves in its educational program planning.
Additional data regarding the appraisals by clientele groups of critical tasks in Extension education are illustrated in Tables 27, 28, 29, 30, and 31 in the Appendix.

**Appraisal by Agricultural Producers of the Performance of Critical Tasks**

The ranking of the appraisals by Agricultural Producers of the performance of the critical tasks is illustrated in Table 19. This table shows that Agricultural Producers felt that the following tasks were the most effectively performed by the Extension Service.

1. Publicizing its planned activities.
2. Looking for ways to do a better job of serving its clientele.
3. Displaying enthusiasm in its educational efforts.
4. Maintaining its public image.

The Agricultural Producers indicated they felt that the following tasks were the least effectively performed.

Selecting and using interesting methods of teaching its educational programs.
Demonstrating necessary technical knowledge and experience.
Involving the people it serves in its educational program planning.

The appraisal by the Agricultural Producers deviated substantially from the composite ranking, in that they ranked the following tasks much higher:

Involving key leaders and organizations in the planning of its educational programs.
Planning and preparing for its educational activities.

They also ranked the task, "Explaining information to its clientele," considerably lower than the other respondents.

Appraisal by Off-farm Agribusinessmen of The Performance of Critical Tasks

Table 19 shows that the Off-farm Agribusinessmen ranked the following as being the most effectively performed tasks.

1. Providing specialized information on a timely basis.
2. Working with individual clientele to help with their problems.
3. Attempting to better serve the educational needs of its clientele.
4. Looking for ways to do a better job of serving its clientele.
This group of Agribusinessmen appraised the following as the least effectively performed tasks:

1. Showing flexibility and the ability to adapt programs to changing circumstances.
2. Involving the people it serves in its educational program planning.
3. Understanding and providing educational programs to meet the educational needs of its clientele.

The Off-farm Agribusinessmen ranked the task, "Publicizing its planned activities," substantially lower than the composite ranking.

They also ranked the task, "Providing specialized information to its clientele," considerably higher than the other respondents.

Appraisal by Home Economics Clientele of the Performance of Critical Tasks

The Home Economics clientele appraised the following tasks as being the most effectively performed:

1. Displaying enthusiasm in its educational effort.
2. Explaining information to its clientele.
3. Working with individual clientele to help with their problems.
4. Looking for ways to do a better job of serving its clientele.
Table 19 shows that the Home Economics clientele ranked the following tasks as being the least effectively performed:

Involving the people it serves in its educational program planning.
Involving key leaders and organizations in the planning of its educational programs.

The Home Economics respondents ranked the following task much higher than the Composite ranking:
Selecting and using interesting methods of teaching its educational programs.

They also ranked, "Recognizing the problems and Extension educational needs in the county," considerably lower than the other respondents.

**Appraisal by Community Resource Development Clientele of the Performance of Critical Tasks**

Table 19 illustrates that the Community Resource Development clientele appraised the following tasks as being the most effectively performed:

1. Displaying enthusiasm in its educational efforts.
2. Recognizing the problems and Extension educational needs in the county.
3. Providing specialized information on a timely basis.
4. Explaining information to its clientele. The clientele ranked as the least effectively performed the following tasks:
   Planning and preparing for its educational activities.
   Selecting and using interesting methods of teaching its educational programs.

The Community Resource Development Clientele rankings varied from the composite ranking, with substantially higher rankings of the following tasks:
   Providing specialized information to its clientele.
   Demonstrating necessary technical knowledge and experience.

They ranked the following tasks considerably lower than the other clienteles:
   Looking for ways to do a better job of serving its clientele.
   Publicizing its planned activities.

Appraisal by 4-H Program Clientele Of the Performance of Critical Tasks

The 4-H Program clientele, as illustrated in Table 19, ranked the following tasks as being the most effectively performed by the Extension Service:

1. Maintaining its public image
2. Displaying enthusiasm in its educational efforts.
3. Recognizing the problems and Extension educational needs in the county.

*4. Looking for ways to do a better job of serving its clientele.

*5. Using appropriate materials that are directed at the needs and interests of the people it serves.

*These two were tied in rank.

Table 19 shows that the 4-H Program clientele appraised the following as the least effectively performed tasks:

- Selecting and using interesting methods of teaching its educational programs.
- Demonstrating necessary technical knowledge and experience.

The 4-H Program clientele ranked the following tasks substantially higher than the composite ranking:

- Showing flexibility and the ability to adapt programs to changing circumstances.
- Involving the people it serves in its educational program planning.

They also ranked the task, "Working with individual clientele to help with their problems," considerably lower than the other clientele groups.
CHAPTER VII

CLIENTELE PERCEPTIONS OF PROGRAM PRIORITIES

The intent of this chapter was to examine the perceptions the clientele hold regarding the importance of the various program areas of Extension education. In this chapter the writer presents comparisons of the perceptions of program priorities that the various clientele groups possess.

The following program areas of Extension education were studied so as to establish some readings of the clientele's perceptions of priority or importance:

- Improving Farm Income
- Soil and Water Conservation
- Marketing, Utilization, Distribution, and Farm Supply
- Pesticide Education and Emergency Preparedness
- 4-H Youth Development
- Improved Family Living
- Community Development
- Recreation, Wildlife, and Natural Beauty
Forestry Production and Marketing

Resource Protection and
Environmental Improvement

These program areas were appraised by the respondents through the following rating scale:

4 = Very Important
3 = Important
2 = Fairly Important
1 = Not Important

Rank Comparisons by Clientele Groups of Their Perceptions of Program Priorities

A "side by side" comparison of the rankings of the importance of program areas, by clientele groups is illustrated in Table 20.

The writer chose to determine the correlation of the relationship between the ranks of the various clientele groups' perceptions, by employing Kendall's Coefficient of Concordance. This nonparametric correlation technique provided a \( W \) score of .64 for the rankings. This indicates a strong correlation among the rankings of the various clientele groups regarding their perceptions of program priorities in Extension education.

The chi square value in relation to this \( W \) value was 32.17, which is significant at the .01 level, since the degrees of freedom were 10 and the \( N \) was 5 in this association.
<table>
<thead>
<tr>
<th>Topic</th>
<th>Composite Mean Rank</th>
<th>Ag'l. Producers Rank</th>
<th>Off-farm Agribus. Rank</th>
<th>Home Econ. Rank</th>
<th>Comm. Reserve Dev. Rank</th>
<th>4-H Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>4-H Youth Development</td>
<td>3.63</td>
<td>1</td>
<td>2</td>
<td>2.5</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Soil and Water Conservation</td>
<td>3.55</td>
<td>2</td>
<td>3</td>
<td>3.5</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Improving Farm Income</td>
<td>3.51</td>
<td>3</td>
<td>1</td>
<td>1.5</td>
<td>2</td>
<td>7.5</td>
</tr>
<tr>
<td>Pesticide Education and Emergency Preparedness</td>
<td>3.40</td>
<td>4</td>
<td>5</td>
<td>5</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>Marketing, Utilization, Distribution and Farm Supply</td>
<td>3.33</td>
<td>5</td>
<td>4</td>
<td>10</td>
<td>7</td>
<td>9</td>
</tr>
<tr>
<td>Food and Nutrition</td>
<td>3.31</td>
<td>6</td>
<td>7</td>
<td>1</td>
<td>9</td>
<td>4</td>
</tr>
<tr>
<td>Resource Protection and Environmental Improvement</td>
<td>3.30</td>
<td>7</td>
<td>8</td>
<td>6</td>
<td>7</td>
<td>5</td>
</tr>
<tr>
<td>Improved Family Living</td>
<td>3.27</td>
<td>8</td>
<td>6</td>
<td>4</td>
<td>8</td>
<td>7.5</td>
</tr>
<tr>
<td>Community Development</td>
<td>3.21</td>
<td>9</td>
<td>9</td>
<td>7.5</td>
<td>9</td>
<td>6</td>
</tr>
</tbody>
</table>

TABLE 20
RANK COMPARISONS OF THE CLIENTELE GROUPS' PERCEPTIONS OF PROGRAM PRIORITIES
<table>
<thead>
<tr>
<th>Recreation, Wildlife, and Natural Beauty</th>
<th>3.15</th>
<th>10</th>
<th>10</th>
<th>10</th>
<th>6</th>
<th>10</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Forestry Production and Marketing</td>
<td>2.82</td>
<td>11</td>
<td>11</td>
<td>11</td>
<td>11</td>
<td>11</td>
<td>11</td>
</tr>
</tbody>
</table>

W score = .64

χ² value = 32.17*

*Significant at the .01 level
More data regarding the clientele's perceptions of program priorities are illustrated in Table 32, 33, 34, 35, and 36 in the Appendix.

A Composite Description of Clientele Perceptions of Program Priorities

A composite description of the perceptions of program priorities as perceived by the total sample of clientele used in this study is illustrated in Table 20. This table shows that the following four program areas were considered most important by the total sample of clientele.

1. 4-H Youth Development.
2. Soil and Water Conservation.
3. Improving Farm Income.

The program areas ranked in the position of least priority in the composite ranking were: Forestry Production and Marketing, followed by Recreation, Wildlife and Natural Beauty.

Program Priorities as Perceived by Agricultural Producers

Table 20 shows that the Agricultural Producers ranked the following four program areas as being the most important.
1. Improving Farm Income.
2. 4-H Youth Development.

This group ranked Forestry Production and Marketing as the program area of least priority, followed by Recreation, Wildlife and Natural Beauty.

The Agricultural Producers ranked the following program area substantially higher than the composite ranking:

- Improving Farm Income
- Improved Family Living

**Program Priorities as Perceived by Off-farm Agribusinessmen**

The ranking of program areas according to importance, as perceived by Off-farm Agribusinessmen, is illustrated in Table 20. This clientele group ranked the following four program areas as being most important.

1. Improving Farm Income.
2. 4-H Youth Development.

This group also ranked the program area, Forestry
Production and Marketing, in the position of least priority, followed by Recreation, Wildlife, and Natural Beauty.

Off-farm Agribusinessmen ranked the program area of "Food and Nutrition," considerably lower than the Composite ranking. They also ranked the following program areas significantly higher than the Composite ranking:

Improving Farm Income.
Community Development.

Program Priorities as Perceived by Home Economics Clientele

Table 20 shows that the Home Economics clientele ranked the following four program areas as needing the most priority.

1. Food and Nutrition.
2. 4-H Youth Development.
4. Improved Family Living.

The Home Economics ranked Forestry Production and Marketing along with Marketing, Utilization, Distribution, and Farm Supply as being the least important program areas.

The Home Economics clientele ranked, "Improving Farm Income" and "Marketing, Utilization, Distribution, and Farm Supply," substantially lower than the Composite ranking of program areas. They also ranked "Food and Nutrition," "Improved Family Living," and "Recreation,
Wildlife and Natural Beauty, "substantially higher than the Composite ranking.

**Program Priorities as Perceived by Community Resource Development Clientele**

Table 20 shows that Community Resource Development Clientele ranked the following four program areas as deserving the highest priority.

1. 4-H Youth Development.
2. Improving Farm Income.

This group ranked Forestry Production and Marketing, along with Recreation, Wildlife, and Natural Beauty as being the least important program area.

The Community Resource Development clientele ranked the program area, "Food and Nutrition," considerably lower than the Composite ranking. They also ranked "Community Development" higher than the Composite ranking, but this ranking was still only sixth.

**Program Priorities as Perceived by 4-H Program Clientele**

Table 20 shows that the 4-H Program Clientele ranked the following four program areas as being most important.
1. 4-H Youth Development.
2. Soil and Water Conservation.
4. Food and Nutrition.

The 4-H Program clientele placed the least priority on the following program areas: Forestry Production and Marketing; and Community Development.

The following program areas were ranked substantially higher than the Composite rankings by 4-H Program clientele:

Resource Protection and Environmental Improvement.
Recreation, Wildlife, and Natural Beauty.

They also ranked, "Improving Farm Income" and "Marketing, Utilization, Distribution, and Farm Supply" considerably lower than the Composite ranking of program priorities.

A Comparison of the Composite Ranking of Program Priorities and a Rank of Effort Planned

The ranking of program areas in relation to the Man-days of effort as planned in the SEMIS plans for the fiscal year of 1971 were compared in Table 21 with the Composite ranking of program areas.
TABLE 21
A COMPARISON OF THE COMPOSITE RANKING OF PROGRAM PRIORITIES AND A RANK OF PLANNED EFFORT

<table>
<thead>
<tr>
<th>Program Priority</th>
<th>Composite Mean</th>
<th>Man-Days of Effort Planned Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>4-H Youth Development</td>
<td>3.63</td>
<td>1</td>
</tr>
<tr>
<td>Soil and Water Conservation</td>
<td>3.55</td>
<td>2</td>
</tr>
<tr>
<td>Improving Farm Income</td>
<td>3.51</td>
<td>3</td>
</tr>
<tr>
<td>Pesticide Education and Emergency Preparedness</td>
<td>3.40</td>
<td>4</td>
</tr>
<tr>
<td>Marketing, Utilization, Distribution and Farm Supply</td>
<td>3.33</td>
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</tr>
<tr>
<td>Community Development</td>
<td>3.21</td>
<td>9</td>
</tr>
<tr>
<td>Recreation, Wildlife, and Natural Beauty</td>
<td>3.15</td>
<td>10</td>
</tr>
<tr>
<td>Forestry Production and Marketing</td>
<td>2.82</td>
<td>11</td>
</tr>
</tbody>
</table>

\[ r_s = .59^* \]

*Significant at the .05 level
The following three program areas were ranked much lower by man-days of effort planned than the composite ranking of importance:

Soil and Water Conservation.
Pesticide Education and Emergency Preparedness.
Resource Protection and Environmental Improvement.

The program area Improved Family Living and Community Development ranked considerably higher by the man-days of effort planned, than the ranking of importance illustrated in the composite ranking of the clientele.

It was interesting to observe in Table 21 the rankings of program priorities as expressed in the composite ranking. These composite rankings were compared with the rankings of program areas based on man-days of effort planned in the SEMIS plans for each program area.

The program area referred to as 4-H Youth Development was ranked first in priority as viewed by the clientele and this program area ranked first in the number of man-days of effort planned to implement and conduct the program.

The application of the Spearman Rank-Order Correlation to the two columns of ranks in Table 21 yielded an $r_s$ of .59 which indicates a strong correlation between the man-days of effort planned for the implementing and
conducting of the programs and the importance of these same program areas as perceived by the clientele. This correlation is significant at the .05 level.
CHAPTER VIII

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The ultimate goal of this chapter was to show that this research can assist with the task of increasing the effectiveness of the educational programs of the Cooperative Extension Service. The appraisal process used in this study provides Extension educators not only with the results of their efforts, but also the benchmarks by which progress can be gauged. In addition, this appraisal by clientele contributes to Extension's educational efforts by providing necessary information about the following elements that are essential to sound Extension program planning and implementation:

Appraisals by clientele of the effectiveness of Extension's education techniques; attainment of educational objectives; performance of critical Extension education tasks; and establishment of Extension program priorities.

As the world in which Extension functions becomes increasingly complex, the appraisals in this research assume growing importance and significance. This is due to the fact that Extension's educational responsibilities now extend far beyond the farm clientele of yesterday.
Extension's clientele are now better educated, better informed, and are found in cities and towns as well as rural areas.

Due to these, as well as many other changes in our society, there is a "burning" need for more evaluation by clientele in Extension. Then if evaluation is to be effective, Extension educators must incorporate the findings into "on-going" programs.

The purpose of this study was to conduct an appraisal, by clientele, to determine the effectiveness of the educational efforts of the Ohio Cooperative Extension Service. The appraisal was conducted by the following clientele:

- Agricultural Producers
- Off-farm Agribusinessmen
- Home Economics Clientele
- Community Resource Development Clientele
- 4-H Program Clientele

This appraisal by clientele was a tool; it was not an end in itself. It was the means through which the summary, conclusions and recommendations evolved.

Objectives

In order to fulfill the major purpose of this study, the following specific objectives served as guides to direct the study.
1. To identify the background status of the clientele and their characteristics relative to their perception and appraisal of the Ohio Cooperative Extension Service.

2. To identify the kinds of involvement and contact the clientele have encountered with the Ohio Cooperative Extension Service.

3. To appraise the educational efforts of the Ohio Cooperative Extension Service in fulfilling the educational goals for the various clientele groups as perceived by members of the clientele groups.

4. To appraise the educational efforts of the Ohio Cooperative Extension Service in fulfilling the functions or critical tasks of conducting educational programs for various groups as perceived by members of the clientele groups.

5. To establish the priorities of program areas of the Ohio Cooperative Extension Service as perceived by Extension clientele groups.

6. To identify and analyze the relationship of: place of residence, age, level of education, kinds and intensity of involvement with Extension's educational efforts, with the appraisal by clientele of the performance and
effectiveness of various educational techniques of the Ohio Cooperative Extension Service.

7. To identify implications and formulate recommendations, based on this study, for strengthening the effectiveness, status, and development of the educational programs conducted by the Ohio Cooperative Extension Service.

**Design and Methodology**

The overall design for this study consisted of the development and utilization of mail questionnaires for investigating, analyzing, appraising, and describing the appraisal by clientele of the effectiveness of the educational efforts of the Ohio Cooperative Extension Service. The questionnaires were designed to gather appraisals regarding the effectiveness of the educational efforts of the Ohio Cooperative Extension Service as observed and appraised by the following clientele:

1. Agricultural Producers.
2. Off-farm Agribusiness Clientele.
3. Home Economics Clientele.
4. 4-H Program Clientele.

In order to obtain equal representation in the sample population from each Extension supervisory area and a wide representation of the people of Ohio, it seemed
appropriate to stratify the sample population by the ten Extension supervisory areas. At this point a random selection of two counties from each of the ten Extension supervisory areas provided a stratified random sample of twenty counties from throughout the State of Ohio.

The writer visited each of the randomly selected counties and asked the County Extension Agents who were responsible for the educational efforts serving the five clientele groups to provide the names and addresses of fifty of the clientele they are serving from each of the five groups that were studied. At this point the writer selected at random (using a table of random numbers) ten clientele from each of the five groups for each selected county.

This random sampling procedure yielded 200 clientele from throughout the state for each of the five clientele populations studied. These 1,000 randomly selected clientele were questioned through the use of the mailed questionnaire.

The final design of the questionnaires was an outgrowth of the objectives of the Ohio Cooperative Extension Service, combined with the suggestions from Administrative officials, area supervisors, clientele, fellow graduate students, and the writer's adviser. These people assisted greatly in the modification and refinement of the design, content, and statements of the instruments.
Thus, the ultimate formulation and design of the questionnaires shown in the Appendix reflect the constructive suggestions provided by these generous people.

The questionnaires consisted of six areas or segments:

1. Personal supplementary data regarding the clientele respondent.
2. Extension contact and involvement data.
3. Appraisal by clientele of the effectiveness of various Extension education techniques.
4. Appraisal by clientele of how well the Ohio Cooperative Extension Service is attaining various educational objectives.
5. Personal views and opinions regarding the effectiveness of programs and performance of the Ohio Cooperative Extension Service.
6. Personal views and opinions regarding Extension program emphasis for the people of Ohio.

Systems of rating were developed and employed to measure: Extension contact and involvement; appraisal of the attainment of various educational objectives. Numerical values were assigned to each response for computation purposes. The computations of the responses provided scores for the respondents in the areas of: contact and involvement; appraisal of techniques; and appraisal of attainment objectives.
A considerable amount of the data presented in this study was drawn from the reports of the State Extension Management Information System (SEMIS). These data are reported by all of the Extension educators and recorded by the use of computers.

The seven instruments were coded to provide the researcher expediency in the tabulation and analysis of the data. The respondents were made aware of code numbers in the cover letter and instructions to the instrument. The coding procedure was explained and it was shown that the coding was for instrument identification and research purpose only. It was emphasized to the respondents that their individual response would be kept in strict confidence and would be submerged in the study's composite analysis.

Major Findings

The writer limited his discussions regarding the major findings of this study to each specific objective in the study.

The first specific objective the writer researched was: To identify the background status of the clientele and their characteristics relative to their perception and appraisal of the Ohio Cooperative Extension Service.

The writer found that of the 692 respondents studied: 129 represented the Agricultural Producers
Clientele group; 138 were Off-farm Agribusinessmen; 135 were Home Economics Clientele; 131 represented the Community Resource Development Clientele; and 159 were 4-H Program Clientele.

Regarding the respondents' places of residence: nearly fifty per cent lived on farms; over twenty per cent of the respondents resided in cities; over eighteen per cent were classified as rural non-farm residents; and nearly twelve per cent of the respondents resided in towns.

The grouping of respondents by age groups showed that: thirty-one per cent of the respondents were in the age category of forty-one through fifty years of age; over twenty-three per cent of the respondents were in the thirty-one through forty age group; slightly over eight per cent of the respondents were in the twenty through thirty age group.

The study regarding the educational level of the clientele showed that: forty-one per cent of the respondents were high school graduates; forty-three per cent of the respondents had completed various levels of college education; and slightly over fifteen per cent of the respondents had not graduated from high school.

Regarding the frequency of the respondents' use of information provided by the Cooperative Extension Service: Nearly eight per cent of the respondents used
Extension information daily; over **twenty-five per cent** weekly; nearly **twenty-five per cent** monthly, and over **thirty-six per cent** several times per year.

The research also showed that over **twenty-five per cent** of the respondents have used information provided by Extension's educational services for more than twenty years. Nearly **twenty per cent** indicated usage of Extension information anywhere from eleven through twenty years. Nearly **thirty-eight per cent** of the respondents had used Extension information from one through ten years.

The appraisals by the clientele groups, regarding the overall effectiveness of the Cooperative Extension Service's educational efforts showed that the 4-H Program Clientele returned the highest appraisal.

The Agricultural Producers offered the lowest appraisal of the overall effectiveness of the Cooperative Extension Service's educational efforts.

The second specific objective the writer studied was: To identify the kinds of involvement and contact the clientele had encountered.

The findings in regards to this objective showed that of the 692 respondents studied:

- **636** had used Extension bulletins.
- **629** had used Extension newsletters.
- **614** had used Extension newspaper articles.
- **532** had observed Extension demonstrations.
531 had participated in county meetings.
528 had participated in local community Extension based meetings.
520 had participated in area meetings.
494 had viewed Extension's educational displays.
479 had participated in Extension tours.
471 had listened to Extension radio programs.
462 had participated in Extension office conferences.
457 had participated in telephone conferences with the Extension Service.
440 had participated in Extension home or business visitations.
433 had participated in a series of county meetings to study subjects "in-depth."
420 had participated in a series of area meetings to study subjects "in-depth."
295 had watched Extension television programs.
284 had participated in state Extension meetings.

The third objective the writer researched was:

To appraise the educational efforts of the Ohio Cooperative Extension Service in fulfilling the educational goals for the various clientele groups as perceived by members of the clientele groups.

The Agricultural Producers and Off-farm Agribusinessmen felt that the Cooperative Extension Service is best
attaining the following educational objectives:

Objective 05 To help people understand how to utilize the knowledge of nutrition, feeding, soil fertility, and other cultural practices to improve the production of agricultural and horticultural products.

Objective 04 To help people understand how to utilize the knowledge of plant and animal breeding, selection, and care to improve the production of agricultural and horticultural products.

Objective 06 To help people understand how to utilize the knowledge of controlling diseases, insects, and pests to improve the production of agricultural and horticultural products.

Objective 11 To assist people in developing the ability to use soil and water conservation for a single purpose in management and development of their individual farm units for improved agricultural production and land use.

These same clientele appraised the following educational objectives as being the least effectively attained:

Objective 86 To assist people to have ability to develop specific projects to reduce or control pollution.

Objective 22 To help people understand how to expand markets for agricultural products.

Objective 21 To help people understand how to improve marketing and distribution systems.
It was interesting to observe that the objectives appraised as being the least effectively attained were also receiving the least amount of man-days of effort expended toward their attainment.

Likewise, it was interesting to note that of the four objectives ranked as being most effectively attained, the first three were among the four objectives receiving the most man-days of effort.

The Home Economics Clientele appraised the attainment of the objectives of the Home Economics Extension Education program.

The objective ranked as being best attained was:

**Objective 38** To assist individuals and families to achieve improved nutritional status through understanding of nutrition and the relationship of good eating habits to good health.

The objective appraised as being the least effectively attained was:

**Objective 69** To assist families and individuals to understand the importance of home and community safety, the social and economic environment affecting use of their total resources as well as the community services and facilities that will enrich family life.

It was found that the Community Resource Development Clientele appraised objectives 73 and 74 as being the most effectively attained.
This appraisal is in perfect agreement with the amount of effort expended, since these objectives ranked comparably in the SEMIS Effort Rank column. The objectives are as follows:

**Objective 73** To assist people to become aware of community problems and the approaches for solving them.

**Objective 74** To assist people to have ability to establish and maintain effective community development groups, private organizations, and government bodies for the purpose of solving community problems.

These clientele appraised the following objective as being the least effectively attained:

**Objective 84** To assist people to understand basic principles of forest land management, conservation, and multiple uses as applied to small woodlots.

The 4-H Program Clientele appraised the following objective as being the most effectively attained:

**Objective 54** To have youth acquire knowledge and practical skills in science and technology.

This objective received more man-work days of effort than any of the other SEMIS objectives in the 4-H Program.

The 4-H Program Clientele, surprisingly, ranked **Objective 57** as being the least effectively attained. This objective ranked second in effort expended.
Objective 57  To help youth and adults and those already in positions of leadership develop the ability to become effective leaders.

The fourth objective the writer studied was: To appraise the educational efforts of the Ohio Cooperative Extension Service in fulfilling the functions or critical tasks of conducting the educational programs for various groups as perceived by members of the clientele groups.

The findings of the research illustrated that the clientele appraised the following tasks as being the most effectively performed by the Cooperative Extension Service:

1. Displaying enthusiasm in its educational efforts.
2. Maintaining its public image.
3. Recognizing the problems and Extension educational needs in the county.
4. Looking for ways to do a better job of serving its clientele.

The composite ranking of the clientele's appraisal of the performance of the previously mentioned critical tasks shows that the following tasks were the least effectively performed.

Selecting and using interesting methods of teaching its educational programs.
Involving the people it serves in its educational program planning.

The fifth objective researched by the writer was: To establish priorities of program areas of the Ohio Cooperative Extension Service as perceived by Extension Clientele groups.

The findings yielded by the research were displayed in a composite description of the perceptions of program priorities as perceived by the total sample of clientele used in this study.

The findings showed that the following four program areas were considered most important by the total sample of clientele.

1. 4-H Youth Development.
2. Soil and Water Conservation.
3. Improving Farm Income.

The program areas ranked in the position of least priority in the composite ranking were: Forestry Production and Marketing, followed by Recreation, Wildlife and Natural Beauty.

The sixth objective researched in this study was: To identify and analyze the relationship of: place of residence, age, level of education, kinds and intensity of
involvement with Extension's educational efforts, with the appraisal by clientele of the performance, and effectiveness of various educational techniques of the Ohio Cooperative Extension Service.

The findings showed that a composite description of the appraisal by clientele ranked the following ten techniques as being the most effective:

1. Bulletins
2. Newsletters.
3. Office Conferences.
4. Tours.
5. Demonstrations.
6. Local Community Meetings.
7. County Meetings.
8. Area Meetings (multi-county).
9. Telephone Conferences.
10. Series of Area meetings to study a subject "in-depth."

Place of Residence

The appraisal by clientele of Extension education techniques in relation to the respondents' places of residence showed that clientele residing in cities appraised home and business visits much higher than the other respondents. The "city dwellers" ranked series of area and county meetings to study a subject "in-depth" and county
meetings considerably below the composite rankings of the respondents.

The appraisal by clientele residing in towns ranked office conferences, tours, and radio programs much lower than the rest of the clientele. They ranked demonstrations and series of area meetings to study a subject "in-depth" substantially higher than the ranking of the other respondents.

The clientele categorized as rural non-farm residents appraised telephone conferences, home and business visits, newspaper articles, radio programs, and state meetings considerably higher than the composite rankings of the respondents. They also ranked series of area and county meetings to study a subject "in-depth," tours, area meetings and county meetings substantially lower than the rankings of the other respondents.

The farm dwelling clientele ranked county meetings and series of county meetings to study a subject "in-depth" considerably higher than the composite rankings of the clientele. They ranked demonstrations and local community meetings much lower than the other respondents.

**Age Groups**

The appraisal by clientele of the effectiveness of Extension education techniques in relation to age groups of the clientele showed that the ten to fourteen year old
group ranked radio and television programs much higher than the composite rank.

This group also ranked the following techniques considerably lower than the composite ranking: office conferences; newsletters, area meetings to study a subject "in-depth," and demonstrations.

The fifteen to nineteen year old group ranked office conferences considerably lower than the composite ranking. They also ranked state meetings substantially higher than the composite rank.

The twenty to twenty-five year old group appraised radio programs and county meetings to study a subject "in-depth," considerably higher than the composite ranking. They ranked local community meetings much lower than any other group.

Series of area meetings to study a subject "in-depth" was ranked highest by the twenty-six to thirty year age group. This group ranked office conferences much lower than the composite ranking.

Series of area meetings to study a subject "in-depth" was ranked considerably lower than the composite rankings by the thirty-one to forty year age group. The forty-one to fifty year age group ranked area meetings much lower than the composite ranking. They also ranked series of county meetings considerably higher than the composite ranking.
Telephone conferences and area meetings were ranked substantially lower than the composite rankings by the fifty-one to sixty year age group. This group also ranked state meetings much higher than the composite ranking.

The age group over sixty years of age ranked office conferences and series of area meetings to study a subject "in-depth" considerably lower than the composite rankings. They also ranked newspaper articles much higher than any other age group.

**Levels of Education**

The appraisal by clientele of Extension's education techniques in relation to the respondents' educational levels showed that clientele who had completed college work beyond the bachelor's degree ranked office conferences significantly lower than the other respondents. They also ranked television programs and home and business visits considerably higher than the composite ranking.

These clientele who graduated from college and did not pursue any further college training beyond the bachelor's degree ranked telephone conferences much lower than the other groups. They ranked area meetings and series of county meetings to study a subject "in-depth" much higher than the composite ranking.

The high school graduates who did not pursue higher education ranked series of area meetings to study a subject
"in-depth" considerably lower than the composite ranking. This group also ranked newspaper articles much higher than composite rank.

The clientele who had completed some high school education ranked area meetings much lower than the composite rank. They ranked newspaper articles and state meetings considerably higher than the composite rankings.

County meetings, demonstrations, and series of area meetings to study a subject "in-depth" were ranked substantially lower than the composite ranking by the respondents who had completed eight years of school or less. They ranked state meetings and television programs much higher than the composite rank.

Frequency of Use

The clientele who used Extension information daily appraised office conferences, tours, demonstrations, and local community meetings much lower than the composite rankings. However, they ranked telephone conferences and series of area and county meetings to study a subject "in-depth" considerably higher than the composite rankings.

Radio programs, newspaper articles, home and business visits and telephone conferences were ranked much higher than the composite rankings by clientele who used Extension information once per year. This group ranked
demonstrations and local meetings substantially lower than the composite rankings.

The clientele who used Extension information every several years ranked office conferences, tours, and local meetings much lower than the composite rankings. They also ranked television programs, demonstrations, newspaper articles and telephone conferences considerably higher than the composite rankings.

**Years of Use**

Respondents who have used Extension information less than one year ranked area meetings and series of area meetings to study a subject "in-depth" substantially higher than the composite rankings. They also ranked office conferences and newsletters considerably lower than the other respondents.

Office conferences and series of area meetings to study a subject "in-depth" were ranked much lower than the composite ranks by clientele who had used Extension information from one to five years. However, this group ranked home and business visits higher than the other groups.

Clientele who had used Extension information from six to ten years ranked state meetings much higher than any other groups.

Series of area meetings to study a subject "in-depth" were ranked highest by clientele who had used
Extension information for eleven to fifteen years.

Tours were ranked substantially below the composite rank by the clientele in the sixteen to twenty years tenure group.

The twenty-one to twenty-five years tenure group ranked area meetings significantly higher than the composite mean. They ranked demonstrations considerably below the other groups.

The respondents who had used Extension information for twenty-six to thirty years ranked home and business visits and series of area meetings to study a subject "in-depth" much higher than the composite rankings. This group ranked tours and local community meetings substantially lower than the other tenure groups.

Newspaper articles and series of county meetings to study a subject "in-depth" were ranked considerably higher than the composite rankings. However, they ranked demonstrations much lower than the composite rankings.

**Conclusions**

The evidence provided by this research study and reported in the major findings, provided the basis for the following conclusions:

1. 4-H Program clientele appraised the overall effectiveness of the Cooperative Extension Service's educational efforts higher than any other clientele group.
2. The Agricultural Producers offered the lowest appraisal of the overall effectiveness of Extension's educational efforts.

3. Extension bulletins, newsletters, and newspaper articles were the most often used techniques of Extension education.

4. Extension television programs and state Extension meetings were the least used techniques of Extension education.

5. The Agricultural Producers and Off-farm Agribusinessmen felt that Extension was best attaining the following educational objectives:

   * To help people understand how to utilize the knowledge of nutrition, feeding, soil fertility, and other cultural practices to improve the production of agricultural and horticultural products.

   * To help people understand how to utilize the knowledge of plant and animal breeding, selection, and care to improve the production of agricultural and horticultural products.

   * To help people understand how to utilize the knowledge of controlling diseases, insects, and pests to improve the production
of agricultural and horticultural products.

6. The Agricultural Producers and Off-farm Agribusinessmen felt that Extension least effectively attained the following educational objectives:

* To help people understand how to expand markets for agricultural products.
* To assist people to have ability to develop specific projects to reduce or control pollution.

7. Based on the high composite ranking and low rank of man-days of SEMIS effort, Extension was receiving very effective and efficient results in assisting people in developing the ability to use soil and water conservation for a single purpose in management and development of their individual farm units for improved agricultural production and land use.

8. The Extension Home Economics education program was best in attaining the following objective:

* To assist individuals and families to achieve improved nutritional status through understanding of nutrition and the relationship of good eating habits to good health.
9. The least effectively attained objective of the Home Economics Extension education program was:

* To assist families and individuals to understand the importance of home and community safety, the social and economic environment affecting use of their total resources as well as the community services and facilities that will enrich family life.

10. The most effectively attained educational objective of the Community Resource Development Program was:

* To assist people to become aware of community problems and the approaches for solving them.

11. The least effectively attained educational objective of the Community Resource Development Program was:

* To assist people to understand basic principles of forest land management, conservation, and multiple uses as applied to small woodlots.

12. Based on the high ranking by clientele and low number of man-days of effort expended, Extension was receiving very effective and efficient results in assisting people to have ability to plan for and implement specific community
industrialization projects to develop a competent labor force.

13. The most effectively attained educational objective of the 4-H program was:
   * To have youth acquire knowledge and practical skills in science and technology.

14. The least effectively attained 4-H program educational objective was:
   * To help youth and adults already in positions of leadership develop the ability to become effective leaders.

15. The clientele of the Cooperative Extension Service felt that Extension was most effectively performing the following tasks:
   * Displaying enthusiasm in its educational efforts.
   * Maintaining its public image.
   * Recognizing the problems and Extension educational needs in the county.

16. The following tasks were ranked least effectively performed by the Cooperative Extension Service:
   * Selecting and using interesting methods of teaching its educational programs.
   * Involving the people it serves in its educational program planning.
17. The Extension clientele ranked the following program areas as the most important:

1. 4-H Youth Development.
2. Soil and Water Conservation.
3. Improving Farm Income.

18. The Extension clientele ranked Forestry Production and Marketing as the least important program area.

19. The program areas: Soil and Water Conservation; and Pesticide Education and Emergency Preparedness were ranked substantially lower by man-days of effort planned than the composite ranking of importance.

20. The program areas: Improved Family Living, and Community Development ranked considerably higher by the man-days of effort planned than the composite ranking of importance.

Recommendations

The following recommendations, based upon the findings of the study and the writer's judgment, are stated as guides to implement the conclusions of this study.
General

1. Maintain strong alliances with important clientele groups we have served and wish to continue to serve, while we are serving new clientele groups.

2. Select and use more interesting methods of teaching educational programs.

3. Involve more of the various clientele that are served in educational program planning.

4. Increase the input of man-days of effort to assist the general public and pesticide handlers and users to understand the need for as well as dangers of pesticides, with emphasis on user safety and safe food consumption.

5. Continue to emphasize the use of effective and efficient bulletin promotion and distribution.

6. Continue to improve and utilize newsletters as an effective technique of Extension education with all clientele groups.

7. Consider ways of improving the effectiveness of state meetings, television programs, and educational displays.

8. Urge County Extension Agents to utilize clientele appraisals in their counties.
Agricultural Producers and Off-farm Agribusinessmen

1. Utilize the findings of this research and other related research to improve the appraisals by agricultural producers and off-farm agribusinessmen of the overall effectiveness of the Cooperative Extension Service.

2. Utilize every reasonable means to involve off-farm agribusinessmen in Extension activities and make them better informed regarding the role of the Cooperative Extension Service.

3. Utilize more series of area meetings to study subject "in-depth," with agricultural producers and off-farm agribusinessmen.

4. Utilize more educational tours with agricultural producers.

5. Utilize every possible means to improve and strengthen the image of the Farm Records Analysis Program.

6. Utilize every possible means to improve and strengthen the image of the Dairy Herd Production Records Program.

7. Improve the effectiveness of helping people to understand how to improve marketing and distribution systems.

8. Improve the effectiveness of helping producers
of agricultural products to develop the ability to become more effective in marketing operations.

9. More effectively demonstrate technical knowledge and experience with agricultural producers.

Home Economics Clientele

1. Involve more key leaders and organizations in planning Home Economics educational programs.

2. Continue to use and improve demonstration techniques with Home Economics clientele.

3. Increase the input of man-days of effort to help individuals and families understand improving the health of family members so family members will employ good health practices.

4. Improve the effectiveness of assisting individuals and families to develop the ability to more effectively select, buy or construct, and maintain family material possessions.

5. Improve the effectiveness of assisting individuals and families to develop understanding to improve interpersonal relationships and family communications resulting in more satisfying family life.
1. Utilize more series of area and county meetings to study subjects "in-depth" with Community Resource Development clientele.

2. Utilize more office conferences and business visitations with Community Resource Development clientele.

3. Improve the planning and preparing for Community Resource Development educational activities.

4. Develop a better understanding of the educational needs of Community Resource Development clientele and provide educational programs to meet those needs.

5. Improve the effectiveness of assisting people to have ability to plan and implement specific projects to improve community facilities and services.

6. Increase the input of man-days of effort to assist people to have ability to plan for and implement specific community industrialization projects and to develop a competent labor force.
1. Continue to use and improve demonstration techniques with 4-H program clientele.

2. Increase the input of man-days of effort to assist youth to acquire the breadth and depth of understanding and to develop personal attitudes toward self and others which would most likely lead to responsible citizenship.

3. Increase the effectiveness of helping youth and adults and those already in positions of leadership to develop the ability to become effective leaders.

4. More effectively demonstrate technical knowledge and experience with 4-H Program Clientele.

5. Work with more 4-H Program Clientele to help them with their problems.

6. Provide new 4-H projects in the areas of Resource Protection and Environmental Improvement.

7. Expand the 4-H project opportunities in the areas of Recreation, Wildlife and Natural Beauty.

8. Improve 4-H project opportunities in the area of Soil and Water Conservation.
### TABLE 22

**APPRAISAL BY AGRICULTURAL PRODUCERS OF THE EFFECTIVENESS OF VARIOUS EXTENSION EDUCATION TECHNIQUES**

<table>
<thead>
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<th></th>
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<th>Mean Scores</th>
<th>Rank</th>
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TABLE 24
APPRAISAL BY HOME ECONOMICS CLIENTELE OF THE EFFECTIVENESS
OF VARIOUS EXTENSION EDUCATION TECHNIQUES

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### TABLE 25

**APPRAISAL BY COMMUNITY RESOURCE DEVELOPMENT CLIENTELE OF THE EFFECTIVENESS OF VARIOUS EXTENSION EDUCATION TECHNIQUES**

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### Table 26

**Appraisal by 4-H Program Clientele of the Effectiveness of Various Extension Education Techniques**

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### Table 27

**Appraisal by Agricultural Producers of the Performance of Critical Tasks in Extension Education**

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<th>Agr'l. Producers Mean Rank</th>
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<tr>
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<td>3.44 6.5</td>
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<td>Looking for ways to do a better job of serving its clientele</td>
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<td>Explaining information to its clientele</td>
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<tr>
<td>Working with individual clientele to help with their problems</td>
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<td>3.42 9.5</td>
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<td>Using appropriate materials that are directed at the needs and interests of the people it serves</td>
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<td>3.30 13.5</td>
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APPENDIX B
February 19, 1970

To: Area Supervisors

Dear Colleagues:

Recently, at an Administrative Cabinet meeting we discussed with you the research study John Oren is going to conduct. As you may recall, this study is an appraisal of the Ohio Cooperative Extension Service by its clientele.

The primary purpose of this study is to conduct an appraisal by clientele of the effectiveness of the Ohio Cooperative Extension Service as it serves the following clienteles: Agricultural producers; off-farm agribusiness; homemakers; 4-H Club members; parents of 4-H Club members; and persons involved in community resource development.

Mr. Oren has randomly selected two counties from each supervisory area. The following counties have been selected from each of the areas:

COUNTIES TO BE STUDIED

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A letter to the County Chairmen in the selected counties is enclosed for you to forward. You may wish to attach your own note indicating the importance of this study.

Kindest personal regards to you.

Sincerely yours,

Orlo L. Musgrave
Associate Director

OLM:bl
Encls.
February 19, 1970

To: Selected County Extension Agent, Chairman

Dear Colleagues:

We are in the process of conducting an appraisal by clientele, of the Ohio Cooperative Extension Service.

As you can well imagine, appraisal by clientele exists as one means of ascertaining the effectiveness, status, and development of the educational programs of the Ohio Cooperative Extension Service.

The primary purpose of this study is to conduct an appraisal of the effectiveness of the O.C.E.S. as it serves the following clientele: Agricultural producers; off-farm agribusiness; homemakers; 4-H Club members, their parents, and 4-H Club Advisors; and persons involved in community resource development.

In view of the importance of this study, we would like to solicit your assistance during the early stages. If you are willing to help us, John Oren, a Research Associate with the Ohio Cooperative Extension Service will come to your county to complete the arrangements for the study. He will need to randomly select 10 people from each of the five clientele groups above. This will involve meeting with you and your co-workers for part of a day in March or April.

After the clientele lists are developed, Director Kottswm will mail questionnaires to these clientele. Your assistance may be needed in follow-up with some non-respondents. Please indicate your decision on the enclosed card and return it to us by March 9, 1970.

Kindest personal regards to you.

Sincerely yours,

Orlo L. Musgrave
Associate Director
COOPERATIVE EXTENSION WORK IN AGRICULTURE AND HOME ECONOMICS
U. S. DEPARTMENT OF AGRICULTURE AND STATE LAND GRANT COLLEGES COOPERATING

Dear Dr. Mangrove:

(Please check one of the following)

I will be willing to assist with the research study involving a clientele appraisal of the O.C.E.S.

I will be unable to assist with the research study involving a clientele appraisal of the O.C.E.S.

Signed

County Extension Agent, Chairman

Please return by March 9, 1970.

County
June 22, 1970

To: Selected Cooperative Extension
Service Clientele

Dear Madam:

The Ohio Cooperative Extension Service is continually striving to do a better job of serving you. We need your assistance with this effort. Would you please complete the enclosed questionnaire and return it by July 2, 1970.

This questionnaire, when completed by you, offers Extension Administration an opportunity to gain insight as to the effectiveness of the Ohio Cooperative Extension Service.

We consider your frank opinions very important and we need your cooperation in completing the questionnaire. It is imperative that we have your response to have a useful study. All replies will be treated confidentially and will be submerged in the composite analysis of the study.

In the interest of further improvement of Ohio's Extension programs, please return the enclosed questionnaire as soon as possible. A stamped, self-addressed envelope is enclosed for your use.

Kindest personal regards.

Sincerely yours,

Roy M. Kottman
Director

RMK:bl
Encs.
June 22, 1970

To: Selected Cooperative Extension
Service Clientele

Dear Sirs:

The Ohio Cooperative Extension Service is continually striving to

do a better job of serving you. We need your assistance with this effort.
Would you please complete the enclosed questionnaire and return it by
July 2, 1970.

This questionnaire, when completed by you, offers Extension
Administration an opportunity to gain insight as to the effectiveness of
the Ohio Cooperative Extension Service.

We consider your frank opinions very important and we need your co-
operation in completing the questionnaire. It is imperative that we have
your response to have a useful study. All replies will be treated confi-
dentially and will be submerged in the composite analysis of the study.

In the interest of further improvement of Ohio's Extension programs,
please return the enclosed questionnaire as soon as possible. A stamped,
self-addressed envelope is enclosed for your use.

Kindest personal regards.

Sincerely yours,

Roy M. Kottman
Director

RMK:bl
Encs.
June 22, 1970

To: Selected 4-H Club Advisors

Dear Friend:

The Ohio Cooperative Extension Service is continually striving to do a better job of serving you. We need your assistance with this effort. Would you please complete the enclosed questionnaire and return it by July 2, 1970.

This questionnaire, when completed by you, offers Extension Administration an opportunity to gain insight as to the effectiveness of the Ohio Cooperative Extension Service and the 4-H program.

We consider your frank opinions very important and we need your cooperation in completing the questionnaire. It is imperative that we have your response to have a useful study. All replies will be treated confidentially and will be submerged in the composite analysis of the study.

In the interest of further improvement of Ohio's Extension programs, please return the enclosed questionnaire as soon as possible. A stamped, self-addressed envelope is enclosed for your use.

Kindest personal regards.

Sincerely yours,

[Signature]

Roy M. Kottman
Director

RMK:bl
Encs.
June 22, 1970

To: Selected 4-H Member

Dear 4-H Member:

The Ohio Cooperative Extension Service is continually striving to do a better job of serving you. We need your assistance with this effort. Would you please complete the enclosed questionnaire and return it by July 2, 1970.

This questionnaire, when completed by you, offers Extension Administration an opportunity to gain insight as to the effectiveness of the Ohio Cooperative Extension Service and the 4-H program.

We consider your frank opinions very important and we need your cooperation in completing the questionnaire. It is imperative that we have your response to have a useful study. All replies will be treated confidentially and will be subsumed in the composite analysis of the study.

In the interest of further improvement of Ohio's Extension programs, please return the enclosed questionnaire as soon as possible. A stamped, self-addressed envelope is enclosed for your use.

Kindest personal regards.

Sincerely yours,

Roy M. Kottman
Director

RMK:bl
Encs.
June 22, 1970

To: Selected Parents of 4-H Members

Dear Parents:

The Ohio Cooperative Extension Service is continually striving to do a better job of serving you. We need your assistance with this effort. Would you please complete the enclosed questionnaire and return it by July 2, 1970.

This questionnaire, when completed by you, offers Extension Administration an opportunity to gain insight as to the effectiveness of the Ohio Cooperative Extension Service and the 4-H program.

We consider your frank opinions very important and we need your cooperation in completing the questionnaire. It is imperative that we have your response to have a useful study. All replies will be treated confidentially and will be submerged in the composite analysis of the study.

In the interest of further improvement of Ohio's Extension programs, please return the enclosed questionnaire as soon as possible. A stamped, self-addressed envelope is enclosed for your use.

Kindest personal regards.

Sincerely yours,

Roy M. Kottman
Director

RMK:bl
Encs.
To Selected Cooperative Extension Service Clientele

Recently we sent to you a questionnaire we are using in a state-wide appraisal of the efforts of the Ohio Cooperative Extension Service. You were selected, along with a few other Ohioans, to provide us with information that will help us improve our educational programs for the people of Ohio. We need your help as we strive to do a better job of serving you.

We would appreciate very much your completing the questionnaire we mailed you. Your frank opinions are very important to us and we feel your response is needed for a useful study. All replies will be treated confidentially.

If you failed to receive or have misplaced your questionnaire, please return the enclosed card and we will forward to you a questionnaire and a stamped envelope.

In the interest of further improvement of Ohio's Extension programs, please take a few minutes from your busy schedule to complete and return the questionnaire.

Kindest personal regards.

Sincerely yours,

Roy M. Kottman
Director
We will be most happy to forward to you a questionnaire and a stamped addressed envelope if you will return this card with your name and address.

Name ________________________________

Address ______________________________

County ______________________________

Thank you for your cooperation.

Sincerely yours,

Ross M. Kottman, Director
Ohio Cooperative Extension Service
To: Selected Cooperative Extension Service Clientele

The Cooperative Extension Service recently sent to you a questionnaire we are using in a state-wide appraisal of the efforts of the Ohio Cooperative Extension Service. You were selected, along with a few other Ohioans, to provide us with information that will help us improve our educational services for you and the other people of Ohio. We need your help, very much.

We would appreciate your completing the enclosed questionnaire and returning it to us in the enclosed, stamped envelope. Your frank opinions are very important to us and we feel your response is needed for a useful study. Your replies will be treated confidentially.

In the interest of improving the Ohio Cooperative Extension Service, please take a few minutes from your busy schedule to complete and return the enclosed questionnaire.

Thank you for your time.

Sincerely yours,

Clarence J. Cunningham
Assistant Director,
Staff Development and
Program Analysis

CJC:bl
Encs.
APPENDIX C
1. What is your principal occupation?

2. Where do you live (Please check one)?
   - In a city (5,000 or more people)
   - In a town (less than 5,000 people)
   - Outside city or town but not on farm.
   - On a farm

3. Please check your age group.
   - 10 to 14
   - 15 to 19
   - 20 to 25
   - 26 to 30
   - 31 to 40
   - 41 to 50
   - 51 to 60
   - Over 60

4. Please check the highest level of formal education you have completed.
   - 8 years or less
   - High school graduate
   - College graduate (Bachelor's degree)
   - Some college
   - More than a Bachelor's degree

5. The following 17 techniques are used by the Extension Service to teach people regarding agriculture, home economics, community resource development, and the 4-H Club program. Please indicate on the scale next to each technique how well it provided Extension information by circling the appropriate number. If you have never used the technique please indicate by circling N.U. at the extreme right.

   5=Excellent; 4=Very Good; 3=Good; 2=Poor; 1=Never Used
   N.U.=Never Used

   A. Bulletins
   B. Office Conferences
   C. Telephone Conferences
   D. Newsletters
   E. Home or Business Visits
   F. Area Meetings (Multi-county)
   G. Series of Area Meetings to study a subject "in-depth"
   H. Tours
   I. Newspaper Articles
   J. Demonstrations
   K. Radio Programs
   L. Educational Displays
   M. Television Programs
   N. County Meetings
   O. Series of County Meetings to study a subject "in-depth"
   P. State Meetings
   Q. Local Community Meetings
6. How often do you use information provided by Extension through any of the techniques previously mentioned? (Please check ☑ one)
   - Daily   ☑ Monthly   Once per year   Never
   - Weekly   Several times a year   Once every several years

7. How many years have you used one or more of the educational services of the Cooperative Extension Service? (Please check ☑ one)
   - None   ☑ 6 to 10 years   21 to 25 years
   - Less than 1 year   11 to 15 years   26 to 30 years
   - 1 to 5 years   16 to 20 years   More than 30 years

8. Please check ☑ the one agricultural enterprise that represents the major portion of your gross farm income.
   - Dairy   ☑ Swine   Grain   Vegetable   Nursery Crops
   - Beef   Sheep   Hay   Fruit   Forest Products
   - Others (specify)

9. Please check ☑ the one category that best describes your gross farm income in 1976.
   - $2,500 or less   Over $15,000 but less than $20,000
   - Over $2,500 but less than $5,000   Over $20,000 but less than $30,000
   - Over $5,000 but less than $10,000   Over $30,000 but less than $40,000
   - Over $10,000 but less than $15,000   Over $40,000

10. Please indicate your reaction to the following statement (Please check ☑ one)
    THERE IS A PROMISING FUTURE IN FARMING.
    - Strongly Agree   ☑ Agree   Disagree   Strongly Disagree

11. How many acres do you farm? Total Acres
    Acres Owned
    Acres Rented or Leased

As you react to the following questions, please share with us your frank opinions.
There are no right or wrong answers to these questions. Please circle the appropriate number in the scale next to each item.

<table>
<thead>
<tr>
<th>HOW WELL DO YOU FEEL THE EDUCATIONAL EFFORTS OF THE COOPERATIVE EXTENSION SERVICE HELP PEOPLE TO?</th>
<th>5=Excellent; 4=Very Good; 3=Good; 2=Fair; 1=Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>12. Understand how economic principles of supply, demand, pricing, and competition affect agricultural business?</td>
<td>5   4   3   2   1</td>
</tr>
<tr>
<td>13. Understand how domestic and foreign agricultural policies and trade programs relate to agricultural income and trade?</td>
<td>5   4   3   2   1</td>
</tr>
<tr>
<td>14. Develop the managerial ability to organise and effectively utilize land, labor, capital, and new technology?</td>
<td>5   4   3   2   1</td>
</tr>
<tr>
<td>15. Understand how to design, construct, maintain, and utilise buildings and other structures?</td>
<td>5   4   3   2   1</td>
</tr>
<tr>
<td>16. Understand how to safely and efficiently utilize farm power and equipment?</td>
<td>5   4   3   2   1</td>
</tr>
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17. Understand how to efficiently use drainage technology? 5 4 3 2 1
18. Utilize the knowledge of animal selection, breeding, and care to improve agricultural production? 5 4 3 2 1
19. Utilize the knowledge of plant selection, breeding, and care to improve agricultural and horticultural productions? 5 4 3 2 1
20. Utilize the knowledge of animal nutrition and feeding practices to improve production? 5 4 3 2 1
21. Utilize the knowledge of plant nutrition, soil testing, soil structure, and soil management to improve agricultural and horticultural production? 5 4 3 2 1
22. Utilize the knowledge of plant analysis, growth, and development to improve agricultural and horticultural production? 5 4 3 2 1
23. Utilize the knowledge of seeding, growing, harvesting, and handling crops to improve agricultural and horticultural production? 5 4 3 2 1
24. Utilize the knowledge of controlling plant diseases, insects, and pests through the safe effective use of fungicides, insecticides, and herbicides? 5 4 3 2 1
25. Utilize the knowledge of controlling animal diseases and pests? 5 4 3 2 1
26. Use soil and water conservation in the management and development of their land for improved land use? 5 4 3 2 1
27. Organize, plan, construct, and maintain watershed improvements and soil and water resources improvements for better land use? 5 4 3 2 1
28. Effectively use soil and water conservation projects for improved land use? 5 4 3 2 1
29. Become more effective in their marketing operations? 5 4 3 2 1
30. Improve marketing and distribution systems? 5 4 3 2 1
31. Expand markets for agricultural products? 5 4 3 2 1
32. Understand safe methods of handling and using pesticides? 5 4 3 2 1
33. Realize various potential hazards to the natural environment associated with careless or improper use of pesticides? 5 4 3 2 1
34. Understand how to effectively cope with emergency situations, including both natural and man-made disasters? 5 4 3 2 1
HOW WELL DO YOU FEEL THE EDUCATIONAL EFFORTS OF THE COOPERATIVE EXTENSION SERVICE HELP PEOPLE TO:

<table>
<thead>
<tr>
<th>Question</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>35. Understand and use current recommended practices in forest management?</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>36. Beware of and understand the nature of pollution and its effects on human, animal, and plant life?</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>37. Develop projects to reduce or control pollution?</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>38. Utilize all the technical information they need to successfully operate their agricultural business?</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

Please circle the number you feel indicates HOW WELL THE COOPERATIVE EXTENSION SERVICE IS PERFORMING THE FOLLOWING TASKS:

<table>
<thead>
<tr>
<th>Question</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>19. Recognising the problems and Extension educational needs in your county?</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>20. Understanding and providing educational programs to meet your educational needs?</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>21. Involving the people it serves in its educational program planning?</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>22. Involving key leaders and organisations in the planning of its educational programs?</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>23. Planning and preparing for its educational activities?</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>24. Showing flexibility and the ability to adopt programs to changing circumstances?</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>25. Demonstrating necessary technical knowledge and experience?</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>26. Providing specialised information on a timely basis?</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>27. Using appropriate materials that are directed at the needs and interests of the people it serves?</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>28. Explaining information to its clientele?</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>29. Working with individual clientele to help with their problems?</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>30. Selecting and using interesting methods of teaching its educational programs?</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>31. Attempting to better serve the educational needs of its clientele?</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>32. Displaying enthusiasm in its educational efforts?</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>
HOW WELL THE COOPERATIVE EXTENSION SERVICE IS PERFORMING
THE FOLLOWING TASKS:

53. Publicising its planned activities?
   5 4 3 2 1

54. Looking for ways to do a better job of serving its clientele?
   5 4 3 2 1

55. Maintaining its public image?
   5 4 3 2 1

56. How effectively are the educational efforts of the Cooperative Extension Service performed?
   Please check one) __ Excellent ___ Very Good ___ Good ___ Fair ___ Poor

57. Would you please explain why you answered the above question as you did?

Please indicate your opinion regarding the importance of each of the following program areas of Extension Education by circling the response you feel is appropriate.

   4=Very Important; 3=Important; 2=Fairly Important; 1=Important

58. Improving Farm Income
   4 3 2 1

59. Soil and Water Conservation
   4 3 2 1

60. Marketing, Utilization, Distribution, and Farm Supply
   4 3 2 1

61. Food and Nutrition
   4 3 2 1

   4 3 2 1

63. 4-H Youth Development
   4 3 2 1

64. Improved Family Living
   4 3 2 1

65. Community Development
   4 3 2 1

66. Recreation, Wildlife, and Natural Beauty
   4 3 2 1

67. Forestry Production and Marketing
   4 3 2 1

68. Resource Protection and Environmental Improvement
   4 3 2 1

Thanks for your help.

RETURN IN ENCLOSED ENVELOPE TO:
STAFF DEVELOPMENT AND PROGRAM ANALYSIS:
The Ohio State University
2120 Fyffe Road
Columbus, Ohio • 43210
1. What is your principal occupation?

2. Where do you live (Please check (v) one):
   - In a city (5,000 or more people)
   - Outside city or town but not on farm
   - In a town (less than 5,000 people)
   - On a farm

3. Please check (v) your age group.
   - 10 to 14
   - 15 to 19
   - 20 to 25
   - 26 to 30
   - 31 to 40
   - 41 to 50
   - Over 60

4. Please check (v) the highest level of formal education you have completed.
   - 8 years or less
   - High school graduate
   - Some college
   - College graduate (Bachelor's degree)
   - Some high school
   - More than a Bachelor's degree

5. The following 7 techniques are used by the Extension Service to teach people regarding agriculture, home economics, community resource development, and the 4-H Club program. Please indicate on the scale next to each technique how well it provided Extension information by circling the appropriate number. If you have never used the technique please indicate by circling (N.U.) at the extreme right.

   A. Bulletins
   B. Office Conferences
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   G. Series of Area Meetings to study a subject "in-depth"
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   Q. Local Community Meetings

   5-Excellent; 4-Very Good; 3-Good; 2-Poor; 1-Poorer and N.U.-Never Used
6. How often do you use information provided by Extension through any of the techniques previously mentioned? (Please check one)

- Daily
- Monthly
- Once per year
- Never
- Weekly
- Several times a year
- Once every several years

7. How many years have you used one or more of the educational services of the Cooperative Extension Service? (Please check one)

- None
- 6 to 10 years
- 11 to 15 years
- 16 to 20 years
- 21 to 25 years
- 26 to 30 years
- More than 30 years

8. What type of agri-business do you operate? (Please describe)


9. Please check the one major agricultural enterprise that represents the clientele group you serve.

- Dairy
- Swine
- Grain
- Vegetable
- Nursery Crops
- Beef
- Sheep
- Hay
- Fruit
- Forest Products
- Others (specify)

10. Please indicate your reaction to the following statement: (Please check one)

THERE IS A PROMISING FUTURE IN FARMING.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

11. Indicate the number of employees in your business.

- Males
- Females

As you react to the following questions please share with us your frank opinions. There are no right or wrong answers to these questions. Please circle the appropriate number in the scale next to each item.

HOW WELL DO YOU FEEL THE EDUCATIONAL EFFORTS OF THE COOPERATIVE EXTENSION SERVICE HELP PEOPLE TO:

3=Excellent; 4=Very Good; 5=Good; 2=Fair; 1=Poor

12. Understand how economic principles of supply, demand, pricing, and competition affect agricultural business?

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</table>
HOW WILL DO YOU FEEL THE EDUCATIONAL EFFORTS OF THE
COORDINATING EXTENSION SERVICE HELP PEOPLE TO:

37. Develop projects to reduce or control pollution? 5 4 3 2 1

38. Utilize all the technical information they need to successfully operate their agricultural business? 5 4 3 2 1

Please circle the number you feel indicates HOW WELL THE
COORDINATING EXTENSION SERVICE IS PERFORMING THE FOLLOWING
TASKS:

39. Recognizing the problems and extension educational needs in your county? 5 4 3 2 1

40. Understanding and providing educational programs to meet your educational needs? 5 4 3 2 1

41. Involving the people it serves in its educational program planning? 5 4 3 2 1

42. Involving key leaders and organizations in the planning of its educational programs? 5 4 3 2 1

43. Planning and preparing for its educational activities? 5 4 3 2 1

44. Showing flexibility and the ability to adopt programs to changing circumstances? 5 4 3 2 1

45. Demonstrating necessary technical knowledge and experience? 5 4 3 2 1

46. Providing specialized information on a timely basis? 5 4 3 2 1

47. Using appropriate materials that are directed at the needs and interests of the people it serves? 5 4 3 2 1

48. Explaining information to its clientele? 5 4 3 2 1

49. Working with individual clientele to help with their problems? 5 4 3 2 1

50. Selecting and using interesting methods of teaching its educational programs? 5 4 3 2 1

51. Attempting to better serve the educational needs of its clientele? 5 4 3 2 1

52. Displaying enthusiasm in its educational efforts? 5 4 3 2 1

53. Publicizing its planned activities? 5 4 3 2 1

54. Looking for ways to do a better job of serving its clientele? 5 4 3 2 1

55. Maintaining its public image? 5 4 3 2 1
56. How effectively are the educational efforts of the Cooperative Extension Service performed? (Please check one) __ Excellent __ Very Good __ Good __ Fair __ Poor

57. Would you please explain why you answered the above question as you did?

Please indicate your opinion regarding the importance of each of the following program areas of Extension Education by circling the response you feel is appropriate.

<table>
<thead>
<tr>
<th>Program Area</th>
<th>4 (Very Important)</th>
<th>3 (Important)</th>
<th>2 (Fairly Important)</th>
<th>1 (Not Important)</th>
</tr>
</thead>
<tbody>
<tr>
<td>58. Improving Farm Income</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>59. Soil and Water Conservation</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>60. Marketing, Utilization, Distribution, and Farm Supply</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>61. Food and Nutrition</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>62. Pesticide Education and Emergency Preparedness</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>63. 4-H Youth Development</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>64. Improved Family Living</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>65. Community Development</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>66. Recreation, Wildlife, and Natural Beauty</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>67. Forestry Production and Marketing</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>68. Resource Protection and Environmental Improvement</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

Thanks for your help.

RETURN IN ENCLOSED ENVELOPE TO:

STAFF DEVELOPMENT AND PROGRAM ANALYSIS
The Ohio State University
2120 Pyffe Road
Columbus, Ohio 43210
1. How many are there in your family? (Include yourself)
   ___ Males   ___ Females

2. Where do you live (Please check one)?
   ___ In a city (5,000 or more people)   ___ Outside city or town but not on farm
   ___ In a town (less than 5,000 people)   ___ On a farm

3. Please check one of your age group.
   _______ 10 to 14   _______ 20 to 25   _______ 31 to 40   _______ 51 to 60
   _______ 15 to 19   _______ 26 to 30   _______ 41 to 50   _______ Over 60

4. Please check the highest level of formal education you have completed.
   ___ 8 years or less   ___ High school graduate   ___ College graduate (Bachelor's degree)
   ___ Some high school   ___ Some college   ___ More than a Bachelor's degree

5. The following 17 techniques are used by the Extension Service to teach people regarding agriculture, home economics, community resource development, and the 4-H Club program. Please indicate on the scale next to each technique how well it provided Extension information by circling the appropriate number. If you have never used the technique please indicate by circling N.U. at the extreme right.

   3=Excellent; 4=Very Good; 3=Good; 2=Fair; 1=Poor; N.U.=Never Used

   A. Bulletins   5  4  3  2  1 N.U.
   B. Office Conferences   5  4  3  2  1 N.U.
   C. Telephone Conferences   5  4  3  2  1 N.U.
   D. Newsletters   5  4  3  2  1 N.U.
   E. Home or Business Visits   5  4  3  2  1 N.U.
   F. Area Meetings (Multi-county)   5  4  3  2  1 N.U.
   G. Series of Area Meetings to study a subject "in-depth"   5  4  3  2  1 N.U.
   H. Tours   5  4  3  2  1 N.U.
   I. Newspaper Articles   5  4  3  2  1 N.U.
   J. Demonstrations   5  4  3  2  1 N.U.
   K. Radio Programs   5  4  3  2  1 N.U.
   L. Educational Displays   5  4  3  2  1 N.U.
   M. Television Programs   5  4  3  2  1 N.U.
   N. County Meetings   5  4  3  2  1 N.U.
   O. Series of County Meetings to study a subject "in-depth"   5  4  3  2  1 N.U.
   P. State Meetings   5  4  3  2  1 N.U.
   Q. Local Community Meetings   5  4  3  2  1 N.U.
6. How often do you use information provided by Extension through any of the techniques previously mentioned? (Please check (✓) one)

<table>
<thead>
<tr>
<th>Daily</th>
<th>Monthly</th>
<th>Once per year</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Weekly | Several times a | Once every several years | Year |

---

7. How many years have you used one or more of the educational services of the Cooperative Extension Service? (Please check (✓) one)

<table>
<thead>
<tr>
<th>None</th>
<th>6 to 10 years</th>
<th>11 to 15 years</th>
<th>16 to 20 years</th>
<th>More than 20 years</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Less than 1 year | 11 to 15 years | 16 to 20 years | More than 20 years |

---

As you react to the following questions, please share with us your frank opinions. There are no right or wrong answers to these questions. Please circle the appropriate number in the scale next to each item.

**H ow well do you feel the educational efforts of the Cooperative Extension Service help you to**

**3= Excellent; 4= Very Good; 3= Good; 2= Fair; 1= Poor**

8. Better understand nutrition and its relationship to good health?

9. Develop improved food selection and buying habits?

10. Develop improved food preparation and meal management techniques?

11. Improve their nutrition through improved eating habits?

12. Understand proper food handling, preservation, and storage techniques?

13. Improve their planning, controlling, and use of money and other resources?

14. Become more competent consumers by developing a better understanding of buying, comparing prices, advertising, credit, and consumer protection?

15. Become more competent money managers by developing a better understanding of the budgeting, banking, investments, retirement, and legal arrangements?

16. More effectively select, buy, and construct clothing, and home furnishings?

17. More effectively select, buy, or construct homes and home equipment?

18. Better understand how to safely, economically, and satisfactorily use and maintain household equipment?

19. Better understand the development and growth processes of children?

20. Improve communications among family members so as to improve problem-solving and minimize frustrations?
HOW WELL DO YOU FEEL THE EDUCATIONAL EFFORTS OF THE COOPERATIVE EXTENSION SERVICE HELP PEOPLE TO:

21. Develop safety practices in the home and community?

22. Better understand their community, state, and federal agencies and their services?

23. Understand financial record keeping and making use of the spending and savings data in the records?

24. Understanding the tax structure of the local, state, and federal levels?

25. Improve and utilise the community’s services, such as health and recreation facilities, schools, churches, newspapers, radio, television, and libraries?

26. Understand how to improve their health?

27. Employ good health practices?

28. Understand and use safe methods in handling and storing pesticides?

29. Understand need for chemicals in the efficient production of our food supply?

Please circle the number you feel indicates HOW WELL THE COOPERATIVE EXTENSION SERVICE IS PERFORMING THE FOLLOWING TASKS:

5 = Excellent; 4 = Very Good; 3 = Good; 2 = Fair; 1 = Poor

30. Recognising the problems and Extension educational needs in your county?

31. Understanding and providing educational programs to meet your educational needs?

32. Involving the people it serves in its educational program planning?

33. Involving key leaders and organizations in the planning of its educational programs?

34. Planning and preparing for its educational activities?

35. Showing flexibility and the ability to adopt programs to changing circumstances?

36. Demonstrating necessary technical knowledge and experience?

37. Providing specialised information on a timely basis?

38. Using appropriate materials that are directed at the needs and interests of the people it serves?
<table>
<thead>
<tr>
<th>Task</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explaining information to its clientele?</td>
<td>5</td>
</tr>
<tr>
<td>Working with individual clientele to help with their problems?</td>
<td>5</td>
</tr>
<tr>
<td>Selecting and using interesting methods of teaching its educational programs?</td>
<td>5</td>
</tr>
<tr>
<td>Attempting to better serve the educational needs of its clientele?</td>
<td>5</td>
</tr>
<tr>
<td>Displaying enthusiasm in its educational efforts?</td>
<td>5</td>
</tr>
<tr>
<td>Publicizing its planned activities?</td>
<td>5</td>
</tr>
<tr>
<td>Looking for ways to do a better job of serving its clientele?</td>
<td>5</td>
</tr>
<tr>
<td>Maintaining its public image?</td>
<td>5</td>
</tr>
<tr>
<td>How effectively are the educational efforts of the Cooperative Extension Service performed? (Please check one)</td>
<td>Excellent</td>
</tr>
<tr>
<td>Would you please explain why you answered the above questions as you did?</td>
<td></td>
</tr>
<tr>
<td>Please indicate your opinion regarding the importance of the following program areas of Extension Education by circling the response you feel is appropriate.</td>
<td></td>
</tr>
<tr>
<td>Improving Farm Income</td>
<td>6</td>
</tr>
<tr>
<td>Soil and Water Conservation</td>
<td>6</td>
</tr>
<tr>
<td>Marketing, Utilisation, Distribution, and Farm Supply</td>
<td>6</td>
</tr>
<tr>
<td>Food and Nutrition</td>
<td>6</td>
</tr>
<tr>
<td>Pesticide Education and Emergency Preparedness</td>
<td>6</td>
</tr>
<tr>
<td>4-H Youth Development</td>
<td>6</td>
</tr>
<tr>
<td>Improved Family Living</td>
<td>6</td>
</tr>
<tr>
<td>Community Development</td>
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<td>Recreation, Wildlife, and Natural Beauty</td>
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</tr>
<tr>
<td>Resource Protection and Environmental Improvement</td>
<td>6</td>
</tr>
</tbody>
</table>

Thanks for your help.
RETURN IN ENCLOSED ENVELOPE.
1. What is your principal occupation? ________________________________

2. Where do you live (Please check ✓ one)?
   - In a city (5,000 or more people)
   - Outside city or town but not on farm
   - In a town (less than 5,000 people)
   - On a farm

3. Please check ✓ your age group.
   - 10 to 14
   - 20 to 25
   - 31 to 40
   - 51 to 60
   - 15 to 19
   - 26 to 30
   - 41 to 50
   - Over 60

4. Please check ✓ the highest level of formal education you have completed.
   - 8 years or less
   - High school graduate
   - Some high school
   - Some college
   - More than a Bachelor's degree
   - College graduate
   - Bachelor's degree

5. The following 17 techniques are used by the Extension Service to teach people regarding agriculture, home economics, community resource development, and the 4-H Club program. Please indicate on the scale next to each technique how well it provided Extension information, by circling the appropriate number. If you have never used the technique please indicate by circling N.U. at the extreme right.
   - 5-Excellent; 4-Very Good; 3-Good;
   - 2-Fair; 1-Poor; and N.U.-Never Used

<table>
<thead>
<tr>
<th>Technique</th>
<th>5 4 3 2 1</th>
<th>N.U.</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Bulletins</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Office Conferences</td>
<td>5 4 3 2 1</td>
<td>N.U.</td>
</tr>
<tr>
<td>C. Telephone Conferences</td>
<td>5 4 3 2 1</td>
<td>N.U.</td>
</tr>
<tr>
<td>D. Newsletters</td>
<td>5 4 3 2 1</td>
<td>N.U.</td>
</tr>
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<td>E. Home or Business Visits</td>
<td>5 4 3 2 1</td>
<td>N.U.</td>
</tr>
<tr>
<td>F. Area Meetings (Multi-county)</td>
<td>5 4 3 2 1</td>
<td>N.U.</td>
</tr>
<tr>
<td>G. Series of Area Meetings to study a subject &quot;in-depth&quot;</td>
<td>5 4 3 2 1</td>
<td>N.U.</td>
</tr>
<tr>
<td>H. Tours</td>
<td>5 4 3 2 1</td>
<td>N.U.</td>
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<td>I. Newspaper Articles</td>
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</tr>
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<td>N.U.</td>
</tr>
<tr>
<td>N. County Meetings</td>
<td>5 4 3 2 1</td>
<td>N.U.</td>
</tr>
<tr>
<td>O. Series of County Meetings to study a subject &quot;in-depth&quot;</td>
<td>5 4 3 2 1</td>
<td>N.U.</td>
</tr>
<tr>
<td>P. State Meetings</td>
<td>5 4 3 2 1</td>
<td>N.U.</td>
</tr>
<tr>
<td>Q. Local Community Meetings</td>
<td>5 4 3 2 1</td>
<td>N.U.</td>
</tr>
</tbody>
</table>
6. How often do you use information provided by extension through any of the techniques previously mentioned? (Please check 1/ one)

- Daily
- Monthly
- Once per year
- Never
- Weekly
- Several times
- Once every several years
- a year

7. How many years have you used one or more of the educational services of the Cooperative Extension Service? (Please check 1 one)

- None
- 6 to 10 years
- 21 to 25 years
- Less than 1 year
- 11 to 15 years
- 26 to 30 years
- 1 to 5 years
- 16 to 20 years
- More than 30 years

As you react to the following questions, please share with us your frank opinions. There are no right or wrong answers to these questions. Please circle the appropriate number in the scale next to each item.

<table>
<thead>
<tr>
<th>5 = Excellent</th>
<th>4 = Very Good</th>
<th>3 = Good</th>
<th>2 = Fair</th>
<th>1 = Poor</th>
</tr>
</thead>
</table>

8. How will do you feel the educational efforts of the Cooperative Extension Service help people to:

9. Become aware of and understand public issues and concerns?

10. Plan for and provide adequate water supplies?

11. Plan for and provide adequate health facilities?

12. Plan for and provide adequate waste disposal systems?

13. Plan for and provide adequate community recreation facilities?

14. Plan for and provide adequate housing in the county?

15. Plan for and provide adequate roads and transportation?

16. Plan for and implement educational programs regarding community support for business and industrial developments?

17. Plan for and implement educational programs related to vocational and technical training?

18. Plan for and develop programs to maintain and improve natural beauty?

19. Plan for and achieve orderly and efficient land use and planning and zoning?

20. Determine the potential of outdoor recreation enterprises and the development of appropriate enterprises?

21. Determine the potential of the tourist enterprises and the development of appropriate enterprises other than outdoor recreation?
HOW WELL DO YOU FEEL THE EDUCATIONAL EFFORTS OF THE COOPERATIVE EXTENSION SERVICE HELP PEOPLE TO:

<table>
<thead>
<tr>
<th>22. Determine the potential of natural beauty and wildlife enterprises and the development of appropriate enterprises?</th>
<th>3=Excellent; 4=Very Good; 3=Good; 2=Fair; 1=Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>23. Develop programs that are designed to increase the efficiency of established private and public outdoor recreation and tourism enterprises?</td>
<td>3=Excellent; 4=Very Good; 3=Good; 2=Fair; 1=Poor</td>
</tr>
<tr>
<td>24. Improve the effectiveness of the management and administrative techniques they use in their outdoor recreation and tourism enterprises?</td>
<td>3=Excellent; 4=Very Good; 3=Good; 2=Fair; 1=Poor</td>
</tr>
<tr>
<td>25. Explore techniques of managing combined recreation, tourism, natural beauty, and wildlife facilities?</td>
<td>3=Excellent; 4=Very Good; 3=Good; 2=Fair; 1=Poor</td>
</tr>
</tbody>
</table>

Please circle the number you feel indicates HOW WELL THE COOPERATIVE EXTENSION SERVICE IS PERFORMING THE FOLLOWING TASKS:

<table>
<thead>
<tr>
<th>26. Recognizing the problems and Extension educational needs in your county?</th>
<th>3=Excellent; 4=Very Good; 3=Good; 2=Fair; 1=Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>27. Understanding and providing educational programs to meet your educational needs?</td>
<td>3=Excellent; 4=Very Good; 3=Good; 2=Fair; 1=Poor</td>
</tr>
<tr>
<td>28. Involving the people it serves in its educational program planning?</td>
<td>3=Excellent; 4=Very Good; 3=Good; 2=Fair; 1= Poor</td>
</tr>
<tr>
<td>29. Involving key leaders and organizations in the planning of its educational programs?</td>
<td>3=Excellent; 4=Very Good; 3=Good; 2=Fair; 1=Poor</td>
</tr>
<tr>
<td>30. Planning and preparing for its educational activities?</td>
<td>3=Excellent; 4=Very Good; 3=Good; 2=Fair; 1=Poor</td>
</tr>
<tr>
<td>31. Showing flexibility and the ability to adopt programs to changing circumstances?</td>
<td>3=Excellent; 4=Very Good; 3=Good; 2=Fair; 1=Poor</td>
</tr>
<tr>
<td>32. Demonstrating necessary technical knowledge and experience?</td>
<td>3=Excellent; 4=Very Good; 3=Good; 2=Fair; 1=Poor</td>
</tr>
<tr>
<td>33. Providing specialized information on a timely basis?</td>
<td>3=Excellent; 4=Very Good; 3=Good; 2=Fair; 1=Poor</td>
</tr>
<tr>
<td>34. Using appropriate materials that are directed at the needs and interests of the people it serves,</td>
<td>3=Excellent; 4=Very Good; 3=Good; 2=Fair; 1=Poor</td>
</tr>
<tr>
<td>35. Explaining information to its clientele?</td>
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<tr>
<td>36. Working with individual clientele to help with their problems?</td>
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</tbody>
</table>
**How Well the Cooperative Extension Service is Performing the Following Tasks:**

<table>
<thead>
<tr>
<th>Task</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Publicizing its planned activities?</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>Looking for ways to do a better job of serving its clientele?</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>Maintaining its public image?</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>How effectively are the educational efforts of the Cooperative Extension Service performed? (Please check one)</td>
<td></td>
</tr>
<tr>
<td>__________ Excellent ________ Very Good ________ Good ________ Fair ________ Poor</td>
<td></td>
</tr>
<tr>
<td>Would you please explain why you answered the above question as you did?</td>
<td></td>
</tr>
</tbody>
</table>

Please indicate your opinion regarding the importance of each of the following program areas of Extension Education by circling the response you feel is appropriate.

<table>
<thead>
<tr>
<th>Program Area</th>
<th>Rating</th>
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<tr>
<td>Improving Farm Income</td>
<td>4 3 2 1</td>
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<tr>
<td>Resource Protection and Environmental Improvement</td>
<td>4 3 2 1</td>
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</tbody>
</table>

Thanks for your help.

RETURN IN ENCLOSED ENVELOPE TO:

STAFF DEVELOPMENT AND PROGRAM ANALYSIS
The Ohio State University
2120 Pyffe Road
Columbus, Ohio 43210
1. What is your present status? (Please check one) Student Non-student

2. Where do you live (Please check one)?
   - In a city (5,000 or more people)
   - In a town (less than 5,000 people)
   - Outside city or town but not on farm
   - On a farm

3. Please check your age group.
   - 10 to 14
   - 15 to 19

4. Please check the highest level of formal education you have completed.
   - 8 years or less
   - High school graduate
   - Some high school
   - Some college

5. The following 17 techniques are used by the Extension Service to teach people regarding the 4-H Club program. Please indicate on the scale next to each technique how well it provides Extension information by circling the appropriate number. If you have never used the technique please indicate by circling N.U. at the extreme right.

   5=Excellent; 4=Very Good; 3=Good;
   2=Fair; 1=Poor; and N.U.=Never Used

A. Bulletins and Project Books
   5 4 3 2 1 N.U.

B. Office Visits
   5 4 3 2 1 N.U.

C. Telephone Visits
   5 4 3 2 1 N.U.

D. Newsletters
   5 4 3 2 1 N.U.

E. 4-H Project Visits
   5 4 3 2 1 N.U.

F. Area Meetings (Multi-county)
   5 4 3 2 1 N.U.

G. A Series of Area Meetings
   5 4 3 2 1 N.U.

H. 4-H Tours and Trips
   5 4 3 2 1 N.U.

I. Newspaper Articles
   5 4 3 2 1 N.U.

J. Demonstrations
   5 4 3 2 1 N.U.

K. Radio Programs
   5 4 3 2 1 N.U.

L. Educational Displays
   5 4 3 2 1 N.U.

M. Television Programs
   5 4 3 2 1 N.U.

N. County Meetings
   5 4 3 2 1 N.U.

O. A Series of County Meetings
   5 4 3 2 1 N.U.

P. State 4-H Meetings and Conferences
   5 4 3 2 1 N.U.

Q. Local 4-H Club Meetings
   5 4 3 2 1 N.U.
6. How often do you use information provided by Extension through any of the techniques previously mentioned? (Please check one)

- Daily
- Monthly
- Once per year
- Never
- Weekly
- Several times a year
- Once every several years

7. How many years have you used one or more of the educational services of the Cooperative Extension Service? (Please check one)

- None
- Less than 1 year
- 1 to 5 years
- 6 to 10 years

8. How many years have you been a member of a 4-H Club? _______ years.

9. How many brothers and sisters have you? _____ Brothers _____ Sisters

10. How many of your brothers and sisters are over 9 years old? _______

11. How many of your brothers and sisters are now or have been members of a 4-H Club?

- Brothers
- Sisters

12. Was your mother a 4-H Club member? _____ Yes _____ No

13. Was your father a 4-H Club member? _____ Yes _____ No

14. Have either of your parents been 4-H Club Advisors? _____ Yes _____ No

15. Would you like to become a 4-H Club Advisor in the future? _____ Yes _____ No

As you react to the following questions please share with us your frank opinions. There are no right or wrong answers to these questions. Please circle the appropriate number in the scale next to each item.

HOW WELL DO YOU FEEL THE EDUCATIONAL EFFORTS OF THE COOPERATIVE EXTENSION SERVICE HELP 4-H MEMBERS?

1. Excellent | 2 = Very Good | 3 = Good | 4 = Fair | 5 = Poor

16. Learn skills through 4-H project experiences? 5 4 3 2 1

17. Develop a feeling of self-worth? 5 4 3 2 1

18. Develop their personal goals? 5 4 3 2 1

19. Become a better member of their family? 5 4 3 2 1

20. Improve their personal appearance, health, and physical fitness? 5 4 3 2 1

21. Understand the importance of safety? 5 4 3 2 1

22. Better use their leisure time? 5 4 3 2 1

23. Explore career opportunities? 5 4 3 2 1

24. Become more responsible citizens? 5 4 3 2 1

25. Become more effective leaders? 5 4 3 2 1

26. Understand the many different projects that are available to them? 5 4 3 2 1
Please circle the number you feel indicates HOW WELL THE COOPERATIVE EXTENSION SERVICE IS PERFORMING THE FOLLOWING TASKS:

<table>
<thead>
<tr>
<th>Task</th>
<th>Rating</th>
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</thead>
<tbody>
<tr>
<td>Recognizing the problems and 4-H program needs in your county?</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>Understanding and providing 4-H programs to meet your educational needs?</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>Involving the 4-H participants in 4-H program planning?</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>Involving key leaders and organisations in the planning of 4-H programs?</td>
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</tr>
<tr>
<td>Planning and preparing for its 4-H educational activities?</td>
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</tr>
<tr>
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<td>Demonstrating the technical knowledge and experience necessary for the various 4-H programs?</td>
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<tr>
<td>Providing specialized 4-H information on a timely basis?</td>
<td>5 4 3 2 1</td>
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<tr>
<td>Using appropriate 4-H materials that are directed at the needs and interests of the people?</td>
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</tr>
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<td>Explaining information to the people?</td>
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<tr>
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<td>Looking for ways to do a better job of serving people?</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>Maintaining the public image of 4-H?</td>
<td>5 4 3 2 1</td>
</tr>
</tbody>
</table>

44. How effectively are the educational efforts of the Cooperative Extension Service and the 4-H program performed? (Please check (✓) one)

<table>
<thead>
<tr>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
</tr>
</tbody>
</table>

45. Would you please explain why you answered the above question as you did?

____________________________________________________________________
____________________________________________________________________
Please indicate your opinion regarding the importance of each of the following program areas of Extension Education by circling the response you feel is appropriate.

<table>
<thead>
<tr>
<th>Program Area</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
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<tbody>
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<td>47. Soil and Water Conservation</td>
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<td>48. Marketing, Utilization, Distribution, and Farm Supply</td>
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<td>50. Pesticide Education and Emergency Preparedness</td>
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<td>51. 4-H Youth Development</td>
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<td>52. Improved Family Living</td>
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<td>54. Recreation, Wildlife, and Natural Beauty</td>
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<td>55. Forestry Production and Marketing</td>
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<tr>
<td>56. Resource Protection and Environmental Improvement</td>
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Thanks for your help.

RETURN IN ENCLOSED ENVELOPE.

STAFF DEVELOPMENT AND PROGRAM ANALYSIS
The Ohio State University
2120 Pyffe Road
Columbus, Ohio 43210
1. What is your principal occupation? Father __________________ Mother __________________

2. Where do you live? (Please check one)
   ___ In a city (5,000 or more people) ___ Outside city or town but not on farm
   ___ In a town (less than 5,000 people) ___ On a farm

3. Please check ☑ your age group,
   ___ 10 to 14 ___ 20 to 25 ___ 31 to 60 ___ 51 to 60
   ___ 15 to 19 ___ 26 to 30 ___ 41 to 50 ___ Over 60

4. Please indicate the highest level of formal education you have completed by placing an X for father and an O for mother.
   ___ 8 years or less ___ High school graduate ___ College graduate (Bachelor's degree)
   ___ Some high school ___ Some college ___ More than a Bachelor's degree

5. The following 17 techniques are used by the Extension Service to teach people regarding the 4-H Club program. Please indicate on the scale next to each technique how well it provided Extension information by circling the appropriate number. If you have never used the technique please indicate by circling N.U. at the extreme right.

   A. Bulletins and Project Books
   B. Office Visits
   C. Telephone Visits
   D. Newsletters
   E. 4-H Project Visits
   F. Area Meetings (Multi-county)
   G. A Series of Area Meetings
   H. 4-H Tours and Trips
   I. Newspaper Articles
   J. Demonstrations
   K. Radio Programs
   L. Educational Displays
   M. Television Programs
   N. County Meetings
   O. A Series of County Meetings
   P. State 4-H Meetings and Conferences
   Q. Local 4-H Club Meetings

   Excellent 4=Very Good 3=Good 2=Fair 1=Poor N.U=Never Used
6. How often do you use information provided by Extension through any of the techniques previously mentioned? (Please check one)
   - Daily
   - Monthly
   - Once per year
   - Never
   - Weekly
   - Several times a year
   - Once every several years

7. How many years have you used one or more of the educational services of the Cooperative Extension Service? (Please check one)
   - None
   - 6 to 10 years
   - 11 to 15 years
   - 16 to 20 years
   - 21 to 25 years
   - More than 20 years

8. How many children are there in your family? _______ Boys _______ Girls

9. How many children are over nine years old? _______ Boys _______ Girls

10. How many of your children have been members of a 4-H Club? _______ Boys _______ Girls

11. How many years have you served as a 4-H Advisor? _______ years.
    Father _______ years.

As you react to the following questions please share with us your frank opinions. There are no right or wrong answers to these questions. Please circle the appropriate number in the scale next to each item.

 HOW WELL DO YOU FEEL THE EDUCATIONAL EFFORTS OF THE COOPERATIVE EXTENSION SERVICE HELP 4-H MEMBERS TO:  
                     5=Excellent; 4=Very Good; 3=Good; 2=Fair; 1=Poor

12. Learn skills through 4-H project experience? 5 4 3 2 1

13. Develop a feeling of self-worth? 5 4 3 2 1

14. Develop their personal goals? 5 4 3 2 1

15. Become a better member of their family? 5 4 3 2 1

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22. Understand the many different projects that are available to them? 5 4 3 2 1
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<th>Task</th>
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<tr>
<td>23. Recognizing the problems and 4-H program needs in your county?</td>
<td>5</td>
</tr>
<tr>
<td>24. Understanding and providing 4-H programs to meet your educational needs?</td>
<td>5</td>
</tr>
<tr>
<td>25. Involving the 4-H participants in 4-H program planning?</td>
<td>5</td>
</tr>
<tr>
<td>26. Involving key leaders and organizations in the planning of programs?</td>
<td>5</td>
</tr>
<tr>
<td>27. Planning and preparing for its 4-H educational activities?</td>
<td>5</td>
</tr>
<tr>
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</tr>
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<td>29. Demonstrating the technical knowledge and experience necessary for the various 4-H programs?</td>
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<tr>
<td>30. Providing specialized 4-H information on a timely basis?</td>
<td>5</td>
</tr>
<tr>
<td>31. Using appropriate 4-H materials that are directed at the needs and interests of the people?</td>
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</tr>
<tr>
<td>32. Explaining information to the people?</td>
<td>5</td>
</tr>
<tr>
<td>33. Working with people to help them solve problems?</td>
<td>5</td>
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<tr>
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</tr>
<tr>
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</tr>
<tr>
<td>37. Publicizing planned 4-H activities?</td>
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<tr>
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<td>40. How effectively are the educational efforts of the Cooperative Extension Service and the 4-H program performed?</td>
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<td>41. Would you please explain why you answered the above question as you did?</td>
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Please indicate your opinion regarding the importance of each of the following program areas of Extension Education by circling the response you feel is appropriate.

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1. What is your principal occupation? 

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   - On a farm

3. Please check your age group.
   - 10 to 14
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   - 26 to 30
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   5=Excellent; 4=Very Good; 3=Good; 2=Fair; 1=Poor; N.U.=Never Used
6. How often do you use information provided by Extension through any of the techniques previously mentioned? (Please check one)
   - Daily
   - Monthly
   - Once per year
   - Never
   - Weekly
   - Several times a year
   - Once every several years

7. How many years have you used one or more of the educational services of the Cooperative Extension Service? (Please check one)
   - None
   - 0-1 year
   - 1 to 5 years
   - 6 to 10 years
   - 11 to 15 years
   - 16 to 20 years
   - 21 to 25 years
   - 26 to 30 years
   - More than 30 years

8. How many years have you served as a 4-H Club Advisor? ______ years.

9. Estimate how many boys and girls you have worked with as a 4-H Club Advisor.
   - Boys
   - Girls

10. If you have any children, how many have been 4-H Club members?
    - Daughters
    - Sons

11. How many years were you a 4-H Club member? ______ years.

As you react to the following questions please share with us your frank opinion. There are no right or wrong answers to these questions. Please circle the appropriate number in the scale next to each item.

HOW WELL DO YOU FEEL THE EDUCATIONAL EFFORTS OF THE COOPERATIVE EXTENSION SERVICE HELP 4-H MEMBERS TO:

   5=Excellent; 4=Very Good; 3=Good; 2=Fair; 1=Poor

12. Learn skills through 4-H project experiences? 5 4 3 2 1
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18. Better use of their leisure time? 5 4 3 2 1
19. Explore career opportunities? 5 4 3 2 1
20. Become more responsible citizens? 5 4 3 2 1
21. Become more effective leaders? 5 4 3 2 1

22. How well does the Cooperative Extension Service prepare and assist 4-H Club Advisors? 5 4 3 2 1
23. How well does the 4-H educational program succeed in offering enough different projects for young people? 5 4 3 2 1
Please circle the number you feel indicates HOW WELL THE COOPERATIVE EXTENSION SERVICE IS PERFORMING THE FOLLOWING TASKS:

24. Recognizing the problems and 4-H program needs in your county?
   - Very Good: 5
   - Good: 4
   - Fair: 3
   - Poor: 2

25. Understanding and providing 4-H programs to meet your educational needs?
   - Very Good: 5
   - Good: 4
   - Fair: 3
   - Poor: 2

26. Involving the 4-H participants in 4-H program planning?
   - Very Good: 5
   - Good: 4
   - Fair: 3
   - Poor: 2

27. Involving key leaders and organizations in the planning of 4-H programs?
   - Very Good: 5
   - Good: 4
   - Fair: 3
   - Poor: 2

28. Planning and preparing for its 4-H educational activities?
   - Very Good: 5
   - Good: 4
   - Fair: 3
   - Poor: 2

29. Showing flexibility and the ability to adopt 4-H programs to changing circumstances?
   - Very Good: 5
   - Good: 4
   - Fair: 3
   - Poor: 2

30. Demonstrating the technical knowledge and experience necessary for the various 4-H programs?
   - Very Good: 5
   - Good: 4
   - Fair: 3
   - Poor: 2

31. Providing specialized 4-H information on a timely basis?
   - Very Good: 5
   - Good: 4
   - Fair: 3
   - Poor: 2

32. Using appropriate 4-H materials that are directed at the needs and interests of the people?
   - Very Good: 5
   - Good: 4
   - Fair: 3
   - Poor: 2

33. Explaining information to the people?
   - Very Good: 5
   - Good: 4
   - Fair: 3
   - Poor: 2

34. Working with people to help them solve problems?
   - Very Good: 5
   - Good: 4
   - Fair: 3
   - Poor: 2

35. Selecting and using interesting methods of teaching 4-H programs?
   - Very Good: 5
   - Good: 4
   - Fair: 3
   - Poor: 2

36. Attempting to better serve the educational needs of people?
   - Very Good: 5
   - Good: 4
   - Fair: 3
   - Poor: 2

37. Displaying enthusiasm in 4-H program efforts?
   - Very Good: 5
   - Good: 4
   - Fair: 3
   - Poor: 2

38. Publicizing its planned 4-H activities?
   - Very Good: 5
   - Good: 4
   - Fair: 3
   - Poor: 2

39. Looking for ways to do a better job of serving people?
   - Very Good: 5
   - Good: 4
   - Fair: 3
   - Poor: 2

40. Maintaining the public image of 4-H?
   - Very Good: 5
   - Good: 4
   - Fair: 3
   - Poor: 2

41. How effectively are the educational efforts of the Cooperative Extension Service and the 4-H program performed? (Please check one)
   - Excellent
   - Very Good
   - Good
   - Fair
   - Poor

42. Would you please explain why you answered the above question as you did?
Please indicate your opinion regarding the importance of each of the following program areas of Extension Education by circling the response you feel is appropriate.

4=Very Important; 3=Important; 2=Fairly Important; 1=Not Important.

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The Ohio State University
2120 Fyffe Road
Columbus, Ohio 43210
BIBLIOGRAPHY

Books


Periodicals


Reports


Southerland, Sid S. "Objectives and Evaluation in Vocational Agriculture. Evaluation and Program Planning in Agricultural Education. Columbus, Ohio: The Center for Vocational Technical
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