AAB/NREE REPORTING GUIDE 2021-2022 updated 6/20/2022

Guide to the Guide (with section links)

Who, when, what, how, why

- **Who? Educators and outreach associates** enter data. **Extension program coordinators** enter data if they work on applicable activities (e.g. gardens; Master Gardener and Master Naturalist programs) or if requested by their county or unit office.
  - Educators in AAB/NREE should follow this guidance. Information is also provided
    https://extension.illinois.edu/commit/reporting-aabnree
  - Coordinators reporting applicable work (e.g. gardens; Master Gardener and Master Naturalist programs) should refer to this guide and information provided at
    https://extension.illinois.edu/commit/garden-reporting
    https://extension.illinois.edu/commit/master-gardener-programs
    https://extension.illinois.edu/commit/master-naturalist-programs
- **When?** This guide covers activities conducted 10/1/2021-9/30/2022.
  - Enter all activities to date by **9/1/2022** to allow time for review.
  - **All PEARS entries must be entered by 9/30/2022.**
- **What** to report? These are the key Extension-wide (**) and AAB/NREE (+) reporting needs. You may choose to report more frequently (e.g. enter program activity as soon as it is scheduled; fill in demographics after it is held).
  - **Direct education activities (as they occur, or monthly)
  - **Indirect activities (as they occur, or monthly)
  - ** Impact Success Story. See **Impact Success story Guide**
  - +Research projects (as they occur, or watch for periodic requests)
  - +Expert assistance contacts (monthly)
  - +Extension-supported gardens (Report in spring, with season-end survey in fall).
  - **External collaborations** NEW--collaborations with a one or more external organization)
  - Evaluations (as completed)

- **Why?** Activity reporting contributes to AAB/NREE program area success in several ways. They provide **accountability** for our funding. They **document and demonstrate** all the ways AAB/NREE staff work to accomplish program objectives. They can help **identify opportunities** for development. They provide program summary data for **marketing** purposes.
- **Questions? Contact Karen Winter-Nelson (kwinter@illinois.edu).** If she is unavailable, contact **Beth Welbes (echamb@illinois.edu)**

Quick Guide to Reporting and Evaluation

Direct education activities—delivery of a curriculum with interaction

What is direct education?
1. Delivery of a planned educational curriculum, with possibility of audience interaction
2. Include webinars.
3. Include asynchronous curricular modules (e.g. Moodle, kits) if they have some evidence of completion (e.g. post quiz; progress tracker; kit evaluation survey).
4. Do not include meetings without educational content or that are internal to Extension

How is direct education reported?
5. Reported under PEARS/Track/Program Activities
6. For guidance on which activities should be reported as a single program activity, and which should be separate ones, refer to the AAB/NREE PROGRAM ACTIVITY ENTRY GUIDE below for additional guidance on entering information for different types of educational activities
7. When naming the activity, use the AAB/NREE NAMING GUIDE below and https://go.illinois.edu/AAB-NREE-naming. For other activities, you may also choose to use your own consistent naming to group activities by topic or initiative.
8. AAB/NREE entries now collect additional data on theme, topic, and program on the custom data screen. See the Quick reference guide—Custom Data for orientation to custom data.

Indirect activities—educational/informational resources without audience interaction

What are indirect activities?
1. Educational/informational resources without the possibility of audience interaction or feedback
2. Typical activities include articles, fact sheets, videos, podcasts, blog posts, radio and tv appearances, etc.

How are indirect activities reported?
3. Reported under PEARS/Track/Indirect Activities
4. Organize indirect activity entries by channel or by specific content to help group
5. See the PEARS GUIDE TO ENTERING INDIRECT ACTIVITIES for navigating this section within PEARS
6. Always create a separate intervention channel entry for each output, e.g. each article, blog post, podcast, video. The intervention channel entry is the main level of detail we are aggregating to count output.
7. Use the intervention channel description field to provide info. Include title/topic and date of release.

8. "Reach" numbers are understood to be estimates often. Enter 0 if unavailable. Don't spend a lot of time searching for these numbers.

Impact Success Stories
1. See **Impact Success Story Guide** for more information
2. Reporting will be under PEARS/Track/Success Stories

Research projects
1. Make a **separate entry** for each research project.
2. Report using the Research Activities Entry form.
3. Update record as needed, e.g. when project has results, in the Research Activities Spreadsheet. Request link to spreadsheet.

Expert assistance contacts—subject matter information/recommendations provided in response to a request via email, phone, face to face, web form
1. Report under PEARS/Track/Direct Contacts
2. Keep track of subject matter information requests via email, phone, and face to face for each month.

Extension-supported gardens
1. **Report in May/June (PEARS entry/2022 Community Garden survey) and November (end of season reporting survey)**
2. See the **2022 Garden Reporting guide** or **https://extension.illinois.edu/commit/garden-reporting** for details.
3. Consult the Extension-supported garden dashboard or Extension Garden Map to see current records in PEARS.
   a. **Garden is on map and is continuing** ➜ UPDATE PEARS record by attaching completing the 2022 Community Garden survey
   b. **Garden is not on map, but is active and Extension-supported** ➜ ADD a record in PEARS, then UPDATE by attaching and completing the 2022 Community Garden survey
   c. **Garden is on map, but will NOT have Extension support this year** ➜ REPORT on garden status here and DELETE record in PEARS
4. Garden entries from 2021 will be copied forward for you.
5. Direct education programs held at the garden each have their own program activity entry, following general program activity guidance. These will not need the Community Garden survey attached.

External collaborations—single partner
1. See the External Colalborations Quick Guide (coming soon at https://extension.illinois.edu/commit/report)
2. Report joint work with a single external partner on an initiative or goal
3. Report in PEARS/Track/Partnerships
4. List all internal Extension collaborators in the collaborators section
5. The SITE field is the primary unit of analysis. Request new sites if needed to uie-inepdocs@illinois.edu; Subject: New PEARS Site. Include organization name, address, city and zip.

6. You do NOT need to complete the evaluations page.
7. Tracking of meetings is also optional; this data is not used at the state level.
8. You do NOT need to mark as complete.

External collaborations—multiple partners
1. See the Coalitions Quick Guide (available soon at https://extension.illinois.edu/commit/report)
2. Report joint work involving two or more external partner on an initiative or goal
3. Report in PEARS/Track/Coalitions
4. List all internal Extension collaborators in the collaborators section.
5. Add each external organization as a "Member."
6. Be sure to list each member SITE as this is our primary unit of analysis. Request new sites if needed to uie-inepdocs@illinois.edu; Subject: New PEARS Site. Include organization name, address, city and zip.
7. You do NOT need to complete the evaluations page.
8. Tracking of meetings is also optional; this data is not used at the state level.
9. You do NOT need to mark as complete.

Evaluations
1. Evaluate with intentionality, considering priorities, goals, and feasibility.
2. ***Setting evaluation priorities***
   Programs are a priority for evaluation where the information is potentially most useful. Types of programs that most warrant investing in evaluation may include
     a. Same outreach delivered repeatedly (higher collective number of participants)
     b. Collaboration across units (work together to develop evaluation tools)
     c. Major programs—ones where significant time/effort are invested
     d. Programs with potential for scaling up
     e. Best potential for demonstrating impact (e.g. multi-session, focus on action or skills)
     f. Where "multipliers" can demonstrate potential impact beyond participant (benefits beyond participants in a way you can quantify)

3. ***Evaluation goals***
   Typical evaluation goals include (1) assessing outcomes; (2) getting feedback on program content and delivery; and (3) gathering information on future needs to help with future program development
4. ***Assessing outcomes***
   Types of outcomes typically assessable through standard program evaluation methods include
     a. Changes in knowledge, skills, ability, actions/practices/behaviors, or intent to take action
     b. Other indicators of impact or value, e.g. economic benefits (if applicable)
     c. Use standard question formats where available, include retrospective pre post format (e.g. rate your knowledge before/after) where applicable. Number and label each point.
5. ***Share your evaluation data.***
     a. Add Karen Winter-Nelson as a collaborator with data access to Qualtrics surveys.

b. For non-Qualtrics data, Upload evaluation data to Box, including (1) copy of instrument; (2) any evaluation summary you've written up; (3) access to evaluation data at the record level (via excel or qualtrics).
c. Upload of evaluations to PEARS program activity is optional. It is not required for state purposes.
d. Most useful place for evaluation data in PEARS is as part of an Impact Success Story.

AAB/NREE Program Activity Entry Guide

1. CLASS SERIES of more than one session with a consistent audience organized by Extension (e.g. Master Gardener, Annie's Project)
    a. Organizer enter as single program activity
    b. Enter all presenters/delivery people from Extension in the collaborator section
    c. List each session, including any delivered remotely via webinar
    d. Presenters do not enter individual session as separate program activity
    e. Naming: series name/city (e.g. Annie's Project/Champaign)
    f. If a single session has extra attendees not part of full series, enter a separate program activity for the session and list the number of session-only participants (Series name/Extra/topic)
2. SERIES of more than one session that audience can participate in "a la carte", i.e. audience will differ (e.g. Four seasons gardening)
    a. Each presenter enters their session as separate program activity
    b. Naming: Series name/session topic (e.g. Four seasons gardening/vegetable gardening)
    c. Evaluation: use consistent evaluation instrument, with items within questions customized to session topic
    d. Demographics: If single registration form used for series, request registration report from IT (or work with Karen to obtain) to get demographics for session-registrants. Use proportionate demographics if attendance >50% of registrants. OR see WEBINAR demographics guidance for (8) below.
3. CONFERENCE or WORKSHOP organized by Extension with generally consistent attendance— participants mostly attend all sessions (e.g. Field Days; Crop Management Conference)
    a. Organizer enter as program activity
    b. Enter all presenters/delivery people from Extension in the collaborator section
    c. List each session
    d. Presenters do not enter program activity for their session
    e. Evaluation: generally single evaluation with questions covering session content
4. CONFERENCE or WORKSHOP with "a la carte" attendance (e.g. some Saturday Gardening Days)
    a. Organizer enter event as program activity
    b. List all Extension presenters/delivery people in the collaborator section
    c. List sessions/agenda in notes section, not as separate sessions
5. CONFERENCE, WORKSHOP, or SERIES organized outside of Extension (e.g Indigenous Plant Symposium)
    a. Each presenter enters their session as separate program activity
    b. Naming: conference-workshop-series name/session topic (e.g. Indigenous Plant Symposium/Wetlands)
    c. Evaluation: ask organizer for evaluation results
6. PRESENTATIONS delivered IN-PERSON or by WEBINAR to SPECIFIC SITES as part of a CLASS SERIES (e.g., presenter on specific topic within Master Gardener volunteer training)
    a. Not reported separately—will be reported by coordinator of local series
7. STATIONS/TABLES at an event organized either by Extension or outside organization, where participants choose which stations/tables to visit (e.g. booth/table at Chicago Garden Show)

a. Each presenter/delivery person enters their station separately (if multiple people at one station, only enter once)
b. Enter the entire time you are there as a single session.
c. IN the notes section, describe the typical length of delivery to each group.
d. For number of participants, estimate the number of people experiencing your delivery, which may differ from total # of participants at the event.

8. WEBINARS: PRESENTATIONS delivered by WEBINAR at EXTENSION OFFICES or similar site, and not part of a "class series" such as Master Gardener volunteer core training.
   a. Local site organizer enters as Program Activity
   b. Organizer lists presenter/delivery person as collaborator
   c. If session is also available to individuals outside of unit offices, presenter also creates a program activity. Number of participants should omit unit-based participants.
   d. Naming: Activity name—location. (Presenter: Activity name—webinar) (e.g.

9. WEBINARS: PRESENTATIONS delivered by WEBINAR with offsite (anywhere) availability
   a. Presenter or session organizer enters as program activity.
   b. List presenters/organizers as collaborators
   c. # of participants: (1) Preferred: Use meeting report to get # of unique visitors; (2) Alternate: use highest number of attendees viewing at a time during presentation
   d. Demographics: use proportionate registration data (if attendance rate of registrations >50%, see worksheet) OR Consider using in-webinar polls on demographic information for actual attendees

AAB/NREE Program Activity Naming Guide

General Guidelines

Type of Program Activity	PEARS Program Activity Entry-- Naming Guide	Program Activity Naming Example	Who enters/notes
SERIES of more than one session with a consistent audience organized by Extension	Series name/location (if more than one)	Master Gardener core training/South Cook	Site series organizer enters program activity and list all delivery people/presenters in the collaborator section. Presenters do NOT enter their individual sessions.
SERIES of more than one session that audience can participate in "a la carte", i.e. audience will differ	Series name/topic	Small Farms Webinar Series/	Individual presenters for each topic should enter. See below for Webinar notes if applicable.
Conference organized by Extension; attendees generally attend all sessions	Conference name/location (if more than one)	Crop Management Conference/Malta	Lead Extension organizer enters program activity. List each Extension presenter as collaborators. List each session. In notes, list specific session topics with presenters.
CONFERENCE, WORKSHOP, or EVENT with "a la carte" attendance at sessions	Conference name, following guide below	Gardening Day/Gardeners Big Day	Lead Extension organizer enters program activity. List each Extension presenter as collaborator. In notes, list specific session topics with presenters.
CONFERENCE, WORKSHOP, or SERIES organized outside of Extension	Conference name/session/topic	Illinois Indigenous Plants Symposium/session/What's in a Wetland	Individual presenter enter their session separately
STATIONS/TABLES at an event organized either by Extension OR by outside organization, where participants choose which stations/tables to visit	Event name/station/topic	Stewardship Days/station/Hydrology	Individual presenter will enter. Enter the entire event time as a single session. In the notes section, describe the typical length of your educational delivery to each group. For # of participants, use the best estimate of those experiencing your table, which may differ from the total # of participants at the event.

Type of Program Activity	PEARS Program Activity Entry-- Naming Guide	Program Activity Naming Example	Who enters/notes
WEBINARS: PRESENTATIONS delivered as part of a CLASS SERIES	N/A	N/A	PRESENTER does not enter. SERIES organizer enters session and lists presenter as a collaborator.
WEBINARS: PRESENTATIONS delivered by WEBINAR to SPECIFIC SITES with local hosting, not as part of CLASS SERIES	Presentation name/location	Soil and Water Webinar/Freeport	PRESENTER does not enter. LOCAL SITE organizer enters and lists presenter as a collaborator. Consult presenter for presentation name
WEBINARS: PRESENTATIONS delivered by WEBINAR with universal (e.g. at home) availability, not part of CLASS SERIES	Presentation name/webinar	Soil and Water Webinar/webinar	Presenter enters as a separate program activity. Uses the highest number of attendees on webinar as total participants, subtracting out any sites that hosted local delivery.

Program-specific Naming and Issue Guide

Type of Program Activity	PEARS Program Activity Entry-- Naming Guide	Program Activity Naming Example	ISSUE/Action Plan
Annie's Project	Annie's Project/Abbreviated course title/Location	Annie's Project/Know your options/Decatur OR Annie's Project/Managing for Today/Carthage	Food production
Beef Quality Assurance	Beef Quality Assurance/location	Beef Quality Assurance/Effingham	Food production
Certified Livestock Management	Certified Livestock Management/location	Certified Livestock Management/Springfield	Enhancing and preserving natural resources
Crop Management Conference	Crop Management Conference/location	Crop Management Conference/Springfield	Food production
Four Seasons Gardening webinar series--offered at unit site	Four Seasons/Topic/Site	Four seasons/Preserving Flowers/Waterloo	Engagement with home and community landscapes and environment
Four seasons Gardening webinar series--webinar non-site audience	Four Seasons/Topic/webinar	Four seasons/Preserving Flowers/webinar	Engagement with home and community landscapes and environment

Type of Program Activity	PEARS Program Activity Entry-- Naming Guide	Program Activity Naming Example	ISSUE/Action Plan
FSMA Produce Safety Alliance training	FSMA Produce Safety Alliance training/location	FSMA Produce Safety Alliance training/Carbondale	Food safety
GIFAA-related training	Add GIFAA to end of Program Activity name	Junior Master Gardeners GIFAA	Food access
GIFAA training--volunteer delivered	do not enter in PEARS. Enter in VCMS		
Illinois Specialty Crops, Agritourism, and Organic conference--Conference sessions	Specialty Crops Conference/Sessions/ Topic	Specialty Crops Conference/Sessions/Succession Planting with Brassica Crops	Food production
Illinois Specialty Crops, Agritourism, and Organic conference--Pre-conference workshops	Specialty Crops Conference/Workshop/ Topic	Specialty Crops Conference/Workshop/High Tunnels	Food production
IPM	IPM/Topic	IPM/Green Industry	Enhancing and preserving natural resources
ISEIF Smart Meter overview sessions	Smart Meter Overview/ location	Smart Meter Overview/ Monmouth	Enhancing and preserving natural resources
ISEIF Smart Meter workshops	Smart Meter Workshop/ location	Smart Meter Workshop/ Morton	Enhancing and preserving natural resources
Master Gardener Advanced training	Master Gardener Advanced Training/TOPIC	Master Gardener Advanced Training/Urban Tree Identification	Engagement with home and community landscapes and environment
Master Gardener Continuing Education	Master Gardener CE/TOPIC	Master Gardener CE/Living with wildlife	Engagement with home and community landscapes and environment
Master Gardener Core volunteer training	Master Gardener Core Training/location/anything else you would like to add	Master Gardener Core Training/South Cook/Spring 2018	Engagement with home and community landscapes and environment
Master Gardener Core volunteer training--extra session attendees	Master Gardener Core Training/extra/TOPIC	Master Gardener Core Training/extra/Botany	Engagement with home and community landscapes and environment
Master Gardener other volunteer-delivered educational sessions	do not enter in PEARS. Enter in VCMS		
Master Gardener Speakers Bureau (delivered to the public by Master Gardeners)	do not enter in PEARS. Enter in VCMS	N/A	N/A

Type of Program Activity	PEARS Program Activity Entry-- Naming Guide	Program Activity Naming Example	ISSUE/Action Plan
Master Gardener Speakers Bureau delivery training	Master Gardener Speakers Bureau Training/topic	Master Gardener Speakers Bureau training/Shade gardens	Engagement with home and community landscapes and environment
Master Naturalist volunteer training	Master Naturalist volunteer training	Master Naturalist volunteer training	Enhancing and preserving natural resources
Master Urban Farmer training	Master Urban Farmer training	Master Urban Farmer training	Food production
Nutrient Loss Reduction Strategy Implementation	NLRS/Topic	NLRS/Cover Crop Field Day	Enhancing and preserving natural resources
PSEP Commercial sessions	PSEP/Commercial/Topic/Location	PSEP/Commercial/Turf/Marion	Enhancing and preserving natural resources
PSEP Commercial--section within General Standards	PSEP/Commercial/General/Section topic/location	PSEP/Commercial/General/Calibration/Marion	Enhancing and preserving natural resources
PSEP Private sessions	PSEP/Private/Location	PSEP/Private/Kankakee	Enhancing and preserving natural resources
Saturday Gardening Days	Gardening Day/specific title	Gardening Day/Ready Set Grow	Engagement with home and community landscapes and environment
Small Farms webinar series	Small Farms Webinar/Topic	Small Farms Webinar/Native Pollinators on your Farm	Food production

AAB/NREE Indirect Activity Entry Examples

Type of Indirect Activity/Examples	Activity name	Channel	Description
SERIES of regular dispatches, e.g. blog, regular TV or radio appearance, newspaper articles	SERIES name or description	Select channel from list	detail on topic and date
Down the Garden Path blog	Down the Garden Path blog	Blog	Early Spring Garden Questions 4/2/18
	(same indirect activity entry)	Blog	Three grassy weeds in the lawn 5/15/18
	(same indirect activity entry)	Blog	Now we need to water 7/18/18
Series of educational tweets	Education Tweet	Social media	Topic: Anaerobic Digestion 5/13/18
First Light radio appearances	First Light Radio segment	Radio interview	Growing interest in community gardens 5/20/18
Hort Garden packet	Hort Garden packet	Articles	Backyard Grapes 4/18/18
MidAmerica Farmer Grower Articles	MidAmerica Farmer Grower	Articles	Watch those first-calf heifers/April 2018
WIFR TV segments	WIFR Green Thumb segments	TV interview	Sunscald on fruits and vegetables 7/11/18
ARTICLE or output that appears several places	Article topic	separate channel entries for each outlet	detail on outlet and date
Thinking about cover crops	Thinking about cover crops	Articles	Article in Chrisman Leader 8/1/18
	(same indirect activity entry)	Articles	Article in Robinson Daily News 8/2/18
ONE TIME activity such as a fact sheet, curriculum development, or special video	Item name	Select channel from list	additional description

AAB/NREE Reporting Procedures—Checklist

Direct education activities—delivery of a curriculum with interaction

REPORT IN: PEARS/Track/Program Activities

___Action plan/issue

___Collaborators

___Demographics

___All sessions listed

Indirect activities—educational/informational resources without audience interaction

REPORT IN: PEARS/Track/Indirect activities

___Enter an indirect activity for each regular outlet (e.g. radio station, blog, video, etc)

___start and end dates— if it's a multi-entry activity, e.g. blog, use reporting year (10/1/18-9/30/19)

___separate "intervention channel" entry for each output, e.g. blog post, podcast episode

___topic or explanatory info (in description field of intervention channel)—include title/topic and date of release

___Add collaborators if applicable

___reach, if available

Evaluation results

REPORT IN: provide data via qualtrics collaboration or [upload results to evaluation folder in Box](#). If uploaded, please include

___copy of instrument used

___results in digital format, e.g.excel, including record-level data (individual response data if available in spreadsheet)

___written summary, if available

___if Qualtrics used, may add kwinter as collaborator with download permissions instead of sending instrument and data

Expert assistance—subject matter information/recommendations provided in response to a request via email, phone, face to face, web form

REPORT IN: PEARS/Track/Direct Contacts

___email contacts

___phone contacts

___face to face contacts

___additional categories also available, use "other" if needed

Research projects

REPORT IN: Research activities dashboard. Use the Research Activities Entry form or request link to research activities spreadsheet to update records.

___ Check to make sure project is not already entered.

___ Enter a brief summary of results when available.

Extension-supported gardens

REPORT IN: PEARS/Track/Program activities/

___Enter garden information at **end of Summer 2021**.

___Separate entry for each Extension supported-garden: GARDEN/Garden name. Existing gardens will be copied forward for you.

___ Delete any records for gardens that are no longer active.

___In order to attach garden survey, need to answer "YES" to*: Did you perform any evaluations of this program activity*?

___Info covers PEARS site, type of location (e.g. school, hospital, park district), use (e.g. food donation, pollinator, therapeutic)

___Inactive gardens are deleted from PEARS

   ___Inactive garden status reported in the Garden Status Survey

AAB/NREE Reporting Procedures—Common Errors and Omissions

Considering the amount of data entered and the complexity of the PEARS system, some mistakes or omissions are to be expected. Here are a few common data entry errors or omissions to be aware of. NOTE that these may not have been errors in the past due to changed guidelines.

Direct education/program activities
1. Not using NAMING GUIDE
2. Multiple people entering same event.
   a. Check GUIDE to see who should enter
   b. Make sure you enter ALL collaborators, including yourself if applicable
3. Not tagging an Action Plan
4. Not entering monthly—getting behind
5. Entering activities other than direct education
   a. Report client contact outside of educational programming as expert assistance
   b. Meetings should not be included unless they have planned educational content
   c. Events internal to Extension should not be reported

Indirect activities
1. Not specifying one or more intervention channels for an activity
2. Not using the intervention channel description field to provide topic info (include topic/title and date of release)
3. Not "keeping up" with entries on a regular basis

Expert assistance
1. Not keeping track of contacts on an ongoing basis
2. Including non-subject matter requests in count (e.g. time/place/registration info of Extension event)

Gardens
1. Not entering all Extension-supported gardens
2. Not starting program activity name with GARDEN/
3. Not attaching and completing a garden survey to a garden entry
4. Attaching a garden survey to a direct education activity; not having a separate entry for the garden itself distinct from educational activity entries
5. Not deleting inactive gardens
6. Not reporting reason why garden is now inactive in Garden Status Survey

Evaluations
1. Not labeling all scale points on survey
2. Not having a clear use for the information you collect
3. Sharing summary data only instead of individual response data

Webinar Reporting and Evaluation Guide

Contains excerpts from [ANR webinar guide](#)

Evaluation

1. Use consistent question formats and key questions for whole series.
2. Develop questions based on your learning objectives. Consult with Karen if desired. Not too long
3. Choose evaluation platform: general Qualtrics or Zoom in-webinar polling.
   a. Zoom in-webinar polling
      i. See [overview and example](#) below; [instructions here](#)
      ii. Most suitable for fully-live webinars (not pre-recorded).
      iii. Will only reach live viewers; cannot be used with viewers of posted videos.
   b. Qualtrics
      i. Can reach viewers of recorded video as well as live viewers
      ii. Use common AAB/NREE questions where applicable
         1. **Option: Use ANR survey template**. AAB/NREE has a survey template with several questions set up in Qualtrics available for you to copy and adapt to your webinar evaluation needs. Contact Karen (kwinter@illinois.edu) to request access to template. See [List of questions](#) for additional guidance on core and optional questions.
         2. **Option: Use ANR question library** (under development). Examples of question types in the library include the following. Additional questions will be added—contact Karen with suggestions.
            a. Demographics block
            b. Location block—address
            c. Location block—county and zip
            d. Knowledge change (before and after)
            e. Ability change (before and after)
      iii. Provide multiple ways to access survey: QR code on slide, link on slide and in chat box, in description once video is posted on youtube.
      iv. Explicitly request viewers to complete survey and direct to survey link
         1. Request attendees complete evaluation in webinar.
      v. If sending out followup link in email, announce in webinar that it will be coming.
      vi. Can make in-webinar request to audience watching it recorded on youtube. (e.g. "This webinar is also being recorded and will be available on youtube. If you are watching on youtube, we also ask you to complete the survey to help us present the best possible programming." Include link in youtube video description or at start and end of video.

Reporting

4. See [PEARS Webinar Guide](#) (below) and the [AAB/NREE Reporting Procedures Guide](#)
5. Enter webinar in PEARS as program activity.
6. Compile and enter participant data
   a. Number of participants

        i.   Default Zoom participant counts are inaccurate for our purposes (may contain duplicates; includes hosts/presenters)
        ii.   Download and store a Zoom meeting usage report to get number of participants. Zoom reports are accessed by logging in through a browser, rather than through the desktop app
        iii. Be sure to count unique users
        iv. Do not count presenters/hosts.

b. Always download your Zoom participant data to document the correct number of participants for your records.
        v.   Default number of participants provided by Zoom in meeting list is NOT the correct number
          ➢ Default participant count includes participants more than once if they had connection issues and re-logged in
          ➢ Default participant count includes Extension hosts/presenters as participants
        vi. To get correct number, generate Usage Report using "show unique users"
        vii. Download Usage Reports for any event that is direct education to the public (i.e. will be entered as a PEARS program activity; not an internal/partner/professional meeting)

c. Use Zoom "usage report" to get correct participant count and list
        i.   Sign in at https://illinois.zoom.us/. Reports are available through browser interface, but may not be available through Zoom app.
        ii. Select "reports" at lower left.
        iii. Choose "usage".
        iv. Adjust date range to get list of meetings.
        v.   Click on number of participants at far right of data on applicable meeting.
        vi. Check "show unique users" box
        vii. Export to get list of participants.
        viii. Do not count presenters/hosts when counting number of participants.
        ix. For most accurate count of public reached, do not count Extension employees in count
        x.   Keep downloaded data to document participant count for your own records. You do not need to send it to anyone.
        xi. NOTE: ZOOM stores data for a maximum of 12 months.

d. Demographic data
        i.   From ewm registration: Use worksheet to prorate based on # of participants
        ii. From Qualtrics or webtools: Prorate based on # of participants; or for most accurate demographic data, link registration records to zoom attendance records. Contact Karen for assistance if needed.
        xii. From polling: download poll report from Zoom. Polling reports can be downloaded from the Zoom website in web browser, but not from Zoom app

7. Enter video in PEARS as indirect activity. Enter as specific intervention channel, listing the topic and date posted. Put reach as 0—numbers will be pulled from youtube.

8. Provide evaluation results
    a. Add Karen as collaborator on qualtrics
    b. OR upload any summaries and data (individual record-level if available) to [Box folder for evaluation results](#)

## In-webinar Evaluation—overview and example

    a. Overview

        viii. probably 2-4 questions would be max for in-webinar polling

        ix. Can assess change in attitude or knowledge by doing the same set of questions at the beginning and end

            1. Change in knowledge or attitude: can either be likert-style scale or categories. See farmdoc example below

                a. Use poll at end to ask participants to rate their knowledge increase using likert-style scale

                b. Ask factual questions before and after covering topic, see if % with accurate answers increases

        x. OR, can assess mastery of material by using a factual question at the end.

    b. Example from farmdoc—demonstrates attitude change as result of presentation
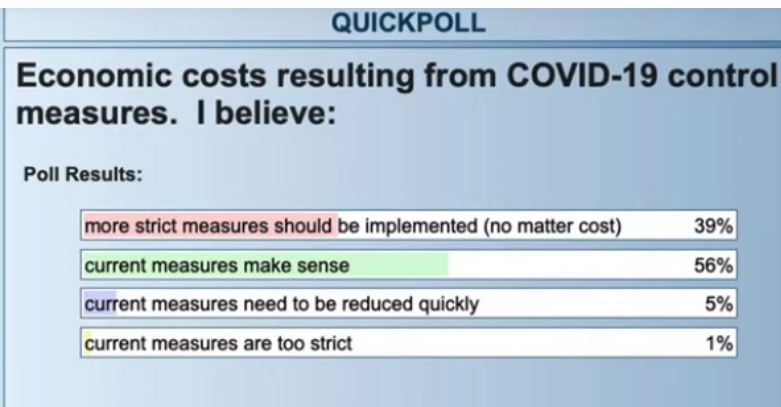
BEFORE

Poll asked early in presentation
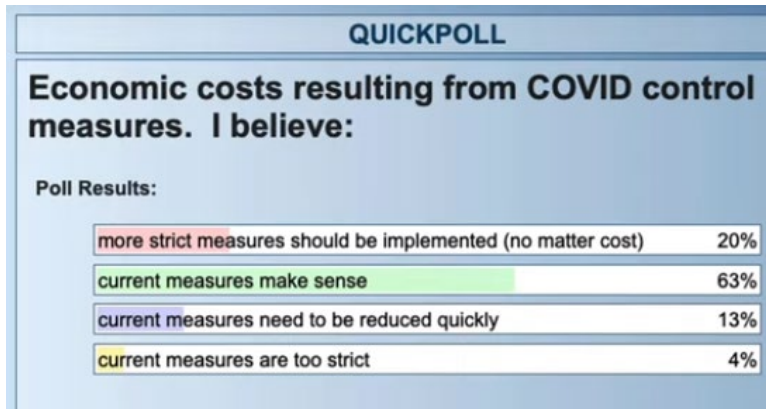
AFTER

Poll asked later in presentation, after bulk of content. Same questions asked. See increase in % on "more strict measures should be implemented"—shows attitude change

QUICKPOLL

Economic costs resulting from COVID-19 control measures. I believe:

Poll Results:

more strict measures should be implemented (no matter cost)	39%
current measures make sense	56%
current measures need to be reduced quickly	5%
current measures are too strict	1%

Reporting overview—PEARS Guide for webinars

Where to report?

- Live webinars are reported in PEARS/Program Activities as they fit the definition of direct education.
- Videos posted on youtube and similar sites are reported in PEARS/Indirect Activities.
- Webinars that are later posted as videos should be reported in both Program Activities and Indirect Activities.

Program activities

1. Follow guidance above on how to enter typical AAB/NREE programs.
2. For general Extension-wide information, consult guidance at https://extension.illinois.edu/commit/report
3. Typically, webinar presenter should make the entry. If multiple presenters, or if the webinar is part of a series, coordinate so that only one entry is made.
4. Naming: include series name and topic/title, e.g. Everyday Environment/Sky Spectacles; Hemp Grower Spotlight/Sulcanna
5. Special instructions for webinars
   a. SITE: For webinars, use the address where the webinar broadcasts from or where the webinar viewing is hosted (if statewide webinar viewing events are hosted locally).
   b. SITE: **Select your office location if you are working from home.
   c. UNIT: Select the option that best represents the catchment area for participants (e.g. county, unit, Illinois)
6. Participants
   a. Use Zoom "usage report" to get total number of participants.
   b. Sign in at https://illinois.zoom.us/. Reports are available through browser interface, but may not be available through Zoom app.
   c. select "reports" at lower left.
   d. choose "usage".
   e. Adjust date range to get list of meetings.
   f. Click on number of participants at far right of data on applicable meeting.
   g. Check boxes for "export with meeting data" AND "show unique users"
   h. export to get list of participants.
   i. Do not count presenters/hosts.

j. Keep downloaded data to document participant count for your own records. You do not need to send it to anyone.

k. NOTE: ZOOM stores data for a maximum of 12 months.

Indirect activities

1. Follow guidance above on how to enter typical AAB/NREE programs.
    a. Webinar presenter should enter the video.
    b. ***NEW-- multiple collaborators can now be entered
    c. Enter a **separate Intervention Channel** for each video
    d. Name (in "Description") should include the name of the series and the topic

2. For general Extension-side information, consult guidance in "PEARS Guide for Reporting Indirect Activities." (Note: not updated for 2019-2020.)

Notes on program registrations and Zoom data

Registration guidance

- Extension's preferred platform is still EWM since it provides a central repository for registration data
- For any registrations conducted using Qualtrics, Webtools, Zoom, or any platform other than EWM: download the registration data and upload to Box folder: https://go.illinois.edu/RegistrationData_AAB/NREE
- Include questions on demographics and location (address or county/ZIP) in registration

Download Zoom participant data to document correct count

1. Always download your Zoom participant data to document the correct number of participants for your records.
   - Default number of participants provided by Zoom in meeting list is NOT the correct number
     - Default participant count includes participants more than once if they had connection issues and re-logged in
     - Default participant count includes Extension hosts/presenters as participants
   - To get correct number, generate Usage Report using "show unique users"
   - Download Usage Reports for any event that is direct education to the public (i.e. will be entered as a PEARS program activity; not an internal/partner/professional meeting)

2. How to get correct participant count and list
   - Use Zoom "Usage Report"
   - Sign in at https://illinois.zoom.us/. Reports are available through browser interface, but may not be available through Zoom app.
   - Select "reports" at lower left.
   - Choose "usage".
   - Adjust date range to get list of meetings.
   - Click on number of participants at far right of data on applicable meeting.
   - Check "show unique users" box
   - Export to get list of participants.
   - Do not count presenters/hosts when counting number of participants.
   - Keep downloaded data to document participant count for your own records. You do not need to send it to anyone.
   - NOTE: ZOOM stores data for a maximum of 12 months.