



COOPERATIVE  
EXTENSION

# Program Evaluation

## How to think about evaluating a webinar

TIPSHEET

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Given the need to provide information on emerging issues to public officials, agency personnel, nonprofits, and the public, Extension has delivered several series of live seminars over the web that people can listen to at a specific time on their computer through an internet browser such as Internet Explorer or Foxfire; thus, the name “webinar.” Webinars offer educators the opportunity to reach both quickly and efficiently, a large audience spread out over a geographical area. For those who can’t attend at the appointed time, the sessions can be recorded and made available on a program’s website shortly after the actual session.

The webinar, often accompanied by slides, graphics or pictures, offers instructors an opportunity to talk about a topic, display materials, and answer questions. The questions come from the listening audience and are typed onto a chat pod for everyone to see, or, asked orally to the presenter so that everyone can hear.

Often but not always, webinars are organized as a series. Examples in Pennsylvania at the current time include those on Manure du Jour - Serving Pennsylvania’s Best Practices on Animal Ag-, Air-, and Water Quality by Kristen Saacke-Blunk, and on Marcellus Gas Exploration by John Turack, Mark Douglass, Joann Kowalski, and Charles Abdalla. Another series includes webinars from the Pennsylvania Forest Web Seminar Center.

For the first two webinar series, the educators provide the audience with an evaluation of each webinar. The evaluation was created in *SurveyMonkey*. One program posted the link to the survey in the presentation. Attendees had to click on the URL to open to the survey or the attendees could copy and paste the link to a web browser to have the survey open. Another program opened the evaluation onto the screen and the attendees could begin answering immediately.

*SurveyMonkey* provides access to a summary of the data for the state, but with the filter function provides access to county summaries for use by the educator at the local level. Check out PA EXAMPLES #30 and #31 below on how to do this.

How did these educators begin to think about evaluating a webinar? Like any educator using a new delivery method, they developed overall questions:

1. Do the participants find the webinar an acceptable way to learn? What are the limitations?
  2. Did the webinar attract the target audience?
  3. What was the educational impact? And, how does it compare to the impact when using traditional delivery methods?
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## MEASURING REACTIONS TO THE DELIVERY METHOD

To find out the answer to the first overall question, the educators considered these questions, selecting some for their evaluation.

### TODAY'S WEBINAR

<b>REACTION TO DELIVERY METHOD</b>  <i>on the quality of information</i>	1. How do you rate this webinar for providing you with				
	information useful for your needs	POOR	FAIR	GOOD	EXCELLENT
	timely information	POOR	FAIR	GOOD	EXCELLENT
	research-based information	POOR	FAIR	GOOD	EXCELLENT
	unbiased information	POOR	FAIR	GOOD	EXCELLENT
	easy-to-understand information	POOR	FAIR	GOOD	EXCELLENT

<b>REACTION TO DELIVERY METHOD</b>  <i>global</i>	2. To what extent were your expectations met? ( <i>circle answer</i> )
	1 NOT FULFILLED
	2 MET
	3 EXCEEDED

<b>REACTION TO DELIVERY METHOD</b>  <i>technical viability</i>	3. Describe any technical difficulties you may have had in accessing or participating in today's webinar. If you have viewed this webinar as a previously recorded version, please let us know.
	_____
	_____
	_____

<b>REACTION TO DELIVERY METHOD</b>	4. Today we polled the webinar participants on different views during the broadcast. To what extent did the polling do the following?				
	Help you come to some conclusion about x	NOT AT ALL	MINIMALLY	MODERATELY	EXTENSIVELY
	Help you understand the diversity of views related to x	NOT AT ALL	MINIMALLY	MODERATELY	EXTENSIVELY
	Interfere with the flow of the webinar	NOT AT ALL	MINIMALLY	MODERATELY	EXTENSIVELY

<p><b>REACTION TO DELIVERY METHOD</b></p> <p><i>flow</i></p>	<p>5. Was the pace of today's webinar</p> <p>1 TOO SLOW?</p> <p>2 TOO FAST?</p> <p>3 JUST RIGHT?</p>
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<p><b>REACTION TO DELIVERY METHOD</b></p> <p><i>presenters</i></p>	<p>6. Please rate each speaker for the following criteria:</p> <ul style="list-style-type: none"> <li>• Knowledge about the topic <table border="0" style="width: 100%; margin-left: 40px;"> <tr> <td style="width: 40%;">Dr. X</td> <td style="width: 20%;">POOR</td> <td style="width: 20%;">GOOD</td> <td style="width: 20%;">EXCELLENT</td> </tr> <tr> <td>Dr. Y</td> <td>POOR</td> <td>GOOD</td> <td>EXCELLENT</td> </tr> </table> </li> <li>• Clarity in content <table border="0" style="width: 100%; margin-left: 40px;"> <tr> <td style="width: 40%;">Dr. X</td> <td style="width: 20%;">POOR</td> <td style="width: 20%;">GOOD</td> <td style="width: 20%;">EXCELLENT</td> </tr> <tr> <td>Dr. Y</td> <td>POOR</td> <td>GOOD</td> <td>EXCELLENT</td> </tr> </table> </li> <li>• Quality of visuals (slides) <table border="0" style="width: 100%; margin-left: 40px;"> <tr> <td style="width: 40%;">Dr. X</td> <td style="width: 20%;">POOR</td> <td style="width: 20%;">GOOD</td> <td style="width: 20%;">EXCELLENT</td> </tr> <tr> <td>Dr. Y</td> <td>POOR</td> <td>GOOD</td> <td>EXCELLENT</td> </tr> </table> </li> </ul>	Dr. X	POOR	GOOD	EXCELLENT	Dr. Y	POOR	GOOD	EXCELLENT	Dr. X	POOR	GOOD	EXCELLENT	Dr. Y	POOR	GOOD	EXCELLENT	Dr. X	POOR	GOOD	EXCELLENT	Dr. Y	POOR	GOOD	EXCELLENT
Dr. X	POOR	GOOD	EXCELLENT																						
Dr. Y	POOR	GOOD	EXCELLENT																						
Dr. X	POOR	GOOD	EXCELLENT																						
Dr. Y	POOR	GOOD	EXCELLENT																						
Dr. X	POOR	GOOD	EXCELLENT																						
Dr. Y	POOR	GOOD	EXCELLENT																						

<p><b>REACTION TO DELIVERY METHOD</b></p> <p><i>presenters</i></p>	<p>7. Which of the following statements describes you best? (<i>circle number</i>)</p> <p>1 I don't look forward to participating in the webinar series</p> <p>2 I don't eagerly await participating in the webinars series, but find it interesting when I participate</p> <p>3 I eagerly await participating in the webinar series.</p>
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**THE FUTURE**

<p><b>REACTION TO DELIVERY METHOD</b></p> <p><i>target audience potential</i></p>	8. In your opinion, how accessible would webinars be for					
	Agency people with whom you interact	NOT ACCESSIBLE	SOMEWHAT ACCESSIBLE	MODERATELY ACCESSIBLE	VERY ACCESSIBLE	NOT APPLICABLE
	Others within your own organization	NOT ACCESSIBLE	SOMEWHAT ACCESSIBLE	MODERATELY ACCESSIBLE	VERY ACCESSIBLE	NOT APPLICABLE
	Local government officials	NOT ACCESSIBLE	SOMEWHAT ACCESSIBLE	MODERATELY ACCESSIBLE	VERY ACCESSIBLE	NOT APPLICABLE
	Residents of your community	NOT ACCESSIBLE	SOMEWHAT ACCESSIBLE	MODERATELY ACCESSIBLE	VERY ACCESSIBLE	NOT APPLICABLE
	Property owners of your community	NOT ACCESSIBLE	SOMEWHAT ACCESSIBLE	MODERATELY ACCESSIBLE	VERY ACCESSIBLE	NOT APPLICABLE
	Others within your community	NOT ACCESSIBLE	SOMEWHAT ACCESSIBLE	MODERATELY ACCESSIBLE	VERY ACCESSIBLE	NOT APPLICABLE

<p><b>REACTION TO DELIVERY METHOD</b></p> <p><i>usefulness to others</i></p>	9. Marcellus Shale Natural Gas Exploration Educational webinars for public officials will continue to be offered in the future. How likely are you to recommend to other public officials that they attend? <i>(circle answer)</i>	
		ALTERNATE ANSWERS CATEGORIES
	1 DEFINITELY YES	1 NOT VERY LIKELY
	2 PROBABLY YES	2 SOMEWHAT LIKELY
	3 POSSIBLY YES	3 MODERATELY LIKELY
	4 UNCERTAIN	4 VERY LIKELY
	5 POSSIBLY NOT	
	6 PROBABLY NO	
7 DEFINITELY NO		

## MEASURING THE EXTENT TO WHICH THE TARGET AUDIENCE PARTICIPATED

To find out if the marketing effort for the webinars attracted the appropriate audience to bring about the impact expected, the educators used the following questions.

<b>TARGET AUDIENCE PARTICIPATION</b>	<p>10. How would you best describe your association with the ISSUE, the influence of manure on water quality? (<i>circle answer</i>)</p> <ul style="list-style-type: none"> <li>1 AGRICULTURAL NON-PROFIT ORGANIZATION STAFF</li> <li>2 AGRI-BUSINESS, PRIVATE SECTOR</li> <li>3 CONSERVATION DISTRICT STAFF</li> <li>4 COOPERATIVE EXTENSION</li> <li>5 ENVIRONMENTAL NON-GOVERNMENT ORGANIZATION STAFF</li> <li>6 LEGISLATOR</li> <li>7 MEDIA</li> <li>8 NATURAL RESOURCE CONSERVATION SERVICE STAFF</li> <li>9 PRODUCER</li> <li>10 STATE AGENCY</li> <li>11 TECHNICAL SERVICE PROVIDER (TSP)</li> <li>12 UNIVERSITY RESEARCH, TEACHING</li> </ul>
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<b>TARGET AUDIENCE PARTICIPATION</b>	<p>11. How many people viewed today's webinar from one computer at your location? (<i>circle answer</i>)</p> <ul style="list-style-type: none"> <li>1 I VIEWED IT BY MYSELF</li> <li>2 TWO (INCLUDING YOURSELF)</li> <li>3 THREE-FIVE</li> <li>4 SIX OR MORE</li> </ul>
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<b>TARGET AUDIENCE PARTICIPATION</b>	<p>12. If this webinar had been conducted as an educational session in Harrisburg, State College, Butler, or Scranton, how likely would you have driven to attend today's session at one of those places? (<i>circle answer</i>)</p> <ul style="list-style-type: none"> <li>1 NOT LIKELY</li> <li>2 SOMEWHAT LIKELY</li> <li>3 MODERATELY LIKELY</li> <li>4 VERY LIKELY</li> </ul> <p>If you were <i>not likely</i> to attend, indicate the extent each of the following would be a reason:</p> <table style="width: 100%; border: none;"> <tr> <td style="border: none;">Time away from business/home</td> <td style="border: none;">NOT AT ALL</td> <td style="border: none;">MINIMALLY</td> <td style="border: none;">MODERATELY</td> <td style="border: none;">CONSIDERABLY</td> </tr> <tr> <td style="border: none;">Cost of gasoline</td> <td style="border: none;">NOT AT ALL</td> <td style="border: none;">MINIMALLY</td> <td style="border: none;">MODERATELY</td> <td style="border: none;">CONSIDERABLY</td> </tr> </table>	Time away from business/home	NOT AT ALL	MINIMALLY	MODERATELY	CONSIDERABLY	Cost of gasoline	NOT AT ALL	MINIMALLY	MODERATELY	CONSIDERABLY
Time away from business/home	NOT AT ALL	MINIMALLY	MODERATELY	CONSIDERABLY							
Cost of gasoline	NOT AT ALL	MINIMALLY	MODERATELY	CONSIDERABLY							

## MEASURING IMPACT

To find out about the impact of their webinars, the educators considered the following questions, selecting some. Many of these questions are excellent because they collect evidence about participants' status before and after program, thus providing Extension with a basis for claiming credit for change. In the questions with specific topics, the topics represent those for just one webinar or session. As the sessions evolved, the topics were changed in each new evaluation.

<b>EDUCATIONAL IMPACT: KNOWLEDGE</b>  <i>(before)</i>	13. Listed below are topics covered in today's webinar. For each topic, indicate your understanding of the topic BEFORE this webinar:				
	Where waste fluids come from during gas drilling	NON-EXISTENT	MINIMAL	MODERATE	CONSIDERABLE
	Pollutants in gas drilling waste fluids	NON-EXISTENT	MINIMAL	MODERATE	CONSIDERABLE
	Treatment options available to drillers to handle waste fluids	NON-EXISTENT	MINIMAL	MODERATE	CONSIDERABLE
	Amounts and sources of freshwater that will be used during drilling	NON-EXISTENT	MINIMAL	MODERATE	CONSIDERABLE
	Current state gas drilling regulations to protect water resources during drilling	NON-EXISTENT	MINIMAL	MODERATE	CONSIDERABLE
	Strategies homeowners should use to protect their water supplies	NON-EXISTENT	MINIMAL	MODERATE	CONSIDERABLE

<b>EDUCATIONAL IMPACT: KNOWLEDGE</b>  <i>(after)</i>	14. Listed below are topics covered in today's webinar. For each topic, indicate your understanding of the topic AFTER this webinar:				
	Where waste fluids come from during gas drilling	NON-EXISTENT	MINIMAL	MODERATE	CONSIDERABLE
	Pollutants in gas drilling waste fluids	NON-EXISTENT	MINIMAL	MODERATE	CONSIDERABLE
	Treatment options available to drillers to handle waste fluids	NON-EXISTENT	MINIMAL	MODERATE	CONSIDERABLE
	Amounts and sources of freshwater that will be used during drilling	NON-EXISTENT	MINIMAL	MODERATE	CONSIDERABLE
	Current state gas drilling regulations to protect water resources during drilling	NON-EXISTENT	MINIMAL	MODERATE	CONSIDERABLE
	Strategies homeowners should use to protect their water supplies	NON-EXISTENT	MINIMAL	MODERATE	CONSIDERABLE

**IMPACT**  
*intentions*

15. Listed below are actions you could take as a result of participating in today’s webinar. For each one, indicate how likely you are to do this in the next six months.

Do nothing differently	NOT LIKELY	SOMEWHAT LIKELY	MODERATELY LIKELY	VERY LIKELY
Have my lease reviewed by an attorney before signing	NOT LIKELY	SOMEWHAT LIKELY	MODERATELY LIKELY	VERY LIKELY
Talk to an attorney	NOT LIKELY	SOMEWHAT LIKELY	MODERATELY LIKELY	VERY LIKELY
Seek other professional assistance	NOT LIKELY	SOMEWHAT LIKELY	MODERATELY LIKELY	VERY LIKELY
Seek out additional educational information	NOT LIKELY	SOMEWHAT LIKELY	MODERATELY LIKELY	VERY LIKELY
Do further research about possible companies to lease with	NOT LIKELY	SOMEWHAT LIKELY	MODERATELY LIKELY	VERY LIKELY
Relay the information presented today to others	NOT LIKELY	SOMEWHAT LIKELY	MODERATELY LIKELY	VERY LIKELY
Relay the availability of this webinar series to others	NOT LIKELY	SOMEWHAT LIKELY	MODERATELY LIKELY	VERY LIKELY
Recommend to other public officials that they attend	NOT LIKELY	SOMEWHAT LIKELY	MODERATELY LIKELY	VERY LIKELY
Visit <a href="http://www.naturalgas.psu.edu">www.naturalgas.psu.edu</a> for more information	NOT LIKELY	SOMEWHAT LIKELY	MODERATELY LIKELY	VERY LIKELY
Other (please specify): _____	NOT LIKELY	SOMEWHAT LIKELY	MODERATELY LIKELY	VERY LIKELY

16. For each topic addressed in the webinar below, please indicate how confident you felt in your ability to field questions about the topic *before* the webinar, and how confident you feel about your ability to field questions about the topic *after* the webinar. (Please circle one choice for BEFORE attending the webinar and one choice for AFTER the webinar.)

**CONFIDENCE IN YOUR ABILITY TO FIELD QUESTIONS IN TOPICS BELOW**

	BEFORE attending Webinar					AFTER attending Webinar				
	NOT TOO CONFIDENT	SOMEWHAT CONFIDENT	MODERATELY CONFIDENT	VERY CONFIDENT	EXTREMELY CONFIDENT	NOT TOO CONFIDENT	SOMEWHAT CONFIDENT	MODERATELY CONFIDENT	VERY CONFIDENT	EXTREMELY CONFIDENT
Plant Diseases										
Propagation										
IPM (Pesticides)										
Herbaceous Plants										
Vegetables										

**IMPACT**

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## CONCLUSION

Webinars and their appropriate evaluation procedures are new challenges. Several issues have arisen about the evaluation procedures that require further exploration:

1. In a webinar series, how often should the participants be asked to do an evaluation?

There is a good reason to ask for feedback after each webinar because the topics change and thus, the educational impacts are different each time. However, if the evaluation asks certain questions over and over (such as those about the delivery method), a participant who attends all the webinars could find this redundant and avoid the evaluation in the next webinar.

One solution: Perhaps some questions should be prefaced with: "If you answered questions about the webinar as a delivery method before, skip this section. Another solution: Only ask certain questions in certain sessions.

2. How many questions should be asked? Or, better stated, how many questions will a participant be willing to answer at the first webinar so they are still willing to answer some after the seventh or eighth webinar?

As you use webinars for instruction, consider interviewing some participants to ask them about the evaluation procedures and the impact the procedures had on their continued involvement in the evaluation over the webinar series.

## OTHER RESOURCES

Evaluation of other delivery methods can provide different ideas than the ones above. Check out:

Gettings, M. A. Newsletter: Nutrition Notes <http://extension.psu.edu/evaluation/pdf-ex/PAEX18.pdf>

McDonald, S, Bromley, D., Stoudnour, J. and D. Gregory. Video Teleconferencing (VTC): Does it work as an educational delivery method? <http://extension.psu.edu/evaluation/pdf-ex/PAEX27.pdf>

*SurveyMonkey* provides an instantaneous summary of the data and access to summaries on the state and local levels.

When data entry is done by site instructors: Collecting & summarizing impact data for multiple levels of Extension (site, county, & state) using *SurveyMonkey* <http://extension.psu.edu/evaluation/pdf-ex/PAEX30.pdf>

When data entry is done by a central office: Collecting & summarizing impact data for multiple levels of Extension (site, county, & state) using *SurveyMonkey* <http://extension.psu.edu/evaluation/pdf-ex/PAEX31.pdf>

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The reference citation for this Tipsheet is: Kiernan, Nancy Ellen (2009). How to think about evaluating a webinar. Tipsheet #90, University Park, PA: Penn State Cooperative Extension.

Available at: <http://www.extension.psu.edu/evaluation/pdf/TS89.pdf>.

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