



A Conference Evaluation

STUDY TEAM

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PROGRAM

The *Association of Leadership Educators (ALE)* is an international professional association focused on strengthening and sustaining the expertise of professional leadership educators. ALE, founded in 1991, meets annually for a conference and business meeting to enhance networking and build the scholarship of leadership.

PURPOSE OF THE EVALUATION

For a recent conference, planners needed to know if the objectives of the conference were met. The ALE conference had two objectives for 2004.

Impact Objective

Professional leadership educators will strengthen their knowledge, skills and competencies to support research, teaching and outreach, student services and consulting in leadership.

Delivery Method Objective

Professional leadership educators will find the following array of delivery methods effective: concurrent sessions, tours, workshops, poster sessions, keynote speakers, research papers and informal networking. Determining the effectiveness of these methods will impact which methods are chosen for future conferences.

In addition, conference planners also needed to provide individual presenters seeking promotion and tenure with feedback on their presentations.

CONFERENCE EVALUATION

Conference attendees received the evaluation at the opening session. They were asked to complete it as the conference progressed, and return it at the close of the conference.

This evaluation had two strong advantages: the professional format and the specificity of some measures (questions). Like any evaluation, it had some disadvantages including the global nature of some measures (questions).

Format

The evaluation was laid out in a booklet format (one 8 1/2 x 14 sheet folded in half). Research suggests that a booklet format increases the response rate. The layout had plenty of white space and large print, making the survey look easy, another feature of a survey that increases the response rate. Making a survey look easy is a crucial goal of survey formatting.

Measures

The evaluation assessed the degree to which both types of objectives, impact and delivery method, were achieved. At the same time, the evaluation was easy to follow and read. Specific questions measured:

IMPACT

- Knowledge before and after the conference about the overall topic of the conference [qt.#7]
- Intentions before and after the conference to make change regarding the overall topic of the conference [qt.#8]
- Knowledge gained in each concurrent session attended
- Perceived needs of the participants for a future conference [qt.#11]

THE DELIVERY METHOD

- The effectiveness of six segments of the conference [qt.#1-6]
- Relevancy of the information in each concurrent session attended
- Speakers' preparedness in each concurrent session attended
- Aspects of the conference to change and to keep in future [qt.#9-10]

The first two **impact** measures, impact of knowledge and intentions, have the advantage of specificity and thus tend to produce more valid data (see questions 7 and 8). See Tipsheet # 24, [*Increasing the Usefulness of Conference Questions*](#) for more background on how to achieve specificity in questions. The first two impact measures also have the additional advantage of measuring the concepts both before and after the conference.

The third impact measure, knowledge, is found in each of the concurrent sessions. This measure of knowledge is more global and thus one is not sure what exactly is being measured. This measure is far less valid than the knowledge measure in question 7.

The last measure grouped under impact is actually a measure of the perception of the participants' needs in the future. This open ended question can sometimes produce an array of ideas for a future conference, but often it does not.

The set of measures under **delivery method**, measuring the effectiveness of the six segments of the conference, have the advantage of specificity and thus tend to produce more valid data (see questions 1-6). However, the measures for relevancy of the information and speaker preparedness found in each of the concurrent sessions, are more global and thus one is not sure what exactly is being measured. These two measures are far less valid. The measures for what to change and keep in future conferences (see questions 9 and 10) are open ended and formatted to look easy to complete.

Sampling

The conference had nearly 100 ALE members in attendance. No sampling was needed.

Colleagues,

Please help next year's conference planners and presenters with your evaluation and insightful comments. After each segment of the conference, take time to indicate the effectiveness of the session and offer constructive comments. We will collect the evaluations at the closing business session on Saturday morning unless you leave early. Then, place your evaluation in the box on the registration table. Thank you!



Memphis, Tennessee
July 14 - 17, 2004
Conference Evaluation

Please rate the effectiveness of the following segments of this conference:

1. To what extent was the keynote address by Dean and Kristi Jerigan effective in creating inspiration and guidance on *soul* in leadership? (circle answer)

NOT EFFECTIVE SOMEWHAT EFFECTIVE MODERATELY EFFECTIVE VERY EFFECTIVE DID NOT ATTEND

Comment: _____

2. To what extent was the poster/networking session effective in providing topics for discussion on leadership? (circle answer)

NOT EFFECTIVE SOMEWHAT EFFECTIVE MODERATELY EFFECTIVE VERY EFFECTIVE DID NOT ATTEND

Comment: _____

3. To what extent was the social, effective in enhancing your personal leadership network? (circle answer)

NOT EFFECTIVE SOMEWHAT EFFECTIVE MODERATELY EFFECTIVE VERY EFFECTIVE DID NOT ATTEND

Comment: _____

4. To what extent did the dinner speaker, Jerry West, challenge you to apply principles of *soul* in leadership to your particular situation? (circle answer)

NOT EFFECTIVE SOMEWHAT EFFECTIVE MODERATELY EFFECTIVE VERY EFFECTIVE DID NOT ATTEND

Comment: _____

5. How effective were the off-site tours in demonstrating "soul" in leadership? (circle answer)

NOT EFFECTIVE SOMEWHAT EFFECTIVE MODERATELY EFFECTIVE VERY EFFECTIVE DID NOT ATTEND

Comment: _____

6. How effective was the business session in engaging you in the internal structure of the Association of Leadership Educators? (circle answer)

**NOT
EFFECTIVE**

**SOMEWHAT
EFFECTIVE**

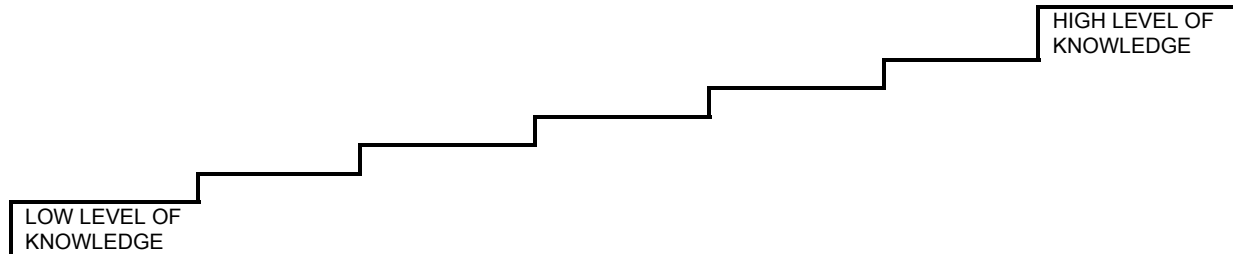
**MODERATELY
EFFECTIVE**

**VERY
EFFECTIVE**

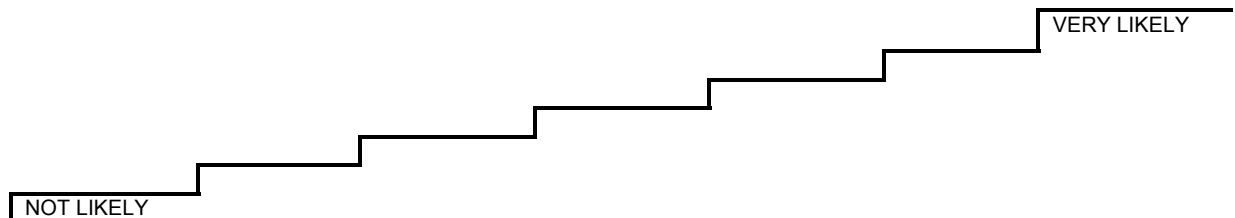
**DID NOT
ATTEND**

Comment: _____

7. Place a B on the step signifying your level of understanding about the role of "soul" in leadership *before* the conference. Place an N on the step indicating your level of understanding *now*, after this conference.



8. Place a B on the step signifying how likely you were to include "soul" in your leadership work *before* the conference. Place an N on the step indicating how likely you are to include "soul" in your leadership work *now*, after this conference.



Concurrent Sessions

Please write the title of the sessions you attended on Thursday in the appropriate time segment and circle the rating of your response: Titles are identified by track for easy reference.

8:30 am Concurrent Sessions

- A. *Solving the Dilemmas of Soul, Spirit, and Savvy in Community Leadership Programs*
- B. *Using Popular Media to Teach Leadership*
- C. *Why are we so different? Regional Differences in Volunteer Leader Core Competencies*
- D. *Needed: Leadership at All Levels*

8:30 am Session Title

Knowledge gained	NOT AT ALL	MINIMAL	MODERATE	CONSIDERABLE
Relevancy of information	NOT AT ALL	MINIMAL	MODERATE	CONSIDERABLE
Speaker's preparedness	NOT AT ALL	MINIMAL	MODERATE	CONSIDERABLE

Comment: _____

10:30 am Concurrent Sessions

- A. A Model to Create Radical Change in an Educational Institution*
- B. Creativity and Leadership – A Partnership that “Leaps Beyond Practical (Applied) Blues”*
- C. Developing Multicultural Leadership Competencies in Extension Educators*
- D. Leadership in the Academy: The Scholarship of Administration*

10:30 am Session Title

Knowledge gained	NOT AT ALL	MINIMAL	MODERATE	CONSIDERABLE
Relevancy of information	NOT AT ALL	MINIMAL	MODERATE	CONSIDERABLE
Speaker's preparedness	NOT AT ALL	MINIMAL	MODERATE	CONSIDERABLE

Comment: _____

1:30 am Concurrent Sessions

- A. Transformational Leadership, Innovation, and Knowledge Management: Empirical Findings and Emergent Conclusions*
- B. Diffusion of Systems Thinking to Learners*
- C. The Case for Competency Based Volunteer Training and Curriculum*
- D. Leadership Challenges Facing Extension Organizations in an Era of Globalization*

1:30 am Session Title

Knowledge gained	NOT AT ALL	MINIMAL	MODERATE	CONSIDERABLE
Relevancy of information	NOT AT ALL	MINIMAL	MODERATE	CONSIDERABLE
Speaker's preparedness	NOT AT ALL	MINIMAL	MODERATE	CONSIDERABLE

Comment: _____

1. If you could CHANGE ONE THING, what would you ask us to do differently at next year's conference?

ONE THING I WOULD CHANGE

2. Reflecting on this conference schedule, what ONE THING would you ask us NOT to change at next year's conference?

ONE THING I WOULD **NOT** CHANGE

3. If you could plan the theme/topics for next year's conference, what ONE TOPIC Would you ask the conference planners to include.

ONE THING I WOULD INCLUDE

Reflective Comments:

Thank You for evaluating "The Soul of Leadership" Conference

For further information about the evaluation, please contact Shirley Bixby (sbixby@psu.edu).
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