



New Jersey Agricultural
Experiment Station

Idaho Living on the Land 2008 Evaluation Report

Submitted by:

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**Living on the Land 2008
Evaluation Report**

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"Starting with 'zero' knowledge, I have formed a good base for making good decisions from the beginning."

"Please let me know about future classes so that I can expand on what I have started to learn."

"I overall enjoyed the class and learned a lot or know where to go in areas of need."

- Program Participants

"The program continues to demonstrate participant gains in the knowledge, attitudes and skills they need to become good land stewards."

- Program Evaluator

Idaho Living on the Land 2008 Program Evaluation Report

Introduction

This report contains the evaluation findings from the 2008 Living on the Land (LOTL) program. Stated succinctly, the program continues to demonstrate participant gains in the knowledge, attitudes and skills they need to become good land stewards.

This report is organized according to the questions used on the LOTL Post-Test Questionnaire (2008). Each section addresses a different question, and includes aggregate results, site comparison results (if appropriate) and recommendations.

A summary of all recommendations is included at the end of the report.

Results

Respondent Demographics

The program was held concurrently at three (3) sites, Caldwell, Emmett and Fruitland/Ontario. A total of 60 individuals enrolled in the course, 26 from Caldwell, eight (8) from Emmett and 26 from Fruitland/Ontario. Forty-five (75%) individuals completed the course, 17 (65%) from Caldwell, eight (8) (100%) from Emmett and 20 (77%) from Fruitland.

The *LOTL Post-Test Questionnaire (2008)* (see Appendix A) was distributed to participants who completed the course during the final class. Participants were asked to complete and return the questionnaires immediately after class or to return completed questionnaires to the Canyon County Extension Office by May 30th, 2008. Participants who did not attend the final LOTL class were mailed questionnaires to complete at home. Reminders to complete the questionnaires were subsequently sent via email and regular mail to class participants to ensure a maximum return rate.

Eighteen (18) participants completed and returned assessment instruments for a 40% response rate. Eight (8) questionnaires were received from Caldwell (47% return), four (4) from Emmett (50% return) and 6 from Fruitland/Ontario (30% return).

Please note that not all results reported in this document sum to 18 (the number of respondents) or 100% due to missing responses.

The following information was provided by the respondents' answers to *Question 29*:

- *Age.* Over half (11) of the respondents were between the ages of 35 and 54. One (1) was 18 years or younger, two (2) were 19-35, three (3) were 55-65 and one (1) was over age 65 (Figure 1).
- *Gender.* There were nine (9) women and nine (9) men.
- *Enrollment Status.* Four (4) participants were enrolled in the course for credit.
- *Native vs. Non-Native.* Ten (10) participants (56%) indicated they were born outside of Idaho (Figure 2).
- *Previous Experience or Training.* Eleven (11) participants (61%) reported they had previous experience or training in managing or operating a farm, ranch or small acreage.

Figure 1. Age

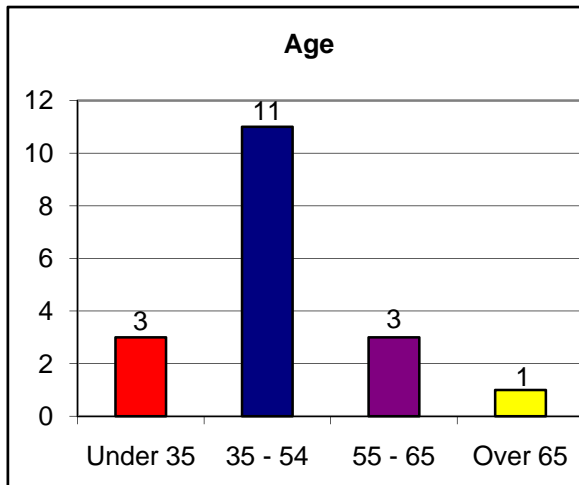
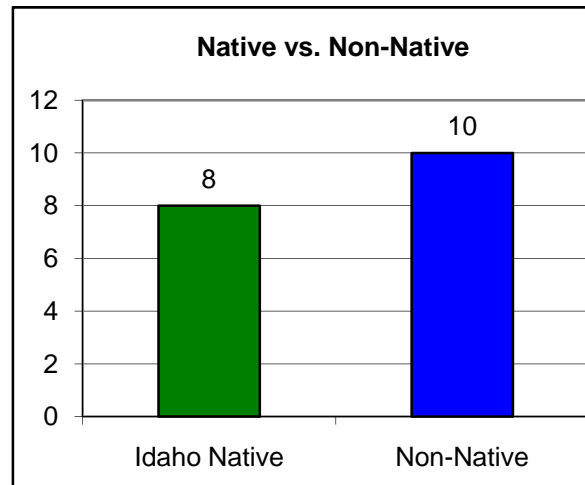


Figure 2. Native vs. Non-Native



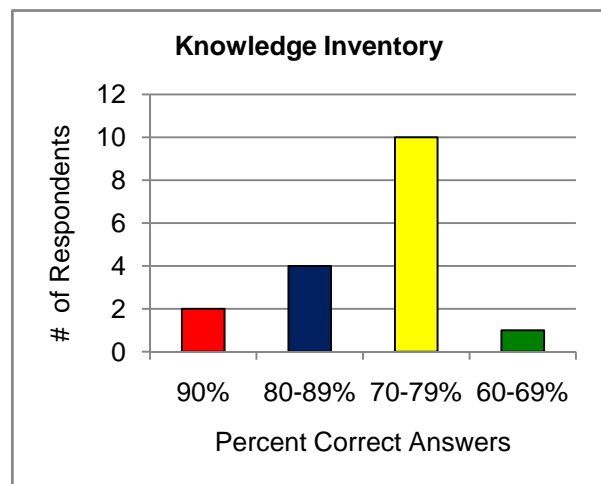
Recommendations.

1. Four (4) of the assessments reported demographic information for two (2) people (perhaps a team – info for 2nd person was not included in the report). Emphasize to participants that it is extremely important that *each* person complete an assessment (as opposed to a team assessment effort).
2. *Age*. Increase promotional/marketing efforts to persons under age 35.
3. *Native vs. Non-Native*. Include this information in reports to funders. Results substantiate program rationale that non-natives want the information provided by LOTL.

Questions 1-15: Knowledge Inventory

The first part of the evaluation instrument is a 15 item knowledge inventory (see Appendix A) designed to measure participant knowledge of the most important course topics. One (1) of the completed assessments was missing the 2nd page of the inventory; therefore the results detailed below are based upon 17 respondents. The maximum score possible is 22 points. The mean respondent score was 17.29 points or 79% (Figure 3).

Figure 3. Knowledge Inventory



Site Comparison. Analysis of Variance (ANOVA) was used to determine whether there were any response differences between sites. Results indicated *no* statistically significant differences between sites. This finding may be an important indicator of instructor consistency when presenting course information.

Incorrect Response Rates. A more thorough review of responses revealed that Question 15 (which of the following can become pollutants in high concentrations) was answered *incorrectly* by *all* respondents. Two (2) of the seven (7) response choices were incorrectly identified as pollutants by a majority of respondents; salt (94% of respondents) and iron (76.5% of respondents). This may indicate one or more problems: 1) the question is poorly

worded, 2) the question did not accurately reflect instructional materials/lessons, and/or 3) the response set is confusing.

Recommendations.

1. Consider alternate wording for Question 15 and/or the response set (i.e. replace “choose all that apply” with “choose 4”).
2. Ensure the question accurately reflects instructional materials and classroom presentations.

Question 16: Teaching Effectiveness

Question 16 was designed to assess teaching effectiveness. The question included five (5) scaled response items. Participants were asked to: *Please evaluate the overall teaching effectiveness of the Living on the Land Class based upon the following (Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree)*

Results indicate participants were very positive about the instructors and the material presented (see Table 1).

Table 1. Results: Teaching Effectiveness

ITEM	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
<i>a. Information shared met audience needs</i>	52.9%	47.1%	0	0	0
<i>b. Overall presentation was clear and well organized</i>	52.9%	41.2%	0	5.9%	0
<i>c. Teaching aids were helpful</i>	50.0%	50.0%	0	0	0
<i>d. The instructors were well informed and kept audience interest</i>	82.4%	11.8%	0	5.9%	0
<i>e. Instructors encouraged questions and interaction with participants</i>	88.2%	11.8%	0	0	0

Site Comparison. Analysis of Variance (ANOVA) was used to determine whether there were any response differences between sites. Results indicated *no* statistically significant differences between sites.

Other Comments. The assessment includes questions that ask respondents to name pluses (Q27), suggest improvements (Q27) or provide additional comments (Q30). Responses to these open-ended items related to teaching effectiveness were generally quite favorable (see detailed results for each question in the appropriate section below).

Recommendations. There is a typographical error for the response set under the column labeled “Strongly Disagree.” Replace “DA” with “SA.”

Question 17: Knowledge, Preparedness, Understanding and Skill

Question 17 included 11 items that asked participants to *choose the number that best describes your knowledge, preparedness and understanding before and after the LOTL course*. A five (5) point Likert-type scale was used.

Paired samples t-tests were conducted to compare mean scores before LOTL to mean scores after LOTL. Results indicate statistically significant ($p < .001$) improvements on all items (Table 2). This means the probability of obtaining these results by chance is less than 0.1%.

Table 2. Knowledge, Preparedness, Understanding and Skill: Paired T-test Results

ITEM	MEAN BEFORE LOTL	MEAN AFTER LOTL	SIGNIFICANCE (P < .001)
Knowledge (1=none, 2=a little, 3=some, 4=a good deal, 5=a great deal)			
a. My Knowledge about land stewardship & resource management	2.22	3.89	.000
Preparedness (1=not prepared, 2=a little, 3=somewhat, 4=pretty well prepared, 5=really prepared).			
b. My Preparedness to adopt best management practices (soil & water testing, species selection, land management . . .)	1.94	4.06	.000
Understanding (1=none, 2=a little, 3=some, 4=a good deal, 5=a great deal)			
c. My Understanding about physical and social interactions of land use	2.17	4.00	.000
d. My Understanding of the difference between renewable and nonrenewable soil, water, plant, and animal resources	2.50	4.17	.000
e. My understanding about how my own choices have affected land use, lifestyle and the environment in my community and county	2.67	4.22	.000
f. My understanding of the 'Community of Learners' education model.	1.61	3.56	.000
Understanding Total	2.03	4.16	.000
Skill (1=none, 2=a little, 3=some, 4=a good deal, 5=a great deal)			
g. Collect, submit, and analyze soil, water and forage tests	1.78	4.33	.000
h. Plan, enterprise budget, and implement animal or crop system(s)	1.94	4.06	.000
i. Network with small acreage community	1.78	4.00	.000
j. Find supplies and keep equipment in working order	2.61	3.94	.000
k. Effectively find and access resources to support your small acreage system(s)	2.06	4.44	.000
Skill Total	2.03	4.16	.000

Site Comparison. Analysis of Variance (ANOVA) was used to determine whether there were any response differences between sites. Results from eight (8) of the 11 items indicate statistically significant differences in respondent knowledge, preparedness, understanding and/or skills from the three (3) sites *before* they participated in LOTL. In every instance, however there were no statistically significant differences in these items *after* the course (Table 3).

Table 3. Knowledge, Preparedness, Understanding and Skill: Differences Between Sites

ITEM	SIGNIFICANCE (<i>P</i> < .05) BEFORE LOTL	SIGNIFICANCE AFTER LOTL
Knowledge		
a. <i>My Knowledge about land stewardship & resource management</i>	.006	.215
Preparedness		
b. <i>My Preparedness to adopt best management practices (soil & water testing, species selection, land management . . .)</i>	.005	.182
Understanding		
c. <i>My Understanding about physical and social interactions of land use</i>	.001	.351
d. <i>My Understanding of the difference between renewable and nonrenewable soil, water, plant, and animal resources</i>	.000	.270
e. <i>My understanding about how my own choices have affected land use, lifestyle and the environment in my community and county</i>	.001	.116
f. <i>My understanding of the 'Community of Learners' education model.</i>	Not Significant	Not Significant
Understanding Total	.015	.312
Skill		
g. <i>Collect, submit, and analyze soil, water and forage tests</i>	Not Significant	Not Significant
h. <i>Plan, enterprise budget, and implement animal or crop system(s)</i>	.013	.256
i. <i>Network with small acreage community</i>	Not Significant	Not Significant
j. <i>Find supplies and keep equipment in working order</i>	.036	.462
k. <i>Effectively find and access resources to support your small acreage system(s)</i>	Not Significant	Not Significant
Skill Total	.000	.501

Recommendations. None.

Question 18: Change in Level of Knowledge

Question 18 asked participants to: *Please indicate your change in level of knowledge of each of the following topics before taking the 2008 LOTL Class and after taking it (rating scale from 1 [don't know anything] to 5 [know a lot]).*

Respondents' before and after ratings were compared using paired t-test analyses. Results indicate statistically significant ($p < .001$) improvement on all items (Table 4). This means that the probability of obtaining these results by chance is less than 0.1%.

Table 4. Change in Level of Knowledge: Paired T-test Results

ITEM	MEAN BEFORE	MEAN AFTER	SIGNIFICANCE (P < .001)
<i>Well care and wellhead protection</i>	2.39	4.33	.000
<i>Septic system maintenance</i>	2.72	4.44	.000
<i>Groundwater contamination</i>	2.67	4.39	.000
<i>Drinking water testing & treatment</i>	2.78	4.39	.000
<i>Small farm/acreage inventories & planning</i>	2.22	4.22	.000
<i>Planning and Zoning for small acreages</i>	2.00	4.11	.000
<i>Non-point source pollution</i>	2.39	3.94	.000
<i>Enterprise budgeting and selection</i>	1.78	3.61	.000
<i>Weed identification & management</i>	2.18	4.12	.000
<i>Manure and composting</i>	2.53	4.18	.000
<i>Farm equipment for small acreages</i>	2.72	4.17	.000
<i>Best management practices</i>	2.50	4.22	.000
<i>Pest management</i>	2.39	4.00	.000
<i>Forage & Grass production & management</i>	2.22	4.11	.000
<i>Animal-Human Diseases</i>	2.06	3.89	.000
<i>Animal production, care & management</i>	2.24	3.71	.000
<i>Soil fertility and fertilization</i>	2.33	4.17	.000
<i>Grazing & pasture management</i>	2.35	4.12	.000
<i>Marketing strategies</i>	1.78	3.61	.000
<i>Whole farm systems</i>	2.00	3.83	.000
<i>Organic production</i>	1.94	3.47	.000
<i>Farmers markets & market gardening</i>	1.78	3.22	.000
<i>Feeds & feeding systems for animals</i>	2.18	3.71	.000
<i>Irrigation systems</i>	2.50	4.00	.000
<i>University of Idaho Extension System</i>	2.06	4.00	.000
<i>NRCS (Natural Resource Conservation Service)</i>	1.56	3.72	.000
<i>Soil & Water Conservation Districts</i>	1.61	3.78	.000
<i>ISDA (Idaho Department of Agriculture)</i>	1.39	3.50	.000
<i>SARE (Sustainable Agriculture Research & Education Program)</i>	1.33	3.11	.000
<i>Sustainable Systems Thinking</i>	1.76	3.47	.000

Site Comparison. Analysis of Variance (ANOVA) was used to determine whether there were any response differences between sites. Results from 10 of the 31 items (33%) indicate statistically significant differences in respondent levels of knowledge at the three (3) sites *before* they participated in LOTL. For nine (9) of the 10 items there were no statistically significant differences *after* the course (Table 5).

Table 5. Change in Level of Knowledge: Comparison Between Sites

ITEM	SIGNIFICANCE (<i>P</i> < .05) BEFORE LOTL	SIGNIFICANCE AFTER LOTL
<i>Well care and wellhead protection</i>	.000	.014*
<i>Septic system maintenance</i>	.031	.347
<i>Drinking water testing & treatment</i>	.003	.165
<i>Weed identification & management</i>	.001	.512
<i>Manure and composting</i>	.004	.427
<i>Best management practices</i>	.005	.441
<i>Grazing & pasture management</i>	.011	.163
<i>Whole farm systems</i>	.002	.305
<i>Farmers markets & market gardening</i>	.047	.350
<i>Sustainable Systems Thinking</i>	.034	.612

*Item continues to demonstrate a statistically significant *difference* between sites.

Recommendations. None.

Question 19: Practices Planning to Implement

Question 19 presented a list of 12 land management practices discussed in class (items listed in Table 6). Participants were asked: *Which of the following practices discussed in class are you planning to implement for your property? Check all that apply.* Participants could chose the most appropriate response (*Yes, Maybe, No, Doesn't apply*).

Results indicate a majority of participants plan to implement some combination of items. The responses to these items are best viewed in tabular form (Table 6).

Table 6. Practices Planning to Implement: Results

ITEM	YES	MAYBE	NO	DOESN'T APPLY
<i>Well care and wellhead protection</i>	88.9%	5.6%	0	5.6
<i>Nutrients and animal waste management</i>	76.5%	0	0	23.5%
<i>Septic system management</i>	94.1%	5.9%	0	0
<i>Scheduled drinking water testing</i>	76.5%	11.8%	11.8%	0
<i>Pest management</i>	76.5%	23.5%	0	0

ITEM	YES	MAYBE	NO	DOESN'T APPLY
<i>Weed control</i>	88.2%	11.8%	0	0
<i>Weed ID/Mapping</i>	47.1%	41.2%	11.8%	0
<i>Erosion control</i>	76.5%	11.8%	0	11.8%
<i>Re-vegetation of bare ground</i>	70.6%	17.6%	0	11.8%
<i>Pasture fencing/paddocks</i>	76.5%	5.9%	0	17.6%
<i>Pasture management/maintenance</i>	76.5%	11.8%	0	11.8%
<i>Fertilization System</i>	70.6%	17.6%	11.8%	0

Question 19 also included the item "other (please specify)" and space for respondents to write any other practices they were planning to implement. One respondent chose to include an additional comment: "some of these areas I was planning for future use but now have a better idea what to do or not to do."

Site Comparison. Analysis of Variance (ANOVA) was used to determine whether there were any response differences between sites. Only *scheduled drinking water testing* demonstrated a statistically significant ($p = .009$) difference between sites.

Recommendations. None.

Question 20: Overall 2008 LOTL Class Evaluation

Question 20 asked participants to rate: *Your Overall 2008 "Living on the Land" Class Evaluation* for two (2) items: a.) *LOTL Usefulness*, and b.) *Knowledge Gained at LOTL*. A five (5) point Likert-type scale was used (1=Low, 5=High).

The overall evaluations were very positive (see Figure 4 and Figure 5). The average score for "usefulness" was 4.69, and the average score for "knowledge gained" was 4.44.

Figure 4. LOTL Usefulness

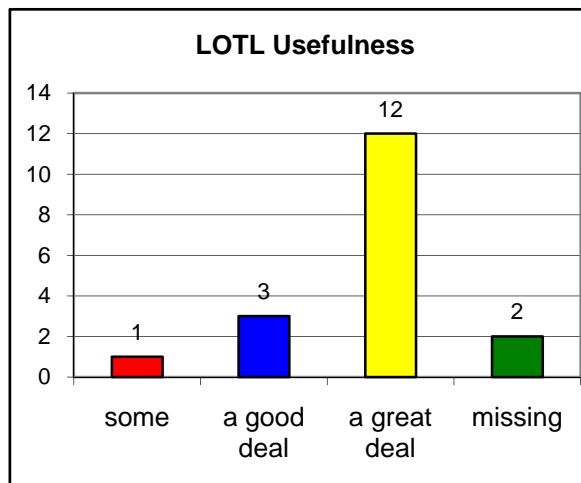
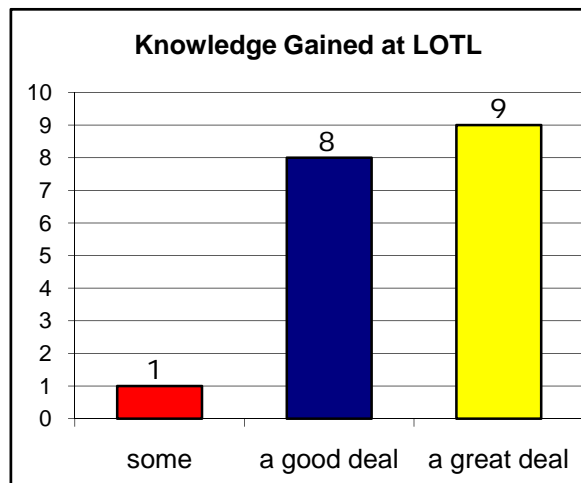


Figure 5. Knowledge Gained at LOTL



Site Comparison. Analysis of Variance (ANOVA) was used to determine whether there were any response differences between sites. There were no statistically significant differences in responses.

Recommendations. There were two (2) missing responses for LOTL Usefulness. This may be the result of the layout/format of the question. Recommend adjusting spacing, shading and changing positioning of the words "highest" and "lowest."

Question 21: Better Land Steward

Question 21 asked participants: *As a result of your learning in this class, please explain "how" you have become a better land steward.*

A complete list of responses is included in *Appendix B, Qualitative Responses*. Responses centered around three (3) distinct themes, *Understanding Systems, Knowledge/Skill, and Planning/Decision-making*. Respondents felt that understanding how individual actions affect the environment and other community residents will help guide their actions in the future. They also believed that simply knowing what to do and/or where to go for help would improve their land practices. Their newfound knowledge and understanding of the systemic impact of their actions will result in proper planning and decision-making ("more calculated, less haphazard").

BETTER LAND STEWARD

"I have learned that there are many resources available that give options and information to help me with decisions and ideas."

"Before making a decision, I study the impacts and or benefits to the whole system."

"I am much better informed and aware of consequences of actions and practices which are done on our land."

Recommendations. None

Question 22: Mini-Series Structure

Question 22 asked participants to provide feedback regarding the mini-series structure.

Part A. *This year we offered two sessions simultaneously the last three weeks of class and encouraged you to bring a member of your unit so that both sessions could be covered. How did you like this option and what changes would you make next year?*

A complete list of responses is included in *Appendix B, Qualitative Responses*. Fifteen (15) people responded to this question. Most (9) thought this was a good option, but five (5) people did not like having to choose between attending equally good presentations. While the information presented was offered to all participants regardless of attendance, one (1) respondent wrote: "There was information in the other session that I would have liked to have had. By that I mean, not just the info, but also the interaction."

Part B. *This year we also implemented a LOTL mini-series the last four weeks for the public. Did this interfere with your learning? Please suggest ways to improve this aspect of LTOL.*

Almost all (94.4%) of the respondents indicated that the mini-series did not interfere with their learning. Only one (1) participant felt the process was disruptive.

There were two (2) suggestions for improvement:

1. "I think that these last four weeks could be advertised a bit more. It is a great way to introduce people to the class."
2. "Let people know they can take both sessions at different locations in the same week. Carpool? Or cut out some class sessions and not have 2 classes in one night or have a six/eight week mini-series."

Other Comments. The assessment includes questions that ask respondents for additional comments (Q30). One person wrote about the mini-series:

You could let us know the option I choose for single unit people. Overall less time could be spent in areas that people don't really need to free up doubling up classes, or double up the less desired classes that interest them. We are busy adults and have little free time.

MINI-SERIES: PART A

"We like this option. Wouldn't make any changes for next year."

"We would have liked to go to both rather than split."

MINI-SERIES: PART B

"I like meeting people and finding out what they are doing with there [sic] land."

Recommendations. Continue to ensure that participants who choose to attend one option are provided with materials from the other.

Question 23: Class Fees

Question 23 asked participants to indicate the "fair price" for the class:

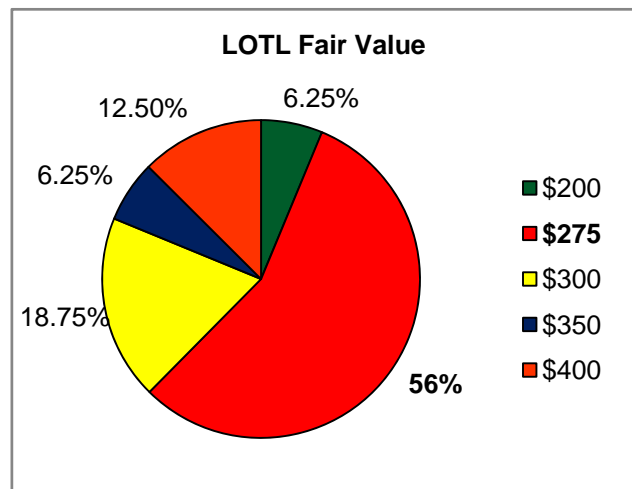
For the LOTL you were charged \$275.00. This charge included the costs of the forage, soil, and water tests, the tour, handouts and notebook. A similar academic credit class would have cost \$600 + fees of \$350.00 for materials. Based on this information, what do you believe would be a fair price to charge per unit for this class if delivered in the same way in the spring of 2009?

Respondent choices included \$250, \$275, \$300, \$350, \$400 and *Other*.

One respondent indicated under *Other* that \$200 would be a fair price for the course, while another wrote "Charge what's right for you to continue this." A simple majority (56%) of respondents felt that \$275.00 was a fair price, and 37% felt that more could be charged for the course (see Figure 6). This indicates that most respondents feel they are getting a good value for the price.

Other Comments. The assessment includes questions that ask respondents for additional comments (Q30). One respondent wrote: "Per \$1000 of cost two people would need to pay \$500 each to

Figure 6. LOTL Fair Value



cover costs. Ten people would pay \$100 each. If the plan is to get information out keep the cost down to draw in more people. A free intro class might stir up people's interest."

Recommendations. None. The results would make a strong statement about the program's perceived value in promotional pieces, and should be included in reports to funders.

Question 24: Other Topics

Question 24 asked: *What other topics would you have liked covered during this learning experience?* Eight (8) people provided a variety of responses:

- o Organic gardening – one (1) person suggested it should be *dropped*, while another (1) wanted *more* time spent on the topic
- o Basic vegetable and fruit gardening (2)
- o Composting (2)
- o Goats (1)
- o Barns and outbuildings (2)
- o None (2) – one person indicated the course is comprehensive, another indicated there was almost too much material

Recommendations. No overwhelming need was identified, which indicates the course is meeting most people's expectations.

Question 25: Classroom Arrangements

Question 25 asked: *How were the classroom arrangements?* Respondents felt the facilities were good or fine. One (1) respondent (Caldwell) said he/she "did not like to clean up." Another respondent (Fruitland/Ontario) wrote:

Not the best. Most chairs were at a 90 degree angle to the screen. We had to turn to view slides & take notes. I would suggest finding a location that is not expensive. A church or senior center.

Recommendations. None.

Question 26: Logistics

Question 26 asked participants to rate several logistical type items (see Table 7). A clear majority of respondents felt the items listed did *not* need improvements.

Table 7. Logistics: Results

ITEM	NEEDS IMPROVEMENT GREAT				
	1	2	3	4	5
<i>Marketing, Advertising, Awareness</i>	0	23.5%	17.6%	47.1%	11.18%
<i>Registration</i>	0	0	22.2%	38.9%	38.9%

ITEM	NEEDS IMPROVEMENT					GREAT				
	1	2	3	4	5	1	2	3	4	5
<i>Required Snacks/Meals once during class</i>	11.1%	5.6%	5.6%	16.7%	61.1%					
<i>Reminders, Communications from organizers</i>	0	0	11.8%	58.8%	29.4%					
<i>Class schedule and sequence</i>	0	0	11.1%	27.8%	61.1%					
<i>Location</i>	0	5.6%	5.6%	33.3%	55.6%					

The question also allowed respondents to add comments and suggestions. Six (6) comments were recorded. One (1) respondent commented on a perceived lack of advertising and suggested that LOTL principals, "Try advertising [in the] three feed stores, garden stores, TV, paper." The remaining responses (5) related primarily to meals and snacks. Four (4) of the responses were either negative or suggested improvements:

- "Don't care for the meals- would rather start at 6 & end at 9."
- "Food: Our class had less than one unit per meal. Some brought several meals & sometimes two brought a full meal or other times we needed to get food at 6:30, communication was lacking in this area."
- "I think it would be best to start class later w/o dinner in Caldwell or just do snacks. I liked the format of the Emmett class with just snacks."
- "Required snacks/ meals during class. Should be the decision of the class members if they want to do this or not. Should NOT be required."

Only (1) person wrote a positive response, and he/she included a suggestion for improvement as well: "Meals are great!!! It would also be nice if every week about 2 days before class an email was sent out to everyone with the topic for that week, locations, and who is in charge of meals. And send this out to the mini-series people as well."

Recommendations.

1. *Advertising.* Explore options available to increase program visibility.
2. *Meals and snacks.* While 78% of respondents rated Meals/Snacks as "great" or close to it, several people seemed unhappy. Ensure that participants are well-informed about meal/snack requirements and consider email and/or phone reminders.

Question 27: Pluses and Suggested Improvements

Question 27 asked participants to:

Please reflect upon your learning experience in the LOTL class. Did the class live up to your expectations? Please identify three pluses and three suggested improvements for future Living on the Land classes.

Pluses for the 2008 Living on the Land Class. Participant responses were grouped by major themes: *Course Content/Materials, Instructors, Class Interaction, and General Logistics.* A complete list of responses is included in *Appendix B, Qualitative Responses.*

- *Course Content/Materials*: respondents were pleased with the general variety of topics (4) and the quality of information (3). Respondents also felt positively about course activities and assignments (4), materials, handouts and resources (3), as well as specific topics such as soil & water (4) and pasture management (2).
- *Instructors*: instructors and guest speakers were a plus for nine (9) respondents.
- *Class Interaction*: responses (10) indicated that participants appreciated the diversity of class members, group discussions and the sense of community that developed during the course.
- *General Logistics*: the classroom environment was listed by five (5) respondents and two (2) listed the class schedule. Good class size and meals (2) were also listed.

PLUSES

"Good, across the board variety in topics."

"The meal/networking time before class really built community. . ."

"New ideas - excellent experience from instructors."

"Hands-on activities provided some of the best learning experiences."

Suggested improvements for future Living on the Land programs. Responses were grouped into two (2) major themes, *Topics* and *Course Structure*. There were also two (2) responses that indicated no improvements were needed, and two (2) responses that mentioned instructors/guest speakers. A complete list of responses is included in *Appendix B, Qualitative Responses*.

- *Topics* included specific suggestions for additional topics, as well as general suggestions such as spending more (or less) time on certain topics.
- *Course Structure* included a very specific suggestion to perform and/or get the results of water tests much sooner (3 responses). General suggestions about field trips, course scheduling, field trips, and other logistical items were also included.

SUGGESTED IMPROVEMENTS

"Get water test results in a timely manner."

"Move the 'Whole Farm Approach' to the second or third week of class to give people an overview of what is to be taught, and a vision and roadmap for sustainability on their property."

"Don't change anything."

Recommendations.

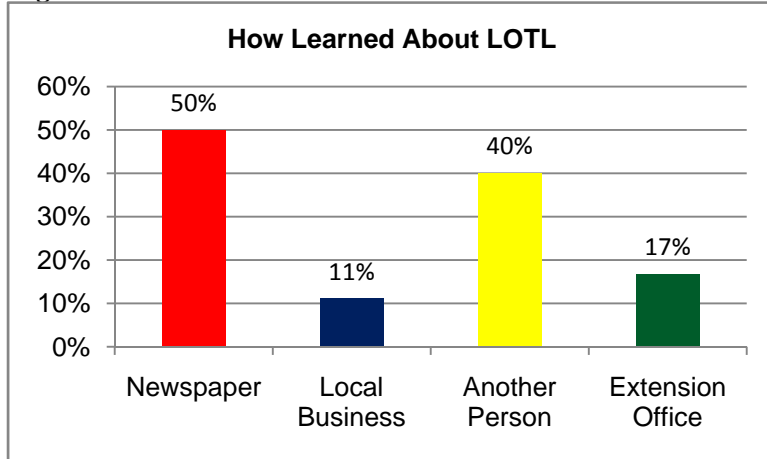
1. *Topics*. It appears on balance that the topics selected provide a good mix for most participants. LOTL personnel should, however review the complete responses (Appendix B) for *both* pluses and suggestions to determine whether any additions or deletions should be considered for 2009.
2. *Course Structure*. It appears on balance that the course structure works well for most participants. LOTL personnel should, however review the complete responses (Appendix B) for *both* pluses and suggestions to determine whether any structural changes should be considered for 2009. Suggestions related to soil and water testing should be considered.

Question 28: How Learned About LOTL

Question 28 asked: *How did you find out about this LOTL Class?* Respondent choices included *Newspaper, Radio, Direct Mail, Web, Local Business* and *From Another Person*.

The majority learned from the newspaper (50%) and from another person (40%). Several people wrote in “extension agent” next to *from another person* (Figure 7). *Please note responses do not sum to 100% due to multiple answers.*

Figure 7. How Learned About LOTL



Recommendations. Include “extension office/agent” in the next assessment in order to differentiate *word of mouth* (“from another person”) marketing from extension personnel.

Question 29: About You (see “Respondent Demographics”)

Results for Question 29 were discussed under Respondent Demographics.

Question 30: Other Comments

Question 30 afforded participants the opportunity to add final comments. Fourteen (14) comments were received (including a full page analysis of the subjects covered – please see details in Appendix B). Seven (7) comments praised the course in general. Two (2) respondents mentioned the excellent instructors, however one (1) respondent felt that some instructors were better prepared than others.

The program evaluation was mentioned by two (2) respondents. One respondent would like a copy of the knowledge part of the evaluation (with the answers). The other respondent wrote:

I liked the evals in our handouts at the end of every lesson. It might work well to have people fill those out and hand them in the week after and at last day of class, have a 2 or 3 page evaluation. This way as people fill out a little every week it is still fresh in their minds. I went back and looked at what I had written on them so I would remember what to write here. I would also like it where people could grade every class

Recommendations.

1. Revisit the evaluation protocol in order to increase response rate.
2. “Keep up the good work!”

OTHER COMMENTS

"Excellent course."

"I thought all of the facilitators and speakers were really great! Thank you."

"Looking forward to putting this new knowledge to good use."

"Thanks for a great experience. I'll be back next year."

Summary of Recommendations

Program Evaluation

1. Four (4) of the assessments reported demographic information for two (2) people (perhaps a team). Emphasize to participants that it is extremely important that *each* person complete an assessment (as opposed to a team assessment effort).
2. *Question 15: Knowledge Inventory.*
 - a. Consider alternate wording for Question 15 and/or the response set (i.e. replace "choose all that apply" with "choose 4").
 - b. Ensure the question accurately reflects instructional materials and classroom presentations.
3. *Question 16: Teaching Effectiveness.* There is a typographical error for the response set under the column labeled "Strongly Disagree." Replace "DA" with "SA."
4. *Question 20: Overall 2008 LOTL Class Evaluation.* There were two (2) missing responses for LOTL Usefulness. This may be the result of the layout/format of the question. Recommend adjusting spacing, shading and changing positioning of the words "highest" and "lowest."
5. *Question 28: How Learned About LOTL.* Include "extension office/agent" in the next assessment in order to differentiate *word of mouth* ("from another person") marketing from extension personnel.
6. *Question 30: Other Comments.* Revisit the evaluation protocol in order to increase response rate.

Course Structure and Class Materials

1. *Question 22: Mini-Series.* Continue to ensure that participants who choose to attend one option are provided with materials from the other.
2. *Question 23: Class Fees.* None. The results would make a strong statement about the program's perceived value in promotional pieces, and should be included in reports to funding agencies.
3. *Question 24: Other Topics.* No overwhelming need was identified, which indicates the course is meeting most people's expectations.
4. *Question 26: Logistics.*
 - a. *Advertising.* Explore options available to increase program visibility.
 - b. *Meals and snacks.* While 78% of respondents rated Meals/Snacks as "great" or close to it, several people seemed unhappy. Ensure that participants are well-informed about meal/snack requirements and consider email and/or phone reminders.
5. *Question 27: Pluses and Suggested Improvements.*
 - a. *Topics.* It appears on balance that the topics selected provide a good mix for most participants. LOTL personnel should, however review the complete responses (Appendix B) for *both* pluses and suggestions to determine whether any additions or deletions should be considered for 2009.
 - b. *Course Structure.* It appears on balance that the course structure works well for most participants. LOTL personnel should, however review the complete responses (Appendix B) for *both* pluses and suggestions to determine whether any structural changes should be considered for 2009. Suggestions related to soil and water testing should be considered.

Other

1. Increase efforts to promote LOTL, especially to persons under age 35.
2. *Native vs. Non-Native.* Include this information in reports to funders. Clearly substantiates the program rationale that non-natives need the information provided by the LOTL program
3. "Keep up the good work."

Appendix A: Assessment Tool

Take some time to reflect on the Living on the Land Class. Your input will help us plan future classes, LOTL Alumni workshops, tours, and professional development programs. Please return this questionnaire by **May 30th, 2008** to the Canyon County Extension Office, 501 Main Street, Caldwell ID 83605. Thanks!

At which location did you primarily take the LOTL Course (please check one):

Caldwell

Emmett

Fruitland/Ontario

1. The term “Non-Point Source Pollution” refers to:
 - a. Pollution of groundwater supplies from a widespread area
 - b. Pollution of groundwater by direct well injection
 - c. Pollution of surface water supplies from a widespread area
 - d. Pollution of surface water supplies from a pipe discharging into them
 - e. Pollution of ground and surface water supplies from a widespread area
 - f. Pollution of ground and surface water supplies from a pipe discharging into them
 - g. Don’t know / Not sure

2. Which of these best describes the reason septic tanks should be pumped out?

<ol style="list-style-type: none"> a. To prevent tanks from bursting b. To prevent the overflow of liquids c. To prevent the overflow of solids 	<ol style="list-style-type: none"> d. They don’t need to be pumped e. Don’t know / Not sure
--	---

3. About how often do most home septic tanks need to be pumped out?

<ol style="list-style-type: none"> a. Every 6 months b. Every year c. Every 3 years d. Every 6 years 	<ol style="list-style-type: none"> e. Every 10 years f. They don’t need to be pumped g. Don’t know / Not sure
--	--

4. Which one of the following should people with private wells generally do about their drinking water?

<ol style="list-style-type: none"> a. Drink only bottled water b. Have their drinking water tested c. Install home water purification system d. Install a water softener 	<ol style="list-style-type: none"> e. Drink the well water as it comes out of the tap f. Don’t know / Not sure
--	--

5. The term “Wellhead Protection” usually includes: **(CHOOSE ALL THAT APPLY)**
 - a. Keeping animals away from your well
 - b. Being sure chemicals are not stored, mixed or used near the well
 - c. Inspecting your well and fixing any cracks or defects around the well
 - d. Being sure pollutants aren’t placed on the ground near your well
 - e. Zoning ordinances to prevent polluting land uses
 - f. Don’t know / Not sure

6. In which one of the following locations is it most important to grow plants to reduce erosion?
 - a. Rocky areas
 - b. Flat, wet areas
 - c. Bare slopes
 - d. Flat, dry areas
 - e. Shaded areas
 - f. Don't know / Not sure

7. Which of these best describes the meaning of "Integrated Pest Management" or "IPM"?
 - a. Using only natural means to control pests
 - b. Letting weeds, rodents and a variety of insects live in your pasture so you'll have a natural balance of species
 - c. Controlling pests using cultural (planting pest-resistant species), physical (pulling weeds), natural and biological controls (using predators such as lady bugs) without resorting to pesticides
 - d. Controlling pests using cultural, physical, biological and chemical controls such as pesticides to provide good pest control and protect the environment
 - e. Don't know / Not sure

8. When is the best time to apply pesticides to minimize chances of groundwater pollution?
 - a. Just before an irrigation cycle
 - b. During an irrigation cycle
 - c. Between irrigation cycles, when soil is not saturated
 - d. When heavy rain is expected, to help carry it into the soil
 - e. Don't know / Not sure

9. Annual weeds reproduce by which of the following methods?
 - a. Seeds and seed bank
 - b. Rhizomes
 - c. Pieces of roots
 - d. All of the above

10. Irrigation water can best be delivered to hilly pastures by:
 - a. Using a sprinkler system with timed application intervals
 - b. Using a sprinkler system to apply water as often as possible
 - c. Using standard flood irrigation with slide gates
 - d. Using standard flood irrigation, but with the addition of furrows which run down the slope
 - e. Using border irrigation techniques
 - f. Don't know / not sure

11. About how tall should your pasture grasses be before you put your stock out on the pasture?
 - a. As tall as possible - at least one foot high
 - b. About 4 to 6 inches tall
 - c. About 2 to 3 inches tall
 - d. About 1 inch tall
 - e. Whenever the grass starts to turn green - any height
 - f. Don't know / Not sure

12. Two main causes of overgrazing are: (pick **TWO**)
 - a. Prolonged drought
 - b. Exceeding the carrying capacity of the pasture
 - c. Failure to allow adequate rest periods for forage regrowth
 - d. Poor choice of pasture grass species
 - e. Stocking both horses and cattle on the same pasture
 - f. Don't know / Not sure

13. How often should you apply fertilizers to your pasture? How much should you apply?
- Carefully follow the directions on a commercial fertilizer package
 - You don't ever need fertilizers if you have animal waste on the field
 - Fertilize once a month all through the growing season, and use the amount recommended by the manufacturer so your pasture stays green
 - Get your soil tested for nitrogen and phosphorous so you know how much is needed and how to time the application
 - Don't know / Not sure
14. Which of these best describes a filter strip?
- An area of bare ground between a field/pasture and a creek or pond
 - An area of bare ground between a field/pasture and a septic leach field
 - An area of bare ground around your well
 - An area of ungrazed vegetation between a field/pasture and a creek or pond
 - An area of ungrazed vegetation between a field/pasture and a septic leach field
 - An area of ungrazed vegetation around your well
 - Don't know / Not sure
15. Which of the following can become pollutants in high concentrations?
(PICK ALL THAT APPLY)
- Pesticides
 - Water
 - Salt
 - Nitrogen
 - Motor oil
 - Iron
 - Phosphorus
 - Don't know / Not sure

16. Please evaluate the overall *teaching effectiveness* of the Living on the Land Class based upon the following:

<u>circle level of agreement with the statement:</u>	Strongly			Strongly	
	<u>Agree</u>	<u>Agree</u>	<u>Neutral</u>	<u>Disagree</u>	<u>Disagree</u>
A) Information shared met audience needs.....	SA	A	N	D	DA
B) Overall presentations were clear and well organized.....	SA	A	N	D	DA
C) Teaching aids were helpful	SA	A	N	D	DA
D) Instructors were well informed and kept audience interest.....	SA	A	N	D	DA
E) Instructors encouraged questions and interaction with participants.....	SA	A	N	D	DA

17. Using the scales shown, choose the number that best describes your knowledge, preparedness and understanding before and after the LOTL Course.

(1 = None, 2 = a little, 3 = some, 4 = a good deal, 5 = a great deal)

	KNOWLEDGE	Before LOTL	After LOTL
A	My Knowledge about land stewardship & resource management	1 2 3 4 5	1 2 3 4 5

(1 = not prepared, 2 = a little, 3 = somewhat, 4 = pretty well prepared, 5 = really prepared)

	PREPAREDNESS	Before LOTL	After LOTL
B	My Preparedness to adopt best management practices (soil & water testing, species selection, land management...)	1 2 3 4 5	1 2 3 4 5

(1 = None, 2 = a little, 3 = some, 4 = a good deal, 5 = a great deal)

	UNDERSTANDING	Before LOTL	After LOTL
C	My Understanding about <i>physical</i> and <i>social</i> interactions of land use	1 2 3 4 5	1 2 3 4 5
D	My Understanding of the difference between renewable and nonrenewable soil, water, plant, and animal resources	1 2 3 4 5	1 2 3 4 5
E	My Understanding about how my own choices have affected land use, lifestyle and the environment in my community and county	1 2 3 4 5	1 2 3 4 5
F	My understand of the 'Community of Learners' education model	1 2 3 4 5	1 2 3 4 5

To what extent did LOTL increase your awareness/knowledge of the following skills?

(1 = None, 2 = a little, 3 = some, 4 = a good deal, 5 = a great deal)

	SKILL	Before LOTL	After LOTL
G	Collect, submit, and analyze soil, water and forage tests	1 2 3 4 5	1 2 3 4 5
H	Plan, enterprise budget, and implement animal or crop system(s)	1 2 3 4 5	1 2 3 4 5

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I	Network with small acreage community	1	2	3	4	5	1	2	3	4	5
J	Find supplies and keep equipment in working order	1	2	3	4	5	1	2	3	4	5
K	Effectively find and access resources to support your small acreage system(s)	1	2	3	4	5	1	2	3	4	5

18. Please indicate your level of knowledge of each of the following topics before taking the 2008 LOTL Class and after completing the course?
1 (don't know anything) to 5 (know a lot).

<i>LOTL Topic Covered</i>	<i>Before Class</i>					<i>After Class</i>				
Well care and wellhead protection	1	2	3	4	5	1	2	3	4	5
Septic system maintenance	1	2	3	4	5	1	2	3	4	5
Groundwater contamination	1	2	3	4	5	1	2	3	4	5
Drinking water testing & treatment	1	2	3	4	5	1	2	3	4	5
Small farm/acreage inventories & planning	1	2	3	4	5	1	2	3	4	5
Planning and Zoning for small acreages	1	2	3	4	5	1	2	3	4	5
Non-point source pollution	1	2	3	4	5	1	2	3	4	5
Enterprise budgeting and selection	1	2	3	4	5	1	2	3	4	5
Weed identification & management	1	2	3	4	5	1	2	3	4	5
Manure and composting	1	2	3	4	5	1	2	3	4	5
Farm Equipment for Small Acreages	1	2	3	4	5	1	2	3	4	5
Best management practices	1	2	3	4	5	1	2	3	4	5
Pest Management	1	2	3	4	5	1	2	3	4	5
Forage & Grass production & management	1	2	3	4	5	1	2	3	4	5
Animal-Human Diseases	1	2	3	4	5	1	2	3	4	5
Animal production, care & management	1	2	3	4	5	1	2	3	4	5
Soil fertility and fertilization	1	2	3	4	5	1	2	3	4	5
Grazing & pasture management	1	2	3	4	5	1	2	3	4	5
Marketing strategies	1	2	3	4	5	1	2	3	4	5
Whole farm systems	1	2	3	4	5	1	2	3	4	5

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Organic production	1	2	3	4	5	1	2	3	4	5
Farmers markets & market gardening	1	2	3	4	5	1	2	3	4	5
Feeds & feeding systems for animals	1	2	3	4	5	1	2	3	4	5
Irrigation systems	1	2	3	4	5	1	2	3	4	5
University of Idaho Extension System	1	2	3	4	5	1	2	3	4	5
NRCS (Natural Resource Conservation Service)	1	2	3	4	5	1	2	3	4	5
Soil & Water Conservation Districts	1	2	3	4	5	1	2	3	4	5
ISDA (Idaho Department of Agriculture)	1	2	3	4	5	1	2	3	4	5
SARE (Sustainable Agriculture Research & Education Program)	1	2	3	4	5	1	2	3	4	5
Sustainable Systems Thinking	1	2	3	4	5	1	2	3	4	5

19. Which of the following practices discussed in class are you planning to implement for your property? Check all that apply.

	<u>Yes</u>	<u>Maybe</u>	<u>No</u>	<u>Doesn't apply</u>
Well care and wellhead protection	___	___	___	___
Nutrients and animal waste management	___	___	___	___
Septic system management	___	___	___	___
Scheduled drinking water testing	___	___	___	___
Pest management	___	___	___	___
Weed control	___	___	___	___
Weed ID/Mapping	___	___	___	___
Erosion control	___	___	___	___
Re-vegetation of bare ground	___	___	___	___
Pasture fencing/paddocks	___	___	___	___
Pasture management/maintenance	___	___	___	___
Fertilization System	___	___	___	___
Other (please specify):	___	___	___	___

20. Your Overall 2008 "Living on the Land" Class Evaluation:

LOTL Usefulness:	Lowest	1	2	3	4	5	Highest
Knowledge gained at LOTL:		1	2	3	4	5	

21. As a result of your learning in this class, please explain "how" you have become a better land steward.

22. Mini-Series Structure

A. This year we offered two sessions simultaneously the last three weeks of class and encouraged you to bring a member of your unit so that both sessions could be covered. How did you like this option and what changes would you make next year?

B. This year we also implemented a LOTL mini series the last four weeks for the public. Did this interfere with your learning? Yes No (please circle one) Please suggest ways to improve this aspect of LOTL:

23. For the LOTL you were charged \$275.00. This charge included the costs of the forage, soil, and water tests, the tour, handouts and notebook. A similar academic credit class would have cost \$600 + fees of \$350.00 for materials. Based on this information, what do you believe would be a fair price to charge per unit for this class if delivered in the same way in the spring of 2009.

\$250.00 \$275.00 \$300.00 \$350.00 \$400.00 Other: _____

24. What other topics would you have liked covered during this learning experience?

25. How were the classroom arrangements?

26. Please circle the number for each item that matches your opinion.

	Needs Improvement					Great
	1	2	3	4	5	
Marketing, Advertising, Awareness	1	2	3	4	5	
Registration	1	2	3	4	5	
Required Snacks/Meals once during class	1	2	3	4	5	
Reminders, Communications from organizers	1	2	3	4	5	
Class schedule and sequence	1	2	3	4	5	
Location	1	2	3	4	5	

Comments and Suggestions:

27. Please reflect upon your learning experience in the LOTL class. Did the class live up to your expectations? Please identify three pluses and three suggested improvements for future Living on the Land classes.

Pluses (+) for the 2008 Living on the Land Class

- 1.
- 2.
- 3.

Suggested improvements (▲) for future Living on the Land programs

- 1.
- 2.
- 3.

28. How did you find out about this LOTL Class? Please circle all that apply

Newspaper Radio Direct Mail Web Local Business From Another Person

29. Please circle the information that best describes you:

A. Age: 18 and under 19 - 35 35 - 54 55 - 65 Over 65

B. Gender: Male Female

C. Did you take this Extension course for additional credit: Yes No

D. Which best describes you: Idaho Native or Idaho Transplant

E. Before taking this class did you have previous experience or training in managing or operating a farm, ranch or small acreage? Yes No

30. Other Comments:

Thanks! Your team looks forward to continued learning with you!

To enrich education through diversity the University of Idaho is an equal opportunity/affirmative action employer and educational institution, University of Idaho, Oregon State University, Rutgers University, Western SARE, 50 + partners and U. S. Department of Agriculture Cooperating.

APPENDIX B: Qualitative Responses

Question 21: *As a result of your learning in this class, please explain "how" you have become a better land steward.*

- After seeing how everything is interconnected, I see my property as a part of a whole- not an entity all by itself. and within my property I see how everything fits together. Before making a decision, I study the impacts and or benefits to the whole system
- By learning new ways to do gardening and livestock
- Development of systems of management and production. Drawing awareness of
- Exposed to numerous ideas and techniques. It caused us to think about issues we were not aware of. Brought new issues and ideas to us.
- have more knowledge, resources
- Have not actually done much yet. Expect to.
- I am much better informed and aware of consequences of actions and practices which are done on our land.
- I have a better understanding of what to look for in plant health, yard and soil maintenance and community stewardship
- I have learned that there are many resources available that give options and information to help me with decisions and ideas
- I know how to test soil & water, how to improve organic matter, how to check & change nutrient content. I also understand more about maintaining a well & septic tank so as to improve (or not damage table water). I will be able to rotate animals to get better soil and forage. I am more aware of the interdependence of those aspects & how to use them to reduce chemical use...
- I was uneducated in so many areas. The class has made me aware of all my responsibilities as a land owner. I recommend the class to everyone!!
- More calculated, less haphazard
- Motivated to do things I knew but ignored.
- Some of the areas I was doing but now I know why. Specifically: distance of contaminants from well I had. Not to plant garden over each field. OK to have signs on road without permit in my county. What chemicals not to use with ideas to be safer. Where to go for more information. Plus many other areas.
- Starting with "zero" knowledge, I have formed a good base for making good decisions from the beginning
- We have a better understanding of good watering practices as well as crop and pasture management.
- we have learned about taking care of the land, water, air
- With the information I now think about everything we do and its effect on our land, such as water use, type of plants we bring in, land use, etc. I've realized my limits also and know to go into projects slowly and have the tools available to plan.

Themes

Knowledge

- By learning new ways to do gardening and livestock
- Exposed to numerous ideas and techniques. It caused us to think about issues we were not aware of. Brought new issues and ideas to us.
- have more knowledge, resources
- I am much better informed and aware of consequences of actions and practices which are done on our land.
- I have a better understanding of what to look for in plant health, yard and soil maintenance and community stewardship
- I have learned that there are many resources available that give options and information

to help me with decisions and ideas

- I know how to test soil & water, how to improve organic matter, how to check & change nutrient content. I also understand more about maintaining a well & septic tank so as to improve (or not damage table water). I will be able to rotate animals to get better soil and forage.
- I was uneducated in so many areas. The class has made me aware of all my responsibilities as a land owner. I recommend the class to everyone!!
- Some of the areas I was doing but now I know why. Specifically: distance of contaminants from well I had. Not to plant garden over each field. Ok to have signs on road without permit in my county. What chemicals not to use with ideas to be safer. Where to go for more information. Plus many other areas.
- Starting with "zero" knowledge, I have formed a good base for making good decisions from the beginning
- We have a better understanding of good watering practices as well as crop and pasture management.
- we have learned about taking care of the land, water, air

Systems

- After seeing how everything is interconnected, I see my property as a part of a whole- not an entity all by itself. and within my property I see how everything fits together. Before making a decision, I study the impacts and or benefits to the whole system
- Development of systems of management and production. Drawing awareness of
- I am much better informed and aware of consequences of actions and practices which are done on our land.
- I am more aware of the interdependence of those aspects & how to use them to reduce chemical use...
- I was uneducated in so many areas. The class has made me aware of all my responsibilities as a land owner. I recommend the class to everyone!!
- With the information I now think about everything we do and its effect on our land, such as water use, type of plants we bring in, land use, etc. I've realized my limits also and know to go into projects slowly and have the tools available to plan.

Planning

- Before making a decision, I study the impacts and or benefits to the whole system
- More calculated, less haphazard

Question 22: Provide feedback regarding the mini-series structure.

Part A. This year we offered two sessions simultaneously the last three weeks of class and encouraged you to bring a member of your unit so that both sessions could be covered. How did you like this option and what changes would you make next year?

- Good option. No changes needed.
- Great- it worked well for us
- I especially was interested in this. We will develop on it.
- I think overall it worked well. Even though I would like to attend all the classes it would make the classes too long.
- I think this is a great idea
- I thought it was great!
- is helpful
- It was practical from a "time" standpoint, but it would have been better to be able to attend conflicting presentations.

- More is better as the mini session will more likely feed LOTL full session class just too much good information being passed
- ok
- Ok
- There was information in the other session that I would have liked to have had. By that I mean, not just the info, but also the interaction.
- This answer will give you a clue who wrote this. My wife was not able to continue the class. I had a neighbor interested in the mini-series but then canceled. Finally went to two classes at two locations in the same week. Cost more in fuel but got to meet other local small land owners. Ok- Nancy Drew who am I?
- we like this option. wouldn't make any changes for next year
- we would have liked to go to both rather than split

Part B. *This year we also implemented a LOTL mini-series the last four weeks for the public. Did this interfere with your learning? Please suggest ways to improve this aspect of LTOL.*

- I enjoyed more people being able to come- it flowed very nicely. They provided great inputs and were a benefit and not a hindrance. I think that these last four weeks could be advertised a bit more. It is a great way to introduce people to the class.
- I like meeting people and finding out what they are doing with their land.
- I was satisfied
- is ok
- Let people know they can take both sessions at different locations in the same week. Car pool? Or cut out some class sessions and not have 2 classes in one night or have a six/eight week mini-series.
- no problems
- Not at all

Question 24: *What other topics would you have liked covered during this learning experience?*

- Barn, outbuilding, use & types.
- Extending a mini specialized classes for alumni 3-4 sessions for updates and development
- I think it would be good to separate the "marketing your farm produce" into two weeks- one for marketing and the other for Farmer's Markets. I would like to see the organic session dropped and replaced with " The basics of gardening" or something like that.
- I would have like to have spent more time on organics& composting.
- more on composting soil more information on goats
- more on vegetable & fruit gardening
- More visual aids other than PowerPoint
- None that I can think of it turned out to be almost overwhelming.
- Very comprehensive - thank you

Question 25: *How were the classroom arrangements?*

- adequate
- Conducive to learning
- did not like to clean up
- fine
- Fine
- good

- Good
- Good.
- great
- Great
- Not the best. Most chairs were at a 90 degree angle to the screen. we had to turn to view slides & take notes. I would suggest finding a location that is not expensive. A church or senior center.
- Pretty good
- Rooms were great- too large of rooms and class dynamics would change
- The Emmett class was a great setup and I loved the time from 1-4pm
- they were excellent- no improvements needed
- Very good well planned out maybe few more tables for exhibits but this class may outgrow or demand more classes per week
- Wonderful

Question 26: Rate several logistical type items (see Table 7).

- don't care for the meals- would rather start at 6 & end at 9
- Food: Our class had less than one unit per meal. Some brought several meals & sometimes two brought a full meal or other times we needed to get food at 6:30, communication was lacking in this area.
- I think it would be best to start class later w/o dinner in Caldwell or just do snacks. I liked the format of the Emmett class with just snacks.
- Meals are great!!! It would also be nice if every week about 2 days before class an email was sent out to everyone with the topic for that week, locations, and who is in charge of meals. And send this out to the mini-series people as well.
- required snacks/ meals during class. Should be the decision of the class members if they want to do this or not. Should NOT be required.
- There was very little advertising. Try advertising three feed stores, garden stores, TV, paper.

Question 27: *Please reflect upon your learning experience in the LOTL class. Did the class live up to your expectations? Please identify three pluses and three suggested improvements for future Living on the Land classes.*

Pluses

- Comfortable arrangement
- Getting to know others with similar issues.
- Good information
- Good, across the board variety in topics
- Great instructors
- Great location and schedule
- great materials
- Great materials
- handouts and resources
- Meeting Local likeminded land owners in my area.
- New ideas- excellent experience from instructors
- Overall, very knowledgeable instructors
- Scott Jensen & pasture management
- Setting was very
- Soils/ fertilizer/ timing

- the meal/ networking time before class really built community among class members.
- There was a large variety of topics. Therefore, my interests/needs were addressed.
- classroom comfortable
- diversity of subjects and classmates
- Felt at ease
- geared to small acreage- not a big-farm class talking down to small-farm owners
- good class size to get various ideas
- Good instructors
- Great instructors
- Great class participation
- Great information
- Hands-on activities provided some of the best learning experiences
- Hearing from instructors instead of reading a book.
- New ideas
- planting selection of requirements
- PowerPoint presentation
- Soil & water samples done & discussed.
- soil and water testing was fantastic
- Understanding my soil and water requirements better
- classroom environment
- Everyone in the class felt like they had knowledge to share and their wisdom was always helpful and insightful
- full range of topics
- Good value for the money
- Great class discussions
- group discussion/ participation and homework.
- Knowing noxious weeds and how to treat them
- Loved grass management classes
- Stephanie Etter is wonderful, great host, instructor, person!
- Style of class builds camaraderie among students
- Tasting others home cooked food.
- I really enjoyed the charette session. Very informative.
- the assignments were good.
- variety of speakers was wonderful
- water/ irrigation
- I enjoyed being able to take the class from 1-4 on Tuesdays and not at night

Themes

Class logistics (environment, schedule)

- Comfortable arrangement
- classroom comfortable
- Great location and schedule
- Setting was very
- classroom environment
- the meal/ networking time before class really built community among class members.
- Tasting others home cooked food.
- good class size to get various ideas
- I enjoyed being able to take the class from 1-4 on Tuesdays and not at night

Class/Social interaction

- Getting to know others with similar issues.

- Meeting Local likeminded land owners in my area.
- diversity of subjects and classmates
- Great class participation
- Everyone in the class felt like they had knowledge to share and their wisdom was always helpful and insightful
- Great class discussions
- group discussion/ participation
- Style of class builds camaraderie among students
- community among class members.
- Felt at ease

Instructors

- Great instructors
- New ideas- excellent experience from instructors
- Overall, very knowledgeable instructors
- Scott Jensen
- Good instructors
- Great instructors
- Hearing from instructors instead of reading a book.
- Stephanie Etter is wonderful, great host, instructor, person!
- variety of speakers was wonderful

Course Content

- Good, across the board variety in topics
- Topics
- diversity of subjects
- Great information
- full range of topics
- Good information
- New ideas

- geared to small acreage-
- planting selection of requirements
- Knowing noxious weeds and how to treat them
- Loved grass management classes
- pasture management

- Understanding my soil and water requirements better
- Soils/ fertilizer/ timing
- Soil & water samples done & discussed.
- soil and water testing was fantastic
- water/ irrigation

- Hands-on activities provided some of the best learning experiences
- homework
- I really enjoyed the charette session
- the assignments were good.
- PowerPoint presentation

Materials

- great materials
- Great materials

- handouts and resources

Suggestions

- don't change anything
- Few more out of classroom activities (there is so much to see in the local areas)
- Get water test results in a timely manner
- Mini-series on specific topics
- more homesteader info (a lot of info. was on pasture) - the complete working farm
- more on equipment utilization
- more on weed ID, bring in lots of weeds
- Move the " Whole Farm Approach" to the second or third week of class to give people an overview of what is to be taught, and a vision and road map for sustainability on their property.
- Nothing special - all ok
- personally did not like instructor from Zamzows.
- possibly more split classes, so some subjects could be in more depth.
- Some of the classes were rush- may have to shorten the class, less materials. Or spread it out over 2 classes
- Steve Norbug's presentations need clarified
- The first note book is hard to use- maybe two midsized instead of one large & one small.
- While we want to make the most of our farm, not all of us plan to or are trying to make a living from it. Thats not always realistic. Perhaps some focus on those who just want to live in the country without it getting out of hand.
- Getting down and dirty with soil was one of the best classes because of the and the wonderful and knowledgeable instructor, the second week of soils was completely not needed
- Have the water, soils & forage tested long before actual class is presented so we can have results in hand during class.
- more on market gardening
- On-line class updates for each class, so alumni can pick & choose classes to re-attend
- Prior to the class find out what county, what topics possibly have. that information available to them.
- Skip state lab visit
- Start a little later in the year. More going on ag wise.
- start earlier in the year so it's finished by earlier spring
- Use of bees & beneficials.
- We loved the tour, really, but the 2 private homes we visited just made me feel inadequate. Seriously, the chicken lady was great, but clearly her barn was bigger and cost more than my house! I don't know about the rest of the group, but I'll never be able to afford anything like that. I'm just a rural dweller and not a corporate transplant. While I totally enjoyed visiting there, a stop over at a home that was more realistic would have been a good contrast.
- 3 weeks of water is too much. I would get rid of the first week.
- All of the classes had value and merit, so I don't know what I would have eliminated, but the length of time the LOTL ran was just too long. 3 or 4 weeks shorter would have been just about right.
- Devote a class to reviewing individual soil results with proposals/ plans for those landowners.
- Don't have sessions during daylight savings time. We want to be outside during daylight hours after work.
- More accountability for homework to help make sure it gets done.

- More hands on livestock wise.
- more on soil amendment
- more on vegs & fruits

Themes

No Changes

- don't change anything
- Nothing special - all ok

Course Set-Up

- Few more out of classroom activities (there is so much to see in the local areas)
- Get water test results in a timely manner
- Have the water, soils & forage tested long before actual class is presented so we can have results in hand during class.
- On-line class updates for each class, so alumni can pick & choose classes to re-attend
- Move the " Whole Farm Approach" to the second or third week of class to give people an overview of what is to be taught, and a vision and road map for sustainability on their property.
- possibly more split classes, so some subjects could be in more depth.
- Some of the classes were rush- may have to shorten the class, less materials. Or spread it out over 2 classes
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- While we want to make the most of our farm, not all of us plan to or are trying to make a living from it. Thats not always realistic. Perhaps some focus on those who just want to live in the country without it getting out of hand.

Topics

- Mini-series on specific topics
- more homesteader info (a lot of info. was on pasture) - the complete working farm
- more on equipment utilization
- more on weed ID, bring in lots of weeds
- Getting down and dirty with soil was one of the best classes because of the and the wonderful and knowledgeable instructor, the second week of soils was completely not needed
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- Use of bees & beneficials.
- 3 weeks of water is too much. I would get rid of the first week.
- Devote a class to reviewing individual soil results with proposals/ plans for those landowners.
- More hands on livestock wise.
- more on soil amendment
- more on vegs & fruits

Instructors

- personally did not like instructor from Zamzows.
- Steve Norbug's presentations need clarified

Question 30: Other Comments

- All in all a good experience. Thanks to instructors for the dedication
- Excellent course- even though some knowledge scores are still low. It shows we have more study to do.
- I thought all of the facilitators and speakers were really great! Thank you, Julie G.
- Keep up the good work!
- Thanks for a great experience. I'll be back next year
- Looking forward to putting this new knowledge to good use. I made some very good people contacts as a result of this class. That was a big plus. Maybe more classmate interaction should be promoted.
- Over all I enjoyed the class. Some of the instructors were better than others as with the subject matter. My comments on class fees (#23). Per \$1000 of cost two people would need to pay \$500 each to cover costs. Ten people would pay \$100 each. If the plan is to get information out keep the cost down to draw in more people. A free intro class might stir up peoples interest. Mini-series structure # 22. you could let us know the option I choose for single unit people. Overall less time could be spent in areas that people don't really need to free up doubling up classes or double up the less desired classes. that interest them. We a busy adults and have little free time. See page 10
- Please let me know about future classes so that I can expound on what I have started to learn.
- Maybe do different tracks of several classes each: -soil -vegetables -fruit -pasture
- The first soil class was wonderful! Could shorten our own soil testing time to 10 minutes. As for evaluations. I liked the evals in our handouts at the end of every lesson. It might work well to have people fill those out and hand them in the week after and at last day of class, have a 2 or 3 page evaluation. This way as people fill out a little every week it is still fresh in their minds. I went back and looked at what I had written on them so I would remember what to write here. I would also like it where people could grade every class
- This class should grow substantially with the 2-acre & up (10) as local produce becomes a more common mind set.
- Would like to know more about vaccinations.
- I would have tried to get more out of the class but was not actually putting the knowledge to use @ present. Will try to develop in another year. I would like to have a copy of these tests with the instructors [sic] correct answers.

- For me personally these are the areas I thought were helpful, useful or not needed. A lot of information is out there. Every subject can't be covered some can be touched on.

Helpful	OK	Not Needed
Intro overview	Dreams into reality	Loans & grants
Have & want	Drip (regular instructor ill)	Boise lab
Rules, regulations, P&Z	Forage assignment	Grazing (not taken)
Water quality	Whole farm approach	
Farm equipment		
Water quality		
Irrigation		
Drinking		
} Too much time on water		
Soils (again too much time)		
Charette (very good)		
Weeds (too much time)		
Bugs & diseases		
Pasture (part two informal questions was good)		
Rodent & wildlife management		
Animal-human diseases		
Market gardening & st... <i>[rest of word illegible]</i>		
Animal owner? Animal owner!		
Feeds & Feeding		
Organic		

Thanks so much for putting up with us. I overall enjoyed the class and learned a lot or know where to go in areas of need. An instructor can't teach it all but if they can fire the students [sic] curiosity then we have made progress.

Themes

Good Course/Experience

- All in all a good experience.
- Excellent course- even though some knowledge scores are still low. It shows we have more study to do.
- Keep up the good work!
- Thanks for a great experience. I'll be back next year
- Over all I enjoyed the class.
- Looking forward to putting this new knowledge to good use.
- I overall enjoyed the class and learned a lot or know where to go in areas of need.

Instructors

- Thanks to instructors for the dedication
- I thought all of the facilitators and speakers were really great! Thank you, Julie G.
- Some of the instructors were better than others as with the subject matter.

Contacts/Interaction

- I made some very good people contacts as a result of this class. That was a big plus. Maybe more classmate interaction should be promoted.

Course Structure

- Maybe do different tracks of several classes each: -soil -vegetables -fruit -pasture
- The first soil class was wonderful! Could shorten our own soil testing time to 10 minutes.
- Would like to know more about vaccinations.
- Mini-series structure # 22. you could let us know the option I choose for single unit people. Overall less time could be spent in areas that people don't really need to free up doubling up classes or double up the less desired classes. that interest them. We a busy adults and have little free time. See page 10
- My comments on class fees (#23). Per \$1000 of cost two people would need to pay \$500 each to cover costs. Ten people would pay \$100 each. If the plan is to get information out keep the cost down to draw in more people. A free intro class might stir up peoples interest.

Evaluation

- As for evaluations. I liked the evals in our handouts at the end of every lesson. It might work well to have people fill those out and hand them in the week after and at last day of class, have a 2 or 3 page evaluation. This way as people fill out a little every week it is still fresh in their minds. I went back and looked at what I had written on them so I would remember what to write here. I would also like it where people could grade every class
- I would like to have a copy of these tests with the instructors correct answers.