To the Graduate Council:

I am submitting herewith a thesis written by Mary Ruth Henderson entitled "Description and Evaluation of the Tennessee Extension Management Information System." I recommend that it be accepted in partial fulfillment of the requirements for the degree of Master of Science, with a major in Agricultural Extension.

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DESCRIPTION AND EVALUATION OF THE TENNESSEE EXTENSION MANAGEMENT INFORMATION SYSTEM

A Thesis

Presented for the

Master of Science

Degree

The University of Tennessee

Mary Ruth Henderson

December 1975

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ABSTRACT

This study was concerned with determining the present situation in Tennessee regarding the Tennessee Extension Management System used for reporting. Specifically the study dealt with the Weekly Activity Report which is one aspect of the total system. Data were collected from 28 selected Tennessee county Extension leaders located across the state. Interviews with the leaders were conducted using an interview schedule prepared specifically for the study. All interviews were tape recorded and transcribed into typewritten form. For the purpose of analysis, leaders' responses to interview questions were coded and grouped according to pertinent aspects of weekly activity reports. The information was key punched, computerized and a computer printout retrieved. The printout showed the frequency and percentage of each response. The data were then organized into tables. Tables were classified into four basic overall areas concerning weekly activity reports. This was done in order to describe and analyze the reporting approaches and procedures used by Extension leaders. Numbers and percents were used to show responses of the leaders.

Major findings of the study are briefly stated as follows:

1. The majority of Extension leaders were keeping some type of record of their daily activities. The large majority of the leaders transferred this information to their Weekly Activity Report Form once a week, spending an hour or less on the task.

2. The majority of Extension leaders felt that the weekly activity report data were most useful for purposes of evaluating and less useful for planning and reporting. A majority of the leaders also felt that the data could show what they did, but not the effectiveness of the programs conducted.
3. The majority of Extension leaders recommended no significant changes in the report form. They felt that the numbers recorded in Field N, Number in the Audience, and Field O, Time Expended, were not accurate.
4. The majority of the Extension leaders felt that the fields on the report form that were most difficult and least accurate were Subject Codes, Field L, and Purpose Codes, Field I.

Implications and recommendations were also included.

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CHAPTER I

BACKGROUND AND PROBLEM

I. INTRODUCTION

The need for accountability in the Cooperative Extension Service is greater than it has ever been before. In recent years the United States Department of Agriculture (of which the Cooperative Extension Service is a branch) as well as other publicly funded agencies, have had to answer to legislative bodies at all levels for justification of existing funds as well as new funds (10:45).*

Because of the requirements of the National Office of Management and Budgets (OMB), and to enhance relations with the legislative bodies, the United States Department of Agriculture (USDA) has become increasingly involved in measuring the cost of programs versus the results, as seen through progress toward objectives. In response to the need for this type information the Cooperative Extension Service (CES) at the national level (ES-USDA) has devised a program to obtain a greater amount of reliable information on agency accomplishments.

As part of this effort, ES-USDA has allocated special project funds to support efforts to develop procedures for evaluating progress and establishing Extension educational priorities. This action by ES-USDA provided an opportunity for the Tennessee Agricultural Extension Service

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*Numbers in parentheses refer to similarly numbered items in the Bibliography; those after the colons represent page numbers.

to cooperate with ES-USDA on such a project. The project was based upon Tennessee's experience in the past several years with the use of practice checklist surveys and the State Extension Management Information System (SEMIS). SEMIS is the reporting system used by state Extension personnel and in Tennessee the system is named TEMIS (i.e. Tennessee Extension Management Information System). The purposes of the TEMIS system are (1) to develop a systematic flow of management information for use in program planning, evaluation, and reporting, (2) to enable each staff member to relate his or her efforts to the total Extension effort, and (3) to reduce man-hours necessary to accumulate and prepare data for analysis and reporting.

Extension administrators in Tennessee realized the need (1) to reflect upon and better describe the state's approach to program development and the evaluation of progress, (2) to analyze the backlog of data already collected, (3) to study the general acceptance of this approach by county staffs, and (4) to evaluate the effectiveness of this approach in terms of accuracy and usefulness of the data. These needs were recognized in the cooperative project agreements between ES-USDA and the University of Tennessee Agricultural Extension Service.

Of the major areas or needs which Extension personnel in Tennessee and ES-USDA felt warranted attention and investigation included checking the reliability of data collected through the TEMIS system. This management information system had been function in Tennessee since July 1, 1969.

In conjunction with the TEMIS data, Tennessee has ten or more years of experience using "practice checklist surveys." Thus, in

Tennessee a backlog of data regarding staff efforts on inputs (TEMIS) and data regarding results of those efforts (outputs) as measured by practice checklists were available. TEMIS and practice checklist were not originally designed to be used in this compatible fashion. However, because of the possibilities that existed, the need was seen by Extension Administrators in Tennessee to study both of these systems. This need was also incorporated in the form of an agreement coordinating the two, and relating inputs to outputs.

The stated purpose of the project, as indicated earlier, was "to develop procedures for establishing Extension educational priorities and evaluate progress." More specific project objectives were: (1) to identify input and output (result) variables needed to measure program efforts, effectiveness and efficiency; (2) to develop procedures for synthesizing benchmark and progress check data to arrive at output (result) measures; and (3) to develop an approach for utilizing findings in resource allocation and program development.

Although the project agreement was signed in February, 1973, staffing for the project was not available until July, 1974. This study is the second of several studies planned in order to meet the various objectives of the project as described above. Thus, this particular study deals with only a limited part of the total project.

The major concern in the first study conducted by Thomas E. Cary was to determine the present situation in Tennessee concerning the "practice checklist" approach to establishing educational priorities and evaluating progress. This included describing and analyzing procedures

followed at the time of the study in order to obtain benchmark and progress check data.

This second study was concerned with determining the present situation in Tennessee concerning the TEMIS system, but more specifically the weekly activity report. This included describing and analyzing the procedures followed in order to obtain benchmark data.

II. PURPOSE AND OBJECTIVES OF THE STUDY

The purpose of the study, then, was to determine the present situation in Tennessee concerning the TEMIS system, but more specifically the weekly activity report and its data. This included describing and analyzing procedures being followed at the time of the study to obtain benchmark data.

The specific objectives of this study were as follows:

1. To determine procedures used by county Extension leaders to complete their weekly activity report.

2. To determine difficultires or problems county Extension leaders encountered in completing the weekly activity report.

3. To determine changes needed to improve completeness and accuracy of the weekly activity report.

4. To determine ways county Extension leaders were using data, and printout data, from weekly activity reports.

5. To determine the extent of Extension leaders' acceptance of the weekly activity report.

III. NEED FOR THE STUDY

Tennessee Extension workers are a concerned and dedicated group of people. Because they are striving to work with the public for its betterment, it seems that they are interested in improving and strengthening their educational programs. Since the 1960's fund allocations have become increasingly more competitive, and accountability of greater significance to everyone. Because of such demands, the need for Extension workers to increase the quantity and quality of data available concerning program planning, reporting, and evaluating becomes more obvious. The weekly activity report system records input data for purposes of reporting time spent and contacts made in planning and through educational activities. Could these data be helpful in the establishment of educational priorities and program adjustments, and in measuring Extension progress? Certainly this would appear probably in Tennessee. And, since all states have some form of SEMIS and have the same needs for accountability, the opportunity exists nationally to objectively study and analyze the EMIS-SEMIS weekly activity report documents, purposes and processes.

IV. LIMITATIONS OF THE STUDY

This study was limited to the weekly activity report which is one principal part of the TEMIS reporting system. Data were secured through personal interviews with a selected sample of 28 Tennessee county Extension leaders. Interviews were limited to those with primary

program responsibility in adult agricultural work areas, those with experience in using the TEMIS system and the weekly activity report, those considered objective in their views, and those willing to express ideas. The data were collected between November 22, 1974 and January 3, 1975.

The county Extension leaders and their respective counties were located in all of the Tennessee Extension Service's five supervisory districts (Figure 1). The study was limited to six leaders from each of the three Extension supervisory districts containing the largest number of counties, Districts I, II, and V. The counties included were limited to the following: District I, Crockett, Dyer, Gibson, Haywood, Henderson, and Madison Counties; District II, Bedford, Lawrence, Lincoln, Montgomery, Robertson, and Wayne Counties; District V, Claiborne, Cocke, Grainger, Hamblen, Hawkins, and Knox Counties. The study was limited to five leaders from the two districts containing the smallest number of counties, Districts III and IV. The counties included were: District III, Bradley, Coffee, Franklin, McMinn, and Monroe Counties; District IV, Cannon, DeKalb, Morgan, Smith, and White Counties.

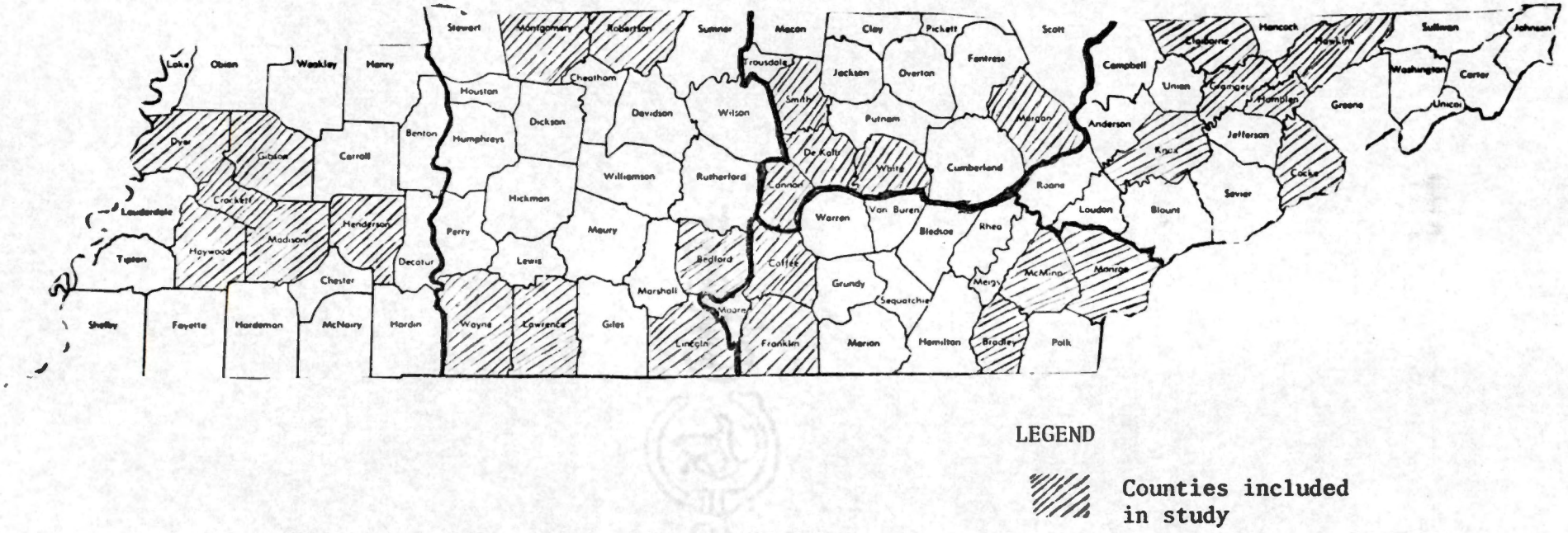


Figure 1. Tennessee Extension Supervisory Districts and Those Counties Included in the Study.

V. DEFINITION OF TERMS

County Extension program. It is the sum total of all Extension work done in the county, including planning and plans, carrying out of 5-year (POWP) and annual (POW) plans, and evaluation and reporting of progress made toward objectives and goals. There is one county Extension program in each county consisting of everything done in all appropriate work areas and with all appropriate audiences.

The County Extension program development cycle. This term includes the successive processes of 5-year Extension planning, annual Extension planning, Extension teaching and Extension evaluation. The cycle is normally completed at the end of a 5-year period, whereupon it is ready to be started again.

Priority 5-year objective or participation goal. A 5-year objective or participation goal selected from the current Projection each year prior to and to serve as a basis for annual planning in the county. The number should be limited to include only those realistically expected to receive primary attention in the immediate year ahead. They are included in the Annual Plan of Work, together with selected related county tasks, to serve as a basis for further planning and teaching.

Program area of emphasis. Major area of attention—agriculture and natural resources, family living, community resource development, 4-H and youth, organization, and administration.

County task. This term is used synonymously with the following terms of former years: (1) teaching objectives; (2) adjustments or

changes needed in 4-H organization, leadership, recognition and sponsorship; and (3) work on projects and activities listed on the 4-H enrollment card. Together with 5-year objectives and participation goals to which they relate in each work or audience area, they are found in all basic Extension documents (i.e., POWP, Annual Revision, POW, Weekly Activity Report and Progress Report). A county task should relate to only one state purpose, and should involve a significant amount of time.

Practice. A practice in the sense it is used in practice checklist surveys is a research verified and commonly accepted procedure or task which, if performed correctly and on a regular basis, will increase or help insure a desired outcome or return. For example, in the agricultural work area of soybean production, controlling insects according to recommended procedures, using recommended materials and at recommended times will, over the long run, increase soybean yields. Thus, "controlling insects" is a practice in the sense it is used on the agricultural commodity practice checklist.

State Extension Management Information System (SEMIS) (program subsystem). The part of the state management information system data base specifically designed for state and local planning units to collect and analyze Extension program data for utilization in program development and program administration.

Tennessee Extension Management Information System (TEMIS). The Tennessee version of SEMIS. It is a planning and reporting system designed to accumulate, store, and process data on what Extension members

plan to do and what they actually do. TEMIS has five major parts: (1) Plan of Work Projection, (2) Plan of Work, (3) Activity Report, (4) Progress Report, and (5) Personnel Records.

Five-year plan (plan of work projection or POWP). It is a written, end product of 5-year Extension planning, and serves as a basis for the formulation of the county Extension annual plan of work (POW). Major elements of the Projection for all sections excepting 4-H and other youth include for each work area: (1) the situation, including enough information so that major problems either emerge clearly or are identified; (2) 5-year objectives, and (3) county tasks (annual goals or objectives).

Annual plan of work (POW). The written end product of annual planning is called the Annual Plan of Work (POW). Major elements of the annual plan of work (POW) include: (1) priority objectives and participation goals selected for each work area and audience; (2) a brief statement of facts telling why the priority objective or goal is important; (3) county tasks related to each priority objective and goal; (4) code numbers identifying related state purposes, primary subjects, primary audiences and income characteristics, and primary teaching methods; (5) starting and completion dates, and total man-days to be allocated; (6) staff responsibility (who will do it); and (7) evaluative methods to be used in checking progress.

Activity report. The Activity Report is a tool for maintaining a current record of planned and unplanned activities. Activities in conducting an Extension educational program are recorded on the Weekly Activity Report Form using the coding system in the TEMIS Handbook.

Progress report. The Progress Report is a narrative report stating the quantitative and qualitative changes which occurred as a result of Extension educational programs.

Personnel records. TEMIS provides for a personnel data file for each professional staff member. This file includes such data as salary, degree, length of service, major subject, etc. This record is updated as changes occur.

Teaching objective. It is a positive statement of the change (practice use or behavioral) needed in order to attain a given priority 5-year objective. Such objectives normally name the audience, subject matter and behavioral or practice change, and may serve as a basis for Extension teaching and evaluation. The terms "county task" or "annual goals or objectives" may be used interchangeably or to replace it.

Work or audience area. An area considered by the Extension staff and/or Executive committee to be appropriate for study committee attention in a given county. A study committee (or committees) is usually appointed for each such area selected. Such areas are included in a given county staff's POW, POWs and Progress Reports. Audiences are selected in the 4-H and other youth project area, while work areas are usually selected in each of the other major Extension project areas, (i.e., Agriculture, Home Economics and Community Resource Development) (16:1-6).

CHAPTER II

METHODS AND PROCEDURES

I. POPULATION AND SAMPLE STUDIED

The population of the study included all Tennessee county Extension leaders with primary program responsibility in adult agriculture work areas. The total population included 95 county Extension leaders in Tennessee.

The sample included 28 county Extension leaders who met the following criteria: (1) the leaders should be experienced in reporting using the TEMIS system, and specifically the weekly activity report; (2) the leaders should be objective in their views; and (3) the leaders should be willing to express their own ideas.

II. SELECTION OF SAMPLE

The selection of the study sample was performed by district supervisors. They selected extension leaders in their respective districts who best met the above criteria for inclusion in the study sample.

III. METHOD OF SECURING DATA

Data for the study were secured be means of a personal interview of the 28 selected Extension leaders. Each interview was conducted

by following an interview schedule prepared specifically for the study and the interview was tape recorded.

IV. DEVELOPMENT OF INTERVIEW SCHEDULE

The interview schedule used in this study was developed by the researcher and her committee. After reviewing pertinent literature, and consulting knowledgeable persons well versed in this type of study, a preliminary interview schedule was developed. Questions contained in the schedule were based upon known problems Extension leaders had reportedly been experiencing with the weekly activity report and the TEMIS system.

V. DESCRIPTION OF INTERVIEW SCHEDULE

The interview schedule used in the study contained 95 questions. The questions were of three basic types as follows: (1) questions of fact or procedure, (2) questions of attitude or opinion, and (3) questions concerning ideas for improvement of Tennessee's TEMIS system, broadly, and the weekly activity report, specifically.

The schedule contained both open- and closed-type, as well as multiple choice questions. The open-ended questions were designed to allow freedom of response. These questions were often followed by other probe-type questions designed to assure specific responses from the leaders and a more complete understanding by the researcher. All questions were grouped according to their emphasis on pertinent aspects of the weekly activity report or related subjects. These included

such areas as record keeping, the weekly activity report, the purposes and uses of weekly activity report data, and looking in depth into each field contained on the weekly activity report.

VI. TESTING AND REVISION OF INTERVIEW SCHEDULE

The interview schedule was pretested in trial interviews with two county Extension leaders. Questions were then added, deleted, restated, or reorganized in revising the schedule for use in the study. This revised form was then used with all 28 Extension leaders interviewed (Appendix A).

VII. PLANNING AND SCHEDULING INTERVIEWS

The researcher and her committee agreed that, considering time and expense involved, interviews with 28 Extension leaders would be a large enough sample to be representative of the total population. It also was agreed to return basically to the same 28 leaders who had previously been selected and interviewed in the first step of the ES-USDA study. That study was done in regard to the practice checklist approach as used by the Tennessee Agricultural Extension Service. In that study it was agreed that six leaders each from the three Extension supervisory districts with the largest number of counties would be interviewed and five each from the two districts with the smallest number of counties, for a total of 28.

The interviews would be held at each leader's respective office. The interviews would last approximately two hours each. When possible,

two interviews would be scheduled each day, one in the morning and one in the afternoon. They would be scheduled in this manner so as to allow ample time between interviews for travel from one county to another one. Each interview would be tape-recorded in order to save time and insure that all pertinent data were secured.

On July 10, 1974, an Extension District Supervisors' State Conference was held in Crossville, Tennessee. At this conference, the nature and purposes of the ES-USDA study were presented. A request was made for the supervisors' assistance in selecting county Extension leaders to be interviewed in the first step of the study, concerning the practice checklist.

They were requested to select the appropriate number of leaders from their respective districts who in their opinions best met the criteria for inclusion in the study sample.

The district agents agreed to cooperate as requested. Later in the summer, an earlier researcher carried out that interview schedule and gathered the data concerning the practice checklist.

In November, 1974 the district agents were again contacted. In cooperation with them this researcher and her committee scheduled the interviews, and informed those involved of the data, place, time, and purpose of the interviews. The district agents and selected sample were informed that this interview would be scheduled and conducted similar to the previous one.

VIII. CONDUCTING INTERVIEWS

A standard introduction was used in beginning each interview. First, an official observer explained the purpose and subject of the interview to the Extension leader. The leader was then requested to have his TEMIS handbook, his Plan of Work, and the office copies of two of his recent weekly activity reports, previously submitted to the district supervisor, available at the interview. He was informed that these materials would be used as a frame of reference for specific responses. It was explained that the observer's role in the interview was to insure that the discussion was conducted in the same manner with each leader and to ask additional probe questions during the course of the interview.

The researcher explained that she would be asking the questions, that there were 95 questions in the schedule, that questions would be considered one at a time, that the interview would last approximately two hours, and that a break would be taken during the course of the interview. Then the purpose of the tape recorder was explained. Leaders were assured that they would in no way be identified with their responses in the final written product. It was then explained that some of the questions might seem repetitious, but that this was not intentional. Also, it was stated that if the questions were not clear, leaders were not to hesitate to ask for further information or clarification.

At this time the tape recorder was tested to make sure it was working poperly and to get the leader accustomed to its use. The tape

was then started and the interview conducted. The initial questions were general in nature and hopefully helped the leader to feel at ease. The leader was not given a copy of the interview schedule before or during the interview.

IX. TRANSCRIBING INTERVIEW TAPES

The tape recording of each interview was transcribed into typewritten form in order to facilitate study of the data collected. This was accomplished by a typist listening to the tape and typing the answers and comments verbatim. The researcher was available to clarify any questions as to content or to correct any audible problems the typist encountered.

X. CODING RESPONSES TO INTERVIEW QUESTIONS

The researcher coded each leader's response into a brief form to facilitate interpretation and analysis of the study data. The researcher first constructed a coding form which included the 95 questions on the interview schedule, and then using the typed transcriptions, the researcher recorded each leader's basic response to each question under the appropriate question. Next the responses were studied and divided into groups or categories. The responses were combined to as few frames as possible, but responses were not forced into categories.

Following this type of coding the researcher then transferred the responses of each leader to a computer data sheet. The information was

keypunched, computerized and a computer printout was retrieved. The printout showed the frequency of each response for every question, as well as the percentage (100 percent being based on the number 28).

In some instances the questions were open ended and the researcher took the responsibility for judgment as to which category a response belonged in.

Many of the questions were precoded; that is, a choice of answers was given, such as very helpful, helpful, not very helpful, or no help at all. Summarizing answers to such questions was simply a matter of recording the responses on the data sheet and letting the computer add up the frequencies.

Some of the questions were closed type questions that asked for a fairly definite response such as yes or no. Coding these questions also was relatively simple and the computer again tabulated the frequencies and figured the percentages.

XI. ORGANIZATION OF DATA FOR ANALYSIS

First, in organizing the study data for analysis, the researcher grouped all questions pertaining to selected aspects of the weekly activity report, such as leaders' responses to questions concerning actual record keeping methods, leaders' responses to questions concerning actual reporting methods used to fill out the weekly activity report, etc., together. In most instances the tables basically followed the format of the interview schedule, but a few questions were moved out of sequence to better facilitate the organization of the data.

These groups of questions and responses were then arranged into 17 separate tables, each of which presented the questions, the responses, and the numbers and percents of leaders giving each response.

XII. METHOD OF ANALYSIS

This study was basically descriptive in nature. Therefore, the content of many responses was deemed more important than the numerical count of the response itself.

The method of analysis employed was to code the data, and with the assistance of the computer, total the frequency count and present the facts in numbers and percents. In calculating the percents for the questions and responses, the base number was 28. All percents were rounded to the nearest whole percent.

In analyzing the data, the researcher was mainly concerned with identifying majority procedure and opinions concerning the various aspects of the weekly activity report.

CHAPTER III

BACKGROUND AND RELATED STUDIES OF THE STATE EXTENSION MANAGEMENT INFORMATION SYSTEM

I. INTRODUCTION

This chapter includes a section on the history of SEMIS and how it evolved into its present form. Also included are reviews of two other studies of a similar nature, conducted in Minnesota and Hawaii.

II. HISTORY

In 1908 Theodore Roosevelt appointed the Country Life Commission. The Commission's report contained observations on the then current situation of country life in the United States, as well as possible means for correcting deficiencies. One of the Commission's recommendations was to nationalize Extension-type work. This report surely influenced the enactment of the Smith-Lever Act of 1914, formally establishing the Cooperative Extension Service.

Extension's scope included "all people of the United States" and encouraged education in subject matter related to Agriculture and Home Economics. This education was to be done primarily through instruction and practical demonstration.

The program was flexible from county to county and from state to state so as to develop programs to meet the needs of individuals.

Because of the unique feature of cooperative financing a special relationship was established between Federal, State and County governments. The policy of Extension has always been primarily that of "grass roots"—or ideally policy starts at the grass roots and filters to the top; though "top-down" influences do occur as needs arise.

Because of the cooperative nature of Extension work it has always been necessary to explain and justify the scope of the program to the various funding bodies.

As the number of problems and objectives of the Extension service grew over the years so did the need of establishing Extension priorities, or overall program development. Prior to 1955, Extension planning in most counties of Tennessee was done on an annual basis. Beginning with that year, however, a nation-wide effort was initiated to look at county situational data as a basis to plan long-range county Extension programs. The pilot program used staffs in ten Tennessee counties, and these were assisted by supervisors and specialists.

By 1960, every county in Tennessee was preparing both an annual plan of work and a long-range plan, usually covering a five-year period.

During 1960-61, the Tennessee approach to program development was formulated and became policy. The approach was put forth by Dr. Vernon Darter, then Director of the Tennessee Extension Service, in Tennessee Extension Review's "From Your Director." Since that time, the system has been seen to consist of four interrelated parts, namely: (1) five-year educational program planning, (2) annual planning, (3) program execution or teaching, and (4) program evaluation.

When this approach was first used, Extension agents used very broad, general surveys to gather information for their long-range planning. The information gathered was then used in conjunction with planning committees composed of representative lay people and composed the basis of the long-range documents.

It was in 1961-62 that Tennessee participated in a nation-wide study of woodland management. A lengthy and detailed practice checklist was developed in the study, and was used in seven test counties as a basis for planning their forestry program. This was the first time the practice checklist was used to aid program planning (5:47).

After this endeavor it was obvious to agents and specialists that this approach could be used in other commodity and work areas. The counties were allowed to conduct surveys as they felt they were needed at first. By 1965 every Tennessee county was preparing a long-range five-year plan. The information became of such quantity that it was put on IBM cards and stored. By 1968 data for seven agricultural or home economics work areas had been accumulated. While this was not the only source of information used in writing a five-year plan, it did furnish the Extension agents with a great deal of information.

Previous to 1970 the Extension agents had been conducting all surveys in one year to be used in planning for the next five years. In 1970 a new schedule was adopted that spread the surveys conducted out over the five-year period. At this time all Tennessee counties

were dpending upon practice checklist survey information to prepare their five-year plans.

Previous to July, 1969, Tennessee Extension personnel had been recording and reporting their activities with a Monthly Statistical Report, 13A, and a Monthly Narrative report, 13B. At this time, however, they were terminated along with the Annual-Narrative and Statistical Reports. These reports were then replaced by the system set up in Tennessee to be in compliance with the nationally designed computerized State Extension Management Information System (SEMIS). Previous to the changeover, ten pilot counties were used across the State to test the system.

The computerized system had several noticeable benefits, one being its ability to compress time and, therefore, multiply the output of Extension personnel. Another benefit of the computer is its total objectivity as to the data inputs. With computer help, it is possible to cut down considerably on time spent on computations and calculations.

In Tennessee, the State version of SEMIS came to be known as TEMIS (i.e., Tennessee Extension Management Information System). TEMIS collects input data such as identifying the Extension personnel, the date, the purpose, the county task, the subject, the audience (contacts), the time spent, and the teaching method used (why, what, when, where, with whom, for whom, how many, how much and how). All of these data are acculuated, stored, and when processed these data show what staff members plan to, or have done.

TEMIS has five major parts: (1) Plan of Work Projection, (2) Plan of Work, (3) Weekly Activity Report, (4) Progress Report, and (5) Personnel Records.

After the inputs have been computerized the TEMIS retrieval system permits extensive and rapid use of the accumulated and stored data. Annual reports are prepared for each county, district, and section. The reports are done by planning unit rather than on an individual basis. These reports of printout data contain information on total time spent and man-days per county spent on each subject and task.

Special reports are made available as the need arises. However, the annual printout reports are the primary basis for developing reports and analysis for use in planning programs, evaluating programs, and reporting to Extension's clientele and governmental bodies about the total Extension program.

Hopefully, these data are useful to a variety of people for many purposes. However, it is of particular importance that these data be understandable and helpful at the county level, For it is at that level that input is most crucial. There must be two-way communication between data collectors and data users to be helpful in interpretation and application.

The State Extension Management Information System (SEMIS) plays a dual role in Extension program development (17:2):

1. It provides the administrative staff with data and information making decisions related to resource allocations and resource management.

2. It provides each professional a systematic way to categorize planned effort, actual effort, and a basis for evaluating the effectiveness and efficiency of his or her efforts.

All fifty States, Puerto Rico, District of Columbia and the Extension Service, USDA have Extension Management Information Systems. In summary, purposes of the Systems include:

1. To provide the opportunity to more sharply define goals/ objectives.
2. To support resource acquisition.
3. To facilitate priority determination and resource allocation.
4. To improve program monitoring.
5. To provide data for program analysis and evaluation.
6. To facilitate communication.
7. To provide more compatible, accurate and timely management data.
8. To establish a compatible state and national data base.
9. To facilitate national trend identification and reduce the number of special reports required.

III. REVIEW OF RELATED STUDIES

In doing a study of the Tennessee Extension Management Information System, it was necessary to look for previous studies done, or other information of a similar nature that had been collected. All fifty States, Puerto Rico, District of Columbia and the Extension Service, USDA have Extension Management Information Systems. Evidently only a

few attempts prior to this time had been made to gather information aobut the systems directly from those who use it to report their work.

Two recent studies were found, one in regard to the Extension Management Information System in Minnesota (MEMIS) and the other concerned the Hawaii System (HEMIS). Some comments, both pro and con, about SEMIS also were reviewd, these were gathered from various states by the Cooperative Extension Service at the University of Rhode Island.

Minnesota Extension Management Information System (4:1-4)

The Minnesota study showed that it was very difficult to draw conclusions for a whole staff even using data gathered from them. When the data available were averaged, the staff seemed to be about middle of the road in their opinions of the MEMIS. However, when looked at separately, one-third of the staff held negative opinions, while 40 percent were positive. It should be pointed out here, however, that those negative about this system were generally negative against reporting of any kind. Administrators for the most part were positive toward both the system generally, and daily reporting specifically. In contrast the state specialists were more generally negative toward daily reporting.

MEMIS was a system composed of parts which included activity reporting, progress reports and the plan of work. Even though there were these various parts it was found in the Minnesota study that the staff still equated MEMIS primarily if not exclusively with activity reporting. Perhaps because as far as the staff was concerned the problem with MEMIS appeared to be the daily activity report.

Because of the scope of Extension work, and the need for similar information, the reporting system requires individual usefulness as well as standardization. The study pointed out the difficulty of accomplishing both objectives with the same system. For any management system to be useful, it must be perceived as accurate and helpful to the individual first and his planning unit second. This study put forth the proposition that, if these conditions were met, it would be successfully accepted by the staff. How to accomplish this is the problem with which all state Extension staffs are concerned. The Management system should meet both the individual's and organization's needs for information.

The major questions needing answers as identified by the Minnesota study were:

1. What are the basic informational needs?
2. How frequently and in what detail should reporting be done?
3. Should there be one system, or several variations, for reporting?
4. Should the staff report all of his activities, or would a sample do?
5. How can MEMIS output be made more valuable to individual staff members?

In order to modify the system to better meet individual needs and to meet basic informational needs of the organization, the Minnesota study made these recommendations:

1. Retain POW and progress report but with modifications.

2. In regard to daily activity reporting:
   a. Examine the need for information and the use and restrictions of that information.
   b. Individuals should be required to report only as detailed and frequently as absolutely necessary. This frequency and detail should be left up to the individual staff member.
   c. Provide optional reporting periods depending on Extension position and optional time units. Establish a committee to study using only a sample of staffs, or provide optional training sessions in reporting time and in making use of MEMIS output.

Hawaii Extension Management Information System (9:1-5)

The Hawaii Study was a 40 item questionnaire, which was sent to the 81 Hawaii Extension faculty in July of 1974. Fifty-eight of these, or 71.6 percent, were completed and returned. The questionnaire was divided into six sections and in reviewing the findings it was organized in the same fashion.

Section I dealt with the respondents' experiences with HEMIS planning and reporting requirements. Seventy-nine percent of those had been reporting since 1970, which was the beginning of the program in Hawaii. Of those responding, 22 percent submitted activity reports weekly, 27 percent monthly, and 17 percent every six months.

The findings of the Hawaii study showed a problem with attitude. The respondents felt that data from HEMIS were more useful to

administrators than to any other level of the staff. The cynicism revealed a credibility problem that should receive some attention.

The study revealed that the respondents favored yearly planning, updated every six months or as the situation demanded. They wanted enough flexibility that they would not be stuck working on programs that were no longer useful just because they were planned some years ago. Annual written narratives were favored by the staff. In supplement of the weekly reports it was felt narratives were necessary to "talk about people, not numbers."

Section II dealt with the codes used to describe the Extension program. HEMIS contained seven code types, those codes to select from were: 23 location codes, 53 purpose codes, 2 income characteristic codes, 139 subject codes, 49 audience types, 6 method codes, and 31 commodity codes.

The staff's responses revealed the major problem in this area came in selecting purpose and subjects to describe the Extension activity. The two code types considered least relevant were income characteristic and commodity codes. The ambiguity of the system seemed to be that about one-third of the staff felt HEMIS codes were too specific and mutually exclusive, while another one-third felt they were too general and overlapping! Whether pro or con, most agreed that breaking activities into parts made having a clear overall picture difficult.

Section III dealt with time planned and time expended, and there were also two questions about the audience contacted. These were the two data elements in HEMIS with quantities that can be aggregated.

The study showed a problem among the staff in relation to consistency in reporting. The three problem areas seemed to be: Travel time; how much and when to record; overtime, whether to count it as part of the 40 hours or not at all; and non-Extension time, if it should be recorded if devoted to Extension duties. A need for guidelines seemed to be indicated here to insure consistency of the quantitative data.

Neither was the staff consistent in the way recording of contacts was done. Fifty-one percent estimated and recorded the number of people in the audience at the time of the event, while 19 percent did this estimation after the event. Only 21 percent used some form or sign-up sheet to take an accurate count at the time of the event. The study revealed that 69 percent of the respondents made only a visual estimate of ethnic groups, and would prefer to record total numbers rather than groups.

Section IV dealt with editing of activity reports. The main idea expressed here was that similar, or even the same activity could be coded differently by individuals because the activity report showed an individual's effort in the program, as he perceived it himself. While this accounted for some variations in coding, the study surmised that part of the reason could be unclear code definitions.

Section V contained two open-ended questions which dealth with the staff's views of the ideal statistical planning and reporting system, and the ideal narrative plan and report for Extension.

Twenty of the 58 respondents mentioned the following in comment to the question concerning statisticals: Audience contacts, efficiency measures, program accomplishments, results as related to objectives, measurable objectives, characteristics of clientele, meetings, visits, and change in clientele. Since all of these were mentioned in connection with being included in statistical reports, it was assumed the staff felt they were quantifiable.

Twenty-six of the 58 respondents mentioned the following as suitable for inclusion in narrative reports: Accomplishments, progress (or lack of it), major or minor emphases, comparison of past, present, and future programming, measurable objectives, new and innovative programs, success or failure stories, and what was done on a project. Some staff wished for detail and length in the narratives while others suggested outlines and brevity.

Section VI of the Hawaii questionnaire asked no specific questions but gave the staff a chance to comment on the subject of measurement of accomplishment in an Extension educational program. The comments for the most part served to reveal that the staff felt the importance, but also the difficulty, of measuring program results.

Comments on SEMIS as Collected by the Cooperative Extension Service, University of Rhode Island (14:1-2)

The following is a brief review of comments made in regard to SEMIS from various states across the country. These were collected by the Cooperative Extension Service, at the University of Rhode Island.

The comments were broad and general but did serve to shed more insight into the feelings about SEMIS.

The negative points mentioned in regard to SEMIS were:

1. Concern as to the confidentiality and use of the data, especially whether it would be used for both reporting and planning.
2. The fact that there seemed to be too many places for the same entry, and this complicated the process.
3. Accuracy of the information was of concern to some.
4. It was also felt that there was a lot of input that was not being utilized as output.

The positive points mentioned in favor of SEMIS were:

1. The use of the data as a check on all levels (program planning, allocation of resources, budget).
2. The use of time being spent on the problems that were indicated (was time used wisely).
3. The use of data in developing the POW.
4. SEMIS provides a good record of numbers and types of audiences.
5. SEMIS objective determinations are valuable.
6. SEMIS is useful for performance appraisal and provides personnel profile.

Also some suggestions and comments were listed, these included the following suggestions for SEMIS:

1. The need for more SEMIS feedback.
2. The need to be positive about SEMIS.

3. Greater use of SEMIS information in staff counseling.
4. Greater use in program development and decision making.
5. The need for Extension directors to have a better understanding of SEMIS.

CHAPTER IV

SURVEY FINDINGS

The findings of the study are presented in seventeen tables. In order to facilitate analysis of the findings and address them directly to the stated objectives of the study, the tables are organized in four sections. Section I presents findings concerned with procedures actually employed by Extension leaders prior to, and in the actual filling out, of the Weekly Activity Report. Also, leaders' opinions as to the true purpose of the Weekly Activity Report are presented in Section I. Section II presents findings dealing with leaders' feelings as to the uses of Weekly Activity Report data and also their ranking of the helpfulness of Weekly Activity Report printout data. Section III presents findings dealing with information about each individual field on the Weekly Activity Report (F, G, I, J, K, L, M, N, O, P and R). Finally, Section IV presents leaders' general opinions of the Weekly Activity Report information.

In this study, Extension leaders were requested to have a copy of the Weekly Activity Report and their TEMIS Handbook to refer to as necessary. Also at hand, the leaders had the calendar, date book, or whatever type of records they kept of their activities prior to recording. Included in each section are direct quotes from the Extension leaders. However, in the interest of confidentiality of the responses, they have not been credited to specific leaders.

I. WEEKLY ACTIVITY REPORT PROCEDURES EMPLOYED BY EXTENSION LEADERS

Section I is made up of three tables. Table I and Table II present findings dealing with procedures used by Extension leaders prior to, and in the filling out of the Weekly Activity Report. Table III presents findings as to the Extension leaders' opinions as to the purpose of the Weekly Activity Report (Appendix B).

Procedures Used by Extension Leaders for Record Keeping Prior to Filling Out the Weekly Activity Report

The work of an Extension Leader is varied and diverse, and yet because of his characteristic concern for program improvement and the nature of his support, he is motivated and responsible for reporting his efforts. This reporting is done in a large part through the TEMIS weekly activity report. The questions in Table I dealt with the procedures used by Extension Leaders for record keeping prior to the filling out of their weekly activity reports.

Question 1 (see Table I) asked how the Leaders kept track of their daily activities. It was found that the traditional mileage book was used by 21 percent of the leaders for this purpose. Twenty-one percent also said they used a pocket diary or pocket date book. Another 21 percent used both a mileage book and a desk calendar; while 18 percent used some type of pocket system, either cards or a book, in conjunction with a standard desk diary. Eleven percent of the Leaders used both a mileage book and a pocket date book. Seven percent used only a desk calendar to record their activities.

TABLE I

NUMBERS AND PERCENTS OF EXTENSION LEADERS' RESPONSES TO QUESTIONS CONCERNING ACTUAL PROCEDURES EMPLOYED FOR RECORD KEEPING PRIOR TO FILLING OUT THE WEEKLY ACTIVITY REPORT

Question and Response	Extension Leaders Number	Percent
1. How do you keep track of your daily activities?		
Mileage Book	6	21
Pocket Diary or Date Book	6	21
Mileage Book and Desk Calendar	6	21
Pocket Cards/Book and Desk Diary	5	18
Mileage Book & Pocket Date Book	3	11
Desk Calendar	2	7
Total	28	99
2. What information do you write down in these records?		
Community and Subject/People	14	50
Name/Subject/Time/Area/No.	12	43
Major meetings and Activities	2	7
Total	28	100
3. Is there a particular form for keeping this information?		
Yes	25	89
No	3	11
Total	28	100
4. Do you need a form for this purpose?		
Yes	4	14
No	24	86
Total	28	100
5. What difficulties do you encounter with your record keeping system?		
None	10	36
Remembering to write it down	13	46
Grouping Items	5	18
Total	28	100

TABLE II

NUMBERS AND PERCENTS OF EXTENSION LEADERS' RESPONSES TO QUESTIONS CONCERNING ACTUAL PROCEDURES USED BY EXTENSION LEADERS IN FILLING OUT THE WEEKLY ACTIVITY REPORT

Question and Response	Extension Leaders Number	Percent
1. How frequently do you record activities on your weekly activity report?		
Once a week	26	93
Ever 1-2 days	2	7
Total	28	100
2. On what day do you record activities on your weekly activity report?		
Friday/Saturday/Sunday	7	25
Friday or Monday	4	14
Monday	15	54
Every day	2	7
Total	28	100
3. Do you complete the weekly activity report in the morning, afternoon or no particular time?		
Morning	15	54
Afternoon	8	29
Night	2	7
No particular time	3	11
Total	28	101
4. How much time each week do you devote to completing the weekly activity report?		
Less than 30 minutes	13	46
30 min.-1 hours	8	29
More than 1 hour	7	25
Total	28	100

TABLE II (continued)

Question and Response	Extension Leaders Number	Percent
5. On what day of the week are your weekly activity reports mailed to the District Supervisor's Office?		
Monday	25	89
Tuesday	1	4
Monday or Tuesday	2	7
Total	28	100
6. Are they mailed separately or as a group?		
Group	28	100
Total	28	100
7. Who has the responsibility for seeing that the reports are mailed on time?		
Secretary	15	54
Individual Agents	7	25
Extension Leader	6	21
Total	28	100
8. Are there procedures in your office to encourage promptness in reporting?		
None	6	21
Secretary/Staff/Conference	14	50
Extension Leader	5	18
Understood Procedure	3	11
Total	28	100
9. Are some of your staff members consistently behind on filling out their weekly activity reports?		
Yes	14	50
No	14	50
Total	28	100

TABLE II (continued)

Question and Response	Extension Leaders Number	Percent
10. Are there procedures in your office to encourage accuracy in completing the weekly activity reports?		
Staff Conference/Secretary/Agent	12	43
Printouts/POW/Quarterly Reports	9	32
Individual Responsibility	6	21
District Pressure	1	4
Total	28	100
11. Are the reports checked for errors in your office?		
Yes	18	64
No	10	36
Total	28	100
12. What use is made of the county POW in filling out the weekly activity report?		
Use POW primarily	15	54
Use TEMIS handbook and POW	11	39
Use TEMIS handbook	2	7
Total	28	100

TABLE III

NUMBERS AND PERCENTS OF EXTENSION LEADERS' RESPONSES TO QUESTIONS CONCERNING THE PURPOSE OF THE WEEKLY ACTIVITY REPORT

Question and Response	Extension Leaders Number	Percent
1. What do you think is the primary purpose of Weekly Activity Reports?		
Record of Time Spent/Show what was done	20	71
For administrative reports	3	11
Justification of program funds	3	11
Evaluation	2	7
Total	28	100
2. Is the purpose aimed at the County, District State, or National level?		
State and/or National	16	57
All levels	5	18
County	5	18
County and State	2	7
Total	28	100

The information in Question 2 pertained to the information written down in these records. It was found that fourteen leaders (50 percent) jotted down the community, the people with whom they were working and, generally, the subject. They felt this would remind them enough to remember the rest of the information. Forty-three percent recorded in greater detail, and included such things as the name or names of the person or audience, the subject being worked on, the time, the place, and the number attending. The remaining 7 percent recorded only major meetings and activities and relied on memory to supply the rest.

Question 3 asked if there was a particular form used for keeping information regarding daly activities. Eighty-nine percent of the leaders said "yes." One of those leaders who recorded everyday said "yes, the TEMIS report." Eleven percent responded that they did not have a particular form they used for this purpose.

Question 4 was related to Question 3 in that it asked the Extension Leaders if they would like an additional form for the purpose of record keeping. The vast majority, 86 percent, of the leaders responded negatively and seemed to agree with the leader who said, "If a man has time to fill out a detailed form, he has time to fill out TEMIS."

Another suggestion here was to condense the TEMIS Handbook into a small form to be carried in the pocket. The mood of most of the leaders is reflected by an opinion heard more than once, "I believe we have enough forms." Fourteen percent did reply in the affirmative, that yes it would seem easier to keep track of these activities if a special optional form were to be provided.

Question 5 inquired about difficulties the leaders were having with their record-keeping system. Thirty-six percent reportedly were having no difficulties. Forty-six percent of the leaders voiced problems with remembering to write down the information. This is reflected by such statements as, "I have to remember just what all I did do," and another, "We just fail to get a lot of contacts on there." Eighteen percent noted problems with successfully grouping their efforts together.

In looking at the Extension Leaders' record-keeping procedures reported in Table I, page 36, several conclusions may be reached. A variety of methods was apparently being used by Leaders to fit their individual needs and preferences. The Leaders appeared to prefer flexibility in choosing how to record, and what to put in their records. It would seem that the type of form may not be as important as the Leader's ability to use it, regardless of the type he may choose.

Procedures Used by Extension Leaders in Filling Out the Weekly Activity Report

The information presented above dealt with record-keeping procedures used prior to filling out the weekly activity report. However, it is inevitable that in the normal work week of an Extension Leader the time comes when he must transfer his data to the actual reporting form, the weekly activity report. Table II, page 37, deals with the actual procedures reportedly used by the Extension Leaders to accomplish this task.

In Table II, page 37, Question 1 asked with what frequency the leaders recorded activities on their weekly activity report. The large majority, 93 percent of the Leaders, replied simply, "Once a week." The remaining Leaders, 7 percent, stated that they recorded every one or two days.

The actual day, or days, of the week when the recording of activities occurred was the subject of Question 2. More than one-half, 54 percent, stated that this was done on Monday. Four leaders (14 percent) could not state definitely, but said either Friday or Monday, depending on various time factors. Twenty-five percent recorded either on Friday, Saturday, or Sunday. Seven percent recorded everyday, and one of these stated, "I record it as soon as I get back to the office or I do it the next day." The dedication of another leader was shown when he said, "I do more of mine on Saturday night really than I do on Friday."

The time of day that the recording, on the weekly activity report, took place was the item of interest on Question 3. More than one-half, 54 percent, said they recorded in the morning. One Leader explained, "If I don't do it then, other activities interfere." The remaining thirteen were spread over night, afternoon and no particular time. Twenty-nine percent chose afternoon, while 7 percent favored night, and 11 percent did not have a particular time for recording.

Following questions about the day and the time of day that recording was done on the weekly activity report, the Extension Leaders

were asked, in Question 4, how much time was actually spent each week filling in the weekly activity report. Reference to responses to Question 4 shows that 46 percent used less than 30 minutes each week to complete this assignment. Twenty-nine percent of the Leaders estimated that they spent between thirty minutes and one hour on the task, and one-fourth, 25 percent, felt it took them longer than one hour. The time varied from Leader to Leader and from week to week. One Leader who elaborated on this point said, "Depending on the number of people that call or come in . . . sometimes it takes me three days."

In Question 5, it is found that the vast majority, 89 percent, mailed the weekly activity reports to their respective district offices on Monday. Seven percent said this was done either Monday or Tuesday, and 4 percent stated that this was done on Tuesday by prior permission of the district office, because of other staff commitments on Mondays. All 28 leaders stated that the weekly activity reports of all their staff members were mailed as a group.

Question 7 considered the assigning of responsibility for seeing that the reports were mailed on time. In more than one-half of the counties, 54 percent, this responsibility was delegated to the Extension secretary. Those in 25 percent of the cases noted that this was left to the individual responsibility of each agent, while in 21 percent the Extension Leader reportedly took this as part of his duties.

The procedures followed in each county office to encourage promptness in reporting was the subject of Question 8. Twenty-one

percent of the Leaders stated that there were no prescribed procedures. Eighteen percent of the Leaders encouraged promptness themselves, as one Leader said, "I fuss!" Eleven percent felt it was understood procedure among the individual agents. As explained by one Leader, "We are professional people. We know the value and necessity of doing it." One-half of the Leaders, 50 percent, used a combination of reminders including the staff conference and prompting by the secretary. One Leader simply stated, "Our secretary prompts agents," while another stated it a bit more humorously, "The secretary will say, 'Is your TEMIS report ready to go?' and I'll say 'No'!"

The Leaders were evenly divided on Question 9 when asked if some of their staff members were consistently behind in filling out their weekly activity reports. The seriousness seen in this area as a problem ranged from one Leader who admitted, "If anyone is, I am," to another Leader who said this was not a problem "as a consistent thing" and, then, to an extreme with another Leader who said, "We have one staff member that is chronic." Several Leaders who saw tardiness of reports as a continuing problem went on to explain what they felt some reasons for it might be:

1. On all staffs you have certain people who are more capable of getting reports and plans in on time . . . that comes back to training and personality.

2. Apparently there are other responsibilities they enjoy more than filling out TEMIS.

3. They have demonstrated lack of planning and ability to establish priorities through the years.

Question 10 turned from consideration of promptness to accuracy in reporting. Forty-three percent used a combination of staff conferences, agent interaction, and secretarial guidance to try to produce the most accurate report possible. Selected comments included, "We help each other decide which codes to use," and "We encourage conferences so as to TEMIS alike." Twenty-one percent felt this was the responsibility of each individual agent, while 32 percent used printouts, their POW, and quarterly reports to try to help them report more accurately. One agent said, "I think seeing the printout helps, for when you see errors in it, you want to do better next time." One Leader, 4 percent, felt pressure for accuracy came from the district office, he declared, "Yes, but he is in Knoxville." The data for Question 11 showed that 64 percent stated that the reports were checked for errors in the county office (primarily by the secretary), while 36 percent siad this was not a procedure used in their county. As one explained, "Extension leaders have other responsibilities, they just don't have the time to devote to so much checking."

The use made of the County Plan of Work (POW) was the subject of Question 12. More than one-half, 54 percent, reportedly used the POW as their primary source. Another 39 percent used both the TEMIS Handbook and the POW, or a simplified POW. Seven percent relied mainly on the TEMIS Handbook. Reasons were given for use of each of these methods; first, following are some examples of comments by leaders who used the POW primarily:

> That is what I go by—I don't see how it (task code) can be filled out anywhere else.
>
> Anything with a task code is recorded out of the POW. Seventy-five or 80 percent of the coding is done out of the POW rather than the TEMIS Handbook.

Second were comments on using a combination method:

> I keep mine (i.e., POW) with my TEMIS material and I refer to it often times in getting my purpose and subject rather than look it up somewhere else.
>
> . . . most of us have the POW included in our TEMIS Handbook.
>
> We have developed our own system of our major field of work—we have compiled them on a listing where we can get all our purpose codes, task codes, and subject codes together in own listing.

And there were responses from leaders using only the TEMIS Handbook:

> This is another weakness I guess. I seldom use it (i.e., POW) for filling out the weekly activity report.

In Table II, page 37, several traits of the twenty-eight Extension Leaders became obvious. Leaders apparently found it hard to make time every day to record, so most often it was being done once a week and then shortly before it was due to be mailed to the District Office. Finding a quiet time for completion of this task seemed to present a problem, even though most Leaders (75 percent) reportedly took less than one hour each week at this endeavor. The County Extension Secretary seemed to play a very important role in the weekly activity report in many counties. This could largely have been due to the fact that it was seen as a routine operation or the Extension Leader was too busy with other things or did not care to be bothered. Some Leaders seemed to be relatively concerned in regard to promptness of staff reporting.

Extension Leaders' Opinions as to the Purpose of the Weekly Activity Report

It has been shown in Tables I and II, pages 36 and 37, respectively, that Extension Leaders, regardless of their motivation, did indeed fill out a weekly activity report. They did so because it was required of them in their position. Table III, page 40, considers the opinions Extension Leaders hold concerning the actual purpose of the weekly activity report.

In Question 1 the leaders were asked to express their opinions as to the primary purpose of weekly activity reports. Twenty of the leaders (71 percent) agreed that it was to record the time they spent and/or was to show what was done during this time. As one leader stated it, it helped him "See areas we are spending our time in." Another leader had a slightly different view as he stated, "We have reached a stage where maybe it is not as important to do the job as it is to record the job." Two leaders (7 percent) felt the purpose of the weekly activity report was for evaluation. They explained, "This is the first time Extension has ever had any true evaluation," and "We don't always like what we see come out in printouts." Another leader said, "Someway or another we have some good information here . . . . The strong use of it should be helping yourself do a better job rather than informing others." The remaining six were evenly divided between justification of the reporting system and its use for reporting, with three leaders (11 percent) favoring each one.

In Question 2, the Extension Leaders were asked if they felt the primary purpose was aimed at the County, District, State or National level. The responses ranged from those five leaders (18 percent) who felt similar to one who remarked, "I think it serves a purpose on all of them," to five other leaders who felt its purpose was aimed at the county. One leader said, "If it is not of value to the county, then I doubt that it is worth our doing it." Another commented, "I hope it is aimed at the County level." Two leaders (7 percent) saw it as helping County and State—"I'm of the opinion that the system was originally set up to help the State." However, the majority of Extension Leaders (57 percent) felt the purpose was for the State and/or the National level. Selected comments here were:

> I think this originated on a National scale, but the State uses it very extensively, so I would say probably the State would use it more.
>
> Basically National.
>
> Anything this complicated has to be Federal.

Overall, it seems the leaders saw the Weekly Activity Report as a document on which they recorded their time and activities. Most felt they did this in order to show someone else, far removed from the county situation, what was being planned and being done.

II. USE AND HELPFULNESS OF WEEKLY ACTIVITY REPORT DATA

Section II is made up of two tables. The first table (Table IV) presents findings dealing with the feelings Extension Leaders have as to the uses made of Weekly Activity Report data.

TABLE IV

NUMBERS AND PERCENTS OF EXTENSION LEADERS' RESPONSES TO QUESTIONS CONCERNING FEELING AS TO THE USES OF WEEKLY ACTIVITY REPORT DATA

Question and Response	Extension Leaders Number	Percent
1. Does your present use of these printout data justify staff time expended to complete the Weekly Activity Report?		
Yes	15	54
No	9	32
Questionable	4	14
Total	28	100
2. How frequently do you feel it would be useful to receive printout data?		
Yearly	8	29
Every six months	14	50
Every 3 months	5	18
Never	1	4
Total	28	101
3. Have you received printout data at any appropriate time for use in making your POW?		
Yes	18	64
No	10	36
Total	28	100
4. Do you feel that these printout data are accurate in view of what was reported on your Weekly Activity Report?		
Yes	22	79
No	6	21
Total	28	100

TABLE IV (continued)

Question and Response	Extension Leaders Number	Percent
5. Have you received data in printouts which were questionable as to their accuracy?		
Yes	15	54
No	13	46
Total	28	100
6. Are the printout data specific enough?		
Yes	23	82
No	5	18
Total	28	100
7. Are the printout data too specific?		
Yes	6	21
No	22	79
Total	28	100
8. What uses have you made of this printout data?		
Reporting	11	39
Compare time spent	7	25
Planning	3	11
Evaluation	3	11
Combination of Evaluation/ Reporting/Planning	3	11
None	1	4
Total	28	101
9. To what extent do the data reflect what the staff actually did to carry out the educational program?		
Very Great Extent	4	14
Great Extent	11	39
Some Extent	12	43
Very Little Extent	1	4
No Extent	0	0
Total	28	100

The second table, Table V, presents findings as to the helpfulness of the Weekly Activity Report Printout data, as rated by the Extension Leaders.

Extension Leaders' Feelings as to the Uses of Weekly Activity Report Data

For several years the Extension personnel have been filling out an activity report weekly and sending it to the appropriate person. The questions in Table IV, page 50, did not deal with the Weekly Activity Report data directly, but rather asked about the leaders' feelings about the uses of the data.

When asked in Question 1 if their present use of the printout data justified the staff time expended to complete the Weekly Activity Report more than on-half of the leaders (15, or 54 percent) felt that it did. Nine leaders (32) percent) felt definitely that their use of the data did not justify the time spent; the remaining four leaders were less definite, they felt it was questionable. Some of the selected comments both positive and negative made by the leaders were:

> No, Ma'am.
>
> It's an eye-opener to us at times—the days we spend in particular areas.
>
> Yes, definitely.
>
> Once we get the printouts back we are already six months past the fiscal year covered—— by this time you have forgotten what you did in that area.
>
> We don't make the use of it we could but we have to have the information on it for making an affirmative action plan and I guess just one time having to make this plan you could justify it.

TABLE V

NUMBERS AND PERCENTS OF EXTENSION LEADERS' RESPONSES TO QUESTIONS CONCERNING HELPFULNESS OF THE WEEKLY ACTIVITY REPORT PRINTOUT DATA

Question and Response	Extension Leaders Number	Percent
1. For purposes of planning, have data been:		
Very helpful	6	21
Helpful	14	50
Not very helpful	8	29
No help at all	0	0
Total	28	100
2. How helpful have the data been in making decisions regarding which work-area or audience to emphasize?		
Very helpful	5	18
Helpful	9	32
Not very helpful	9	32
No help at all	5	18
Total	28	100
3. How helpful have the data been in making decisions regarding which 5-year objective to emphasize?		
Very helpful	2	7
Helpful	9	32
Not very helpful	10	36
No help at all	7	25
Total	28	100
4. How helpful have the data been in making decisions regarding which line item task/ teaching objective to emphasize?		
Very helpful	3	11
Helpful	8	29
Not very helpful	12	43
No help at all	5	18
Total	28	101

TABLE V (continued)

Question and Response	Extension Leaders Number	Percent
5. How helpful have the data been in making decisions regarding which primary subjects need emphasis?		
Very helpful	1	4
Helpful	13	46
Not very helpful	8	29
No help at all	6	21
Total	28	100
6. For purposes of evaluating, have the data been:		
Very helpful	5	18
Helpful	17	61
Not very helpful	5	18
No help at all	1	4
Total	28	101
7. How helpful have the data been to evaluate accomplishments of objectives?		
Very helpful	5	18
Helpful	10	36
Not very helpful	8	29
No help at all	5	18
Total	28	101
8. How helpful have the data been to evaluate effectiveness of activities conducted?		
Very helpful	0	0
Helpful	4	14
Not very helpful	19	68
No help at all	5	18
Total	28	100

TABLE V (continued)

Question and Response	Extension Leaders Number	Percent
9. How helpful have the data been to update POW components?		
Very helpful	7	25
Helpful	13	46
Not very helpful	5	18
No help at all	3	11
Total	28	100
10. How helpful have the data been to compare time allocated and expended?		
Very helpful	14	50
Helpful	9	32
Not very helpful	5	18
No help at all	0	0
Total	28	100
11. How helpful have the data been to discuss plans with your staff regarding their extension programs?		
Very helpful	9	32
Helpful	10	36
Not very helpful	6	21
No help at all	3	11
Total	28	100
12. For purposes of reporting, have data been:		
Very helpful	7	25
Helpful	13	46
Not very helpful	6	21
No help at all	2	7
Total	28	99

TABLE V (continued)

Question and Response	Extension Leaders Number	Percent
13. How helpful have the data been to report to the public concerning progress toward Extension objectives?		
Very helpful	3	11
Helpful	9	32
Not very helpful	14	50
No help at all	2	7
Total	28	100
14. How helpful have the data been to report the effectiveness of Extension activities?		
Very helpful	1	4
Helpful	4	14
Not very helpful	20	71
No help at all	3	11
Total	28	100
15. How helpful have the data been to report clientele changes?		
Very helpful	1	4
Helpful	4	14
Not very helpful	19	68
No help at all	4	14
Total	28	100
16. How helpful have the data been to report county situation changes?		
Very helpful	2	7
Helpful	8	29
Not very helpful	12	43
No help at all	6	21
Total	28	100

TABLE V (continued)

Question and Response	Extension Leaders	
	Number	Percent
17. How helpful have the data been to report how staff time was expended?		
Very helpful	9	32
Helpful	8	29
Not very helpful	9	32
No help at all	2	7
Total	28	100

Question 2 gave the leaders a chance to express their opinion about how often they felt it would be useful to receive printout data. Exactly one-half (14 of the leaders, or 50 percent) preferred to receive the data every six months. As one leader stated he would like to receive it, "At the beginning of the fiscal year and the calendar year." Eight leaders felt yearly was sufficient, but five (18 percent) felt that "at least quarterly" was more appropriate. The one remaining leader very honestly admitted that it would be just as useful to him if he never received it.

In response to Question 3, 18 leaders (64 percent) said that they had received printout data at an appropriate time to be used in making their Plan of Work. The ten other leaders (36 percent) had not received the data in time. Some comments were:

> I don't see why we couldn't have this information by at least the first of November. We have been told we wouldn't get the 1974 data before February 15 (1975).
>
> It's always year-old data that we are using.
>
> We have (received it in time) this year.
>
> I'm not expecting it.

Question 4 asked if the leaders felt the printout data were accurate in view of what was reported on their Weekly Activity Report. The majority of the leaders (22 or 79 percent) felt this was true. One leader said, "They are accurate as to what we have sent in." Another leader commented, "There are some inaccuracies—maybe some of us couldn't write or maybe some of us couldn't read writing." The remaining six leaders (21 percent) felt their data were inaccurate in view of what they reported.

Question 5 followed the lead of the previous question and asked if the leaders had received data which were questionable as to their accuracy. Fifteen leaders (54 percent) felt they had received some questionable data, and thirteen (46 percent) felt they had not. One leader did not worry about it and accepted the data as being accurate and said, "Maybe I just have faith."

Evidently the leaders did not want the data in any more detail. In response to Question 6, 23 leaders (82 percent) stated that the data were specific enough. Only five leaders (18 percent) thought that it needed to be more specific. However, the majority of the leaders did not feel that the data were too specific.

In Question 7, 22 leaders (79 percent) did not think the data were too specific. The six leaders who felt they were too specific made some definite statements such as:

> There's too much of it and we receive it back in a form that is not usable, not practical. It is scattered all over the place and you cannot compile it, and combine it any way to make it worthwhile and to make it useful.

The uses that the leaders had made of the printout data were diverse. It was shown in Question 8 that 11 leaders (39 percent) had used the data for reporting. One leader said, "Sometimes people will criticize you and it is nice to be able to go and pull this stuff and show where and what you have been doing." Seven of the leaders used the data to compare their time spent, one of these commented: "We check the actual days spent against the days planned—check the contacts and see if we have a representative percentage of all races in the county participating in different activities."

Another leader said: "To see and check the areas I did not do anything in."

Three leaders each (11 percent) said they had used the data for planning, and evaluation. Another three leaders said they had used the data for a combination of evaluation, reporting and/or planning. Selected comments were:

> I've used it in my affirmative action plan.
>
> I think it helps to reevaluate our efforts in light of the program we planned.

The one remaining leader stated that he had not made any use of the printout data.

Question 9 asked the leaders to what extent the printout data reflected what the staff actually did to carry out the educational program. Four leaders said it reflected this to a "very great" extent; 11 leaders (39 percent) chose to a "great extent;" 12 leaders (43 percent) felt it reflected this to "some extent;" and one leader said the data reflected this "very little."

Overall the leaders seemed to have mixed feelings concerning the printout data and its uses. One of the biggest concerns with leaders seemed to be that they would like to receive the data as soon as possible after it is compiled. If any data were questionable, the leaders seemed to feel it was due to human error and not an area for great concern. The indications seemed to be for some type of training to teach leaders how to use this information; and for current, accurate data with which to work.

Helpfulness of the Weekly Activity Report Printout Data as Rated by Extension Leaders

Data in Table V, page 53, also included consideration of the printout data, but this time the leaders were asked questions about the helpfulness of the Weekly Activity Report printout data. For each of the questions asked of the leaders, multiple choice answers were given and they could choose from: very helpful, helpful, not very helpful, or no help at all.

Question 1 asked the leaders for the purposes of planning, how helpful they felt data had been. Six leaders (21 percent) chose very helpful; 14 leaders (50 percent) picked helpful; and 8 leaders felt it was not very helpful. Thus, 71 percent felt data had been at least helpful.

Questions 2, 3, 4, and 5 looked more closely at just how helpful the data had been on various aspects of planning. In Question 2, it was found that in regard to which work-area or audience to emphasize 14 leaders (50 percent) ranked data as being at least helpful; while the other 14 (50 percent) chose not very helpful (32 percent), or indicated data were of no help at all (18 percent).

Question 3 asked the leaders how helpful the data had been in helping them make decisions regarding which 5-year objective to emphasize. Only 2 leaders felt the data were very helpful, and nine (32 percent) felt it to be helpful. A total of 61 percent felt the data were not very helpful for this purpose (36 percent) or had been of no help at all (25 percent).

The specific planning area of concern in Question 4 was whether data helped decide which line item task or teaching objective to emphasize. Forty percent saw the data as being at least helpful in this area, while the remaining 61 percent did not feel it had been very helpful (43 percent) or was of no help at all (18 percent).

Question 5 asked how helpful the data had been in making decisions regarding which primary subjects needed emphasis. Only one leader saw it as being very helpful; thirteen leaders (46 percent) saw it as being helpful; 8 (29 percent) felt it was not very helpful; and 6 (21 percent) said it was of no help at all for this purpose.

Question 6 asked the opening question concerning helpfulness of the data for purposes of evaluating. Seventy-nine percent of the leaders ranked it at least helpful (61 percent) or above (18 percent). Five leaders (18 percent) said it was not very helpful, and only one thought it was of no help at all.

In Questions 7 through 11 the leaders were asked more specific questions about the data and the process of evaluating. Question 7 asked the leaders about the helpfulness of the data to evaluate accomplishment of objectives. Five leaders (18 percent) felt it was helpful; 8 (29 percent) others said it was not very helpful; and for 5 (18 percent) leaders it was of no help at all.

None of the leaders felt that the data had been very helpful to evaluate effectiveness of activities conducted. As asked in Question 8, only 4 leaders (14 percent) felt it had even been helpful;

while 19 leaders (68 percent) said it had been not very helpful. Five others felt the data had been of no help at all evaluating the effectiveness of their work.

Question 9 inquired of the leaders how helpful the data had been to update their Plan of Work components. Seven leaders (25 percent) felt it had been very helpful; 13 leaders (46 percent) ranked the data as having been helpful; and eight leaders (29 percent) felt the data had been either not very helpful (18 percent) or of no help at all (11 percent). The ranking of this question could be related to the agents' responses regarding whether they had received data at an appropriate time or not.

Fourteen of the leaders (50 percent) felt the data had been very helpful in comparing time allocated and time expended. This may be seen in Table V, page 53, in response to question 10. Nine leaders (32 percent) rated this item as helpful. Five leaders (18 percent) said it was not very helpful and none felt it had been of no help at all.

The emphasis of Question 11 cncerned how helpful the data had been to the leaders in discussing plans with their staffs regarding their Extension programs. Nine leaders (32 percent) said the data had been very helpful to them. Ten leaders (36 percent) rated it helpful; 6 (21 percent) said it had not been very helpful; and 3 (11 percent) indicated data had been of no help at all.

Question 12 asked the leaders how helpful data had been for purposes of reporting. Of the 28 leaders, 7 (25 percent) chose very helpful, and 13 (46 percent) chose helpful. The remaining 8 leaders ranked the helpfulness in this area either not very helpful (21 percent) or of no help at all (7 percent).

Questions 13-17 asked further questions of the leaders about reporting; especially in regard to reporting to the public.

Question 13 asked the leaders how helpful the data had been in reporting to the public concerning progress toward Extension objectives. One-half of the leaders (14, or 50 percent) felt it had not been very helpful, and 2 leaders (7 percent) said it had been of no help at all. Only 3 (11 percent) leaders ranked the data as having been very helpful for this purpose, and 9 others (32 percent) placed it in the helpful category.

Question 14 dealt with using the data for reporting the effectiveness of Extension activities. A large majority (23 leaders, or 82 percent) ranked it as being not very (71 percent), or of no help at all (11 percent). On the positive end of the scale, 1 leader (4 percent) ranked it very helpful and 4 others (14 percent) felt it had been helpful.

The helpfulness of the data in reporting clientele changes was the subject of Question 15. Only 5 leaders (18 percent) placed it in the very helpful (4 percent) or helpful (14 percent) categories, but 23

of the leaders (82 percent) said the data had been not very helpful (68 percent) or of no help at all (14 percent) for this purpose.

The leaders rated the data as being slightly more helpful in reporting county situation changes, in response to Question 16. Although 10 leaders (36 percent) placed it in either the very helpful (7 percent) or helpful (29 percent) categories, the majority (18 leaders, or 64 percent) felt the data had been either not very helpful (43 percent) or of no help at all (21 percent) to report county situational changes.

The final information on reporting came in response to Question 17 which asked leaders how helpful the data had been to report how staff time was expended. Only 2 leaders (7 percent) felt it had been of no help at all. The majority of other leaders (61 percent) felt it had been very helpful (32 percent), helpful (29 percent), and 9 (32 percent) said it had been not very helpful.

Basically the information in Table V, page 53, then, showed that the leaders rated the TEMIS data as being most helpful in evaluating, although they also were in reasonable agreement the data could not be used to show effectivenss of programs. They did see it as being helpful in comparing their time; in working with their staffs; and in working on the POW.

The leaders also felt the data were helpful in reporting, but to a lesser degree than for evaluating. Again they did not feel the data were helpful to show effectiveness, but rather to report time expended.

Planning was the area in which the leaders ranked the data least helpful. Some said the data were helpful in planning the audience, or, perhaps, the primary subject, but overall the leaders were not consistent in this agreement.

III. INFORMATION CONCERNING THE INDIVIDUAL FIELDS OF THE WEEKLY ACTIVITY REPORT

Section III consists of eleven tables. Each table presents findings dealing with one field contained on the Weekly Activity Report, these are: F, Area Allocation; G, Tributary Area; I, Purpose Codes; J, Income Chracteristics; K, Task Codes; L, Subject Codes; M, Audience Codes; N, Number in the Audience; O, Time Expended; P, Personal Location; and R, Teaching Method.

Extension Leaders' Opinions of Field F, Area Allocation

Table VI is the first of several tables which asks in-depth questions about a particular field on the Weekly Activity Report. Table VI is specifically concerned with Area Allocation, which is designated as Field F on the report form. This field is left blank when reporting a county educational program activity which occurred within the Extension Agent's own county. It is filled in when county personnel are involved in activities which involve personnel and/or clientele from outside their county, or when educational activities related to their county programs take them out of the county.

TABLE VI

NUMBERS AND PERCENTS OF EXTENSION LEADERS' RESPONSES TO QUESTIONS CONCERNING FIELD F - AREA ALLOCATION - ON THE WEEKLY ACTIVITY REPORT

Question and Response	Extension Leaders	
	Number	Percent
1. Have you used information from the area allocation field to identify days spent outside your county?		
Yes	6	21
No	22	79
Total	28	100
2. What difficulties have you encountered in coding Field F?		
None	20	71
Tend to forget	5	18
Need more codes	3	11
Total	28	100
3. Do the area allocation codes adequately describe the location of activities you conduct or attend outside your county?		
Yes	22	79
No	6	21
Total	28	100
4. For each ten entries you make in area allocation, how many do you think are coded accurately:		
10-10	12	43
9-10	12	43
8-10	2	7
7-10	2	7
Less than 7	0	0
Total	28	100

TABLE VI (continued)

Question and Response	Extension Leaders Number	Percent
5. Do you have suggestions for revisions in the area allocation codes?		
Yes	7	25
No	21	75
Total	28	100
6. Suggestions:		
None	21	75
Add more codes	5	18
Define codes	1	4
Leave it out	1	4
Total	28	101

Question 1 asked the leaders if they had used information from the area allocation field to identify days spent outside their county. Twenty-two of the leaders (79 percent) had not used it for this purpose, while 6 (21 percent) reportedly had.

When the leaders were asked in Question 2 about difficulties encountered in coding Field F, 20 of them (71 percent) said they had encountered no problems. Five of the leaders (18 percent) noted that they sometimes forgot to use it, and the remaining 3 leaders (11 percent) suggested more area allocation codes were needed.

Even though 3 leaders suggested additional area allocation codes, in response to Question 3, 22 leaders (79 percent) felt that area allocation codes adequately described the location of activities they conducted or attended outside their county. The remaining 6 leaders (21 percent) felt differently as expressed in this statement:

> I use the correct code but yet the codes don't necessarily describe where I was at that particular time or why I was there. It only indicates that I was out of my normal area of responsibility.

Question 4 asked for each ten entries made in the area allocation field, how many did the leader think were coded accurately. Twelve leaders (43 percent) stated 10 of 10, and 12 more (43 percent) picked 9 of 10.

Therefore, 24 leaders (86 percent) felt that 90-100 percent of their entries in this field were accurate. Two leaders (7 percent) felt 8 of 10 were accurate and the remaining 2 (also 7 percent) dropped down to 7 of 10 being correct.

Leaders were invited to give suggestions for revision of the area allocation codes in Question 5. Twenty-one leaders (75 percent) declined comment; while 7 (25 percent) said they would make suggestions. In Question 5, these suggestions were asked for. Five leaders (18 percent) would add more area allocation codes. One leader (4 percent) would leave this field out; and another leader (4 percent) would have liked better defined codes. The remaining 21 leaders (75 percent) had no additional suggestions for the area allocation codes.

Of the 28 Extension leaders, most seemed to be fairly well satisfied with area allocation codes. However, this could be because as one leader commented, "I don't use it very often." As the su-gestions reflected a few agents agreed, "As far as I'm concerned at the county level it could be left out." Otherwise, agents seemed to have little specific problem with Field F, Area Allocation.

Extension Leaders' Opinions of Field G, Tributary Area

Field G is called the tributary area, but it also can be used to code planning region and audience location. Extension personnel complete this field only when reporting some activity which had been identified specifically as a Tributary Area or Planning Region activity and/or when identifying audience location. Questions and responses related to this area are summarized in Table VII.

Question 1 asked the leaders if their county was in a tributary area. Eighteen leaders (64 percent) said no they were not, and 10 leaders (36 percent) thought that they were located in a tributary area.

TABLE VII

NUMBERS AND PERCENTS OF EXTENSION LEADERS' RESPONSES TO QUESTIONS CONCERNING FIELD G - TRIBUTARY AREA - ON THE WEEKLY ACTIVITY REPORT

Question and Response	Extension Leaders Number	Percent
1. Is your county in a tributary area?		
Yes	10	36
No	18	64
Total	28	100
2. Have you participated in a tributary activity?		
Yes	9	32
No	19	68
Total	28	100
3. Have you had difficulties coding Field G?		
Yes	1	4
No	27	96
Total	28	100
4. Have you participated in a planning region activity?		
Yes	7	25
No	21	75
Total	28	100
5. Have you had difficulties coding planning region activities?		
Yes	1	4
No	27	96
Total	28	100

TABLE VII (continued)

Question and Response	Extension Leaders Number	Percent
6. Have you used data retrieved from Weekly Activity Reports to compare with time spent with urban vs. rural?		
Yes	7	25
No	21	75
Total	28	100
7. Have you used data retrieved to compare number of people contacted on an urban and rural basis?		
Yes	8	29
No	20	71
Total	28	100
8. What difficulties have you encountered in coding audience location?		
Making farm and non-farm and mixed audience decisions	9	32
None	19	68
Total	28	100
9. Do the present codes adequately describe the audience location?		
Yes	24	86
No	4	14
Total	28	100
10. Do you need additional audience location codes?		
Yes	3	11
No	25	89
Total	28	100

TABLE VII (continued)

Question and Response	Extension Leaders	
	Number	Percent
11. For each ten entries you make in the audience location, Field G, how many do you think are coded accurately?		
10-10	14	50
9-10	3	11
8-10	8	29
7-10	3	11
Less than 7		
Total	28	101

When asked in Question 2 if they had ever participated in a tributary activity, 19 leaders (68 percent) said they had not, while 9 leaders (32 percent) felt they had.

Question 3 asked if any difficulties had been encountered in coding Field G. Almost unanimously 27 leaders (96 percent) said no they had not, which left only 1 leader who said he had encountered a problem.

The results were similar as above when Question 4 asked about participation in planning region activities. Twenty-one (75 percent) of the leaders reportedly had not participated; while 7 leaders (25 percent) had. Few difficulties were encountered here as Question 5 shows 27 leaders (96 percent) with no coding problems, and 1 leader (4 percent) who had encountered problems.

As mentioned before audience location (Rural Farm, Rural Non-Farm, Urban, and Rural-Urban) could also be coded in Field G. Questions 6 through 11 deal with these codes.

First, in Question 6, it was asked if the leaders had used data retrieved from Weekly Activity Reports to compare time spent in urban versus rural audience locations. Seven leaders (25 percent) had used it in this way, but the remaining 21 leaders (75 percent) had not. Similarly, in Question 7 when asked if they had used data retrieved to compare the number of people contacted on an urban and rural basis, 20 leaders (71 percent) had not. Eight Extension leaders (29 percent) felt they had used it in this manner.

The leaders had a few more problems in this area, however. When asked in Question 8 about what difficulties they encountered in audience location, 9 (32 percent) had trouble classifying the audience, particularly in making farm and non-farm and mixed audience decisions. A high number, however, 19 (68 percent) did not find this to be a problem.

As to the adequacy of the codes, 24 leaders felt they were adequate as shown in Question 9. Four leaders (14 percent) do not see the codes as being adequate to describe the audience location.

The overwhelming majority, 89 percent or 25 of the leaders, did not see the need for additional codes. They were given the opportunity to express this in Question 10. The three who would like to have had additional codes comprised only 11 percent of the total.

The final question in Table VII, page 71, again gave the leaders the opportunity to rate the accuracy of the coding, this time regarding audience location. Exactly 50 percent of the leaders (14) felt that they were 100 percent accurate. Three felt they were accurate 9 or 10 times; eight leaders (28 percent) felt them to be accurate 8 to 10 times; and the remaining 3 leaders (11 percent) felt at least 7 to 10 were accurate.

It appears leaders do not understand tributary area and planning region codes. They may tend not to use them, and, therefore, few problems arise.

Some leaders remarked on the difficulty of using audience location codes because by definition many counties would be 100 percent rural.

Due to the number, 24, who felt audience location codes were adequate and 25 who said no additional codes were needed, the responses seemed to indicate few major problems in this field. The fact that few used the data suggests that leaders question its value to them.

Extension Leaders' Opinions of Field I, Purpose Codes

The Purpose Code, Field I, is a red field on the Weekly Activity Report. This means it must always be filled in. Extension personnel must select the state purpose which best describes the activity being reported. Table VIII includes data relevant to questions raised with interviewees in this area.

When asked in Question 1 if they were able to find appropriate state purposes to assign to their time expended, 25 leaders (89 percent) responded positively. Only three leaders (11 percent) of those 28 interviewed were not able to find what they felt to be an appropriate state purpose. One leader said he felt he was able to find a purpose "quite well" that he felt fit the situation.

Question 2 inquired regarding any difficulties the leaders encountered in coding purpose codes. Seventeen leaders (61 percent) reported no difficulties; while 11 leaders (39 percent) did have some to report. One comment was, "I encounter difficulty in making up my mind if it is to go in one code or not." Question 3 looked at these difficulties and tried to identify them. It would seem the leaders with problems (11, or 39 percent) must do some guessing, deciding and fitting to match up their work and purpose codes. Even though

TABLE VIII

NUMBERS AND PERCENTS OF EXTENSION LEADERS' RESPONSES TO QUESTIONS CONCERNING FIELD I - PURPOSE CODES - ON THE WEEKLY ACTIVITY REPORT

Question and Response	Extension Leaders Number	Percent
1. Are you able to find appropriate state purposes to assign to your time expended?		
Yes	25	89
No	3	11
Total	28	100
2. Do you encounter difficulties in Field I, purpose codes?		
Yes	11	39
No	17	61
Total	28	100
3. Explanation of difficulties:		
None	17	61
Guessing/Deciding/ Fitting	11	39
Total	28	100
4. Would you add other codes to help you in filling out the weekly activity report?		
Yes	5	18
No	23	82
Total	28	100

TABLE VIII (continued)

Question and Response	Extension Leaders	
	Number	Percent
5. For each ten entries made in the purpose codes how many do you think are coded accurately?		
10-10	4	14
9-10	13	46
8-10	11	39
7-10	0	0
Less than 7	0	0
Total	28	99

it may be a common problem, the leaders have different suggestions for improvement varying from: "I think we do need some more codes" to "I think the fewer codes we could come up with and still make it meaningful, the better off we would be."

When asked specifically in Question 4 if they would add other codes to help in filling out the Weekly Activity Report, 23 leaders (82 percent) said no. Five leaders replied in the affirmative; evidently they felt they would have less difficulty with more codes.

Question 5 gave the leaders a chance to decide for each ten entries made in the purpose code field how many they thought were coded accurately. The answers ranged from a high of 10 of 10 to a low of 8 to 10. Only 4 leaders (14 percent) felt purpose codes were 100 percent accurate. Thirteen leaders (46 percent) felt happy with 9 or 10 of their entries and the remaining 11 (39 percent) felt 8 of 10 reflected their feelings.

Perhaps the most surprising aspect of purpose codes was with the wide variety of work done by Extension leaders, not that some had difficulty; but amazingly that, it was such a few. Feelings were that there will always be isolated cases that are hard to fit and perhaps a few changes would help. The purpose areas that leaders felt could be clearer included: landscape, rural development, public relations, business, and fringe areas. Each of these was usually mentioned only once which again suggests that these were individual problems and not group concerns.

Extension Leaders' Opinions of Field J, Income Characteristics

Income characteristics, coded in Field J, are used by UT Extension personnel to identify work designed for and not specifically designed for clientele with low incomes. It is a required field and must always be completed. Answers to relevant questions appear in Table IX.

The first question deals with difficulties leaders encountered in Field J, Income Characteristic. While 18 leaders (64 percent) said they encountered no difficulty; 10 leaders (36 percent) agreed they had one main problem and identified it as being one of defining what was meant by the term "low income." Various statements were made by many leaders, but all reflected the same opinion as the leader who said, "There is a question in my mind as to who is low income and who isn't. Most of these programs are designed to go pretty well across the board income wise."

Only one leader (4 percent) felt additional income characteristics would be helpful, as asked in Question 2. That leader suggested the addition of a code for commercial farmers. The other 27 leaders (96 percent) seemed to feel the present ones should be better used before more were added. The problems in using this field were pointed out by the leader who felt, "I guess it's just too easy to put everybody in number one, it's very hard to determine sometimes."

The information in Question 3 dealt with the usefulness of the income characteristic data. Twenty leaders (71 percent) did not feel it was useful. One of these leaders remarked, "I see very little use

TABLE IX

NUMBERS AND PERCENTS OF EXTENSION LEADERS' RESPONSES TO QUESTIONS CONCERNING FIELD J - INCOME CHARACTERISTIC CODES - ON THE WEEKLY ACTIVITY REPORT

Question and Response	Extension Leaders Number	Percent
1. What difficulties have you encountered in Field J, Income Characteristic?		
None	18	64
Defining Low Income	10	36
Total	28	100
2. Would additional income characteristics be helpful?		
Yes	1	4
No	27	96
Total	28	100
3. Do you feel income characteristic is useful data?		
Yes	8	29
No	20	71
Total	28	100
4. For each ten entries you make in the Income Characteristic Field J, how many do you think are coded accurately?		
10-10	5	18
9-10	7	25
8-10	8	29
7-10	3	11
Less than 7	5	18
Total	28	101

TABLE IX (continued)

Question and Response	Extension Leaders	
	Number	Percent
5. What other suggestions for changes would you like to make for Field J?		
None	22	79
Do away with it	5	18
Use it more	1	4
Total	28	101

of it being in the report myself." The remaining 8 leaders (29 percent) did feel the data were useful.

In Question 4 a wide range of opinions was found when the leaders were asked, for each ten entries made in the income characteristic Field J, how many they felt were coded accurately. Five leaders (18 percent) felt all were accurate, or 10 of 10. Seven leaders (25 percent) said 9 of 10 were accurate, and 8 leaders indicated 8 of 10 were accurate. Three leaders (11 percent) felt the accuracy on this item dropped to 7 of 10, and 5 leaders (18 percent) put it even lower than that, where less than 7 of each 10 entries were correct.

The majority of leaders, 22 (79 percent) had no further suggestions for improvement of income characteristic codes as seen in response to Question 5. Of 6 leaders who made suggestions, 5 (18 percent) wanted to do away with it; while 1 leader (4 percent) felt it should be used more often.

There seems to be a great deal of room for improvement in the income characteristic field as presently constituted. The first step appears to be improved definitions and better instructions for use. Most leaders seemed to be frustrated, puzzled, and confused by income characteristic codes.

Extension Leaders' Opinions of Field K, Task Codes

Task codes in Field K do not have to be filled in order to report an activity. This field should be completed when Extension personnel are reporting on an activity that is related to a county work task or

teaching objective, that has been identified in the Plan of Work. When this field is left blank it indicates that the activity being reported had not been identified in the Plan of Work.

The first question in Table X asked if the leaders felt task codes were useful data. The large majority, 21 leaders (75 percent), replied in the affirmative, with 7 (25 percent) replying in the negative. The reasons were diverse; 1 leader felt, "In my opinion they (task codes) are more useful to the county than any other thing in it." Another leader disagreed, he said, "We could do without task codes—just use subject codes."

The amount of their time that the leaders planned varied greatly, as seen in Question 2. Responses ranged from 1 leader (4 percent) who reportedly planned less than 50 percent of his time in the POW, to 2 leaders (7 percent) who planned 100 percent of their time. Others were classified into three categories with 17 (61 percent) agreeing they planned 70-80 percent of their time; while 4 (14 percent) said they planned 50-60 percent and 4 (14 percent) felt their time was 90 percent planned.

Question 3 looked at difficulties encountered in coding task codes. Fifteen leaders (54 percent) had no difficulties. Two leaders (7 percent) ran into problems when they got into areas outside their own, and 4 leaders (14 percent) did not like the time it took to look them up. The other 7 leaders (25 percent) had trouble deciding whether an activity was planned or unplanned.

TABLE X

NUMBERS AND PERCENTS OF EXTENSION LEADERS' RESPONSES TO QUESTIONS CONCERNING FIELD K - TASK CODES - ON THE WEEKLY ACTIVITY REPORT

Question and Response	Extension Leaders Number	Percent
1. Do you feel task codes are useful data?		
Yes	21	75
No	7	25
Total	28	100
2. Approximately how much of your time is planned?		
Less than 50 percent	1	4
50-60 percent	4	14
70-80 percent	17	61
90 percent	4	14
100 percent	2	7
Total	28	100
3. What is most difficult about coding task codes?		
None	15	54
Decisions as to planned/unplanned	7	25
Taking time to look it up	4	14
Coding outside areas	2	7
Total	28	100
4. For accurate reporting do you need more, fewer, or about the same task codes?		
More	1	4
Fewer	9	32
Same	18	64
Total	28	100

TABLE X (continued)

Question and Response	Extension Leaders Number	Percent
5. For each ten entries made in the task code Field K, how many do you think are coded accurately?		
10-10	15	54
9-10	6	21
8-10	4	14
7-10	1	4
Less than 7	2	7
Total	28	100
6. Do you have any other suggestions for change in Field K?		
None	23	82
Add more	1	4
Reduce Codes	1	4
Leave it out	3	11
Total	28	101

Each county Extension leader had flexibility as to the number of task codes he wrote or planned. Therefore, as seen in Question 4, it was not surprising that 18 leaders (64 percent) felt they had adequate task codes for accurate reporting. Nine leaders (32 percent) felt they needed fewer; and only 1 leader (4 percent) needed more.

Question 5 also dealt with accuracy, but it asked, for each ten entries made in the task code Field K, how many the leaders felt were coded accurately. Over one-half, 15 of the leaders (54 percent), felt they were 100 percent correct. Six leaders (21 percent) said 9 of 10 (90 percent) were accurate. Of the remaining 7 leaders, 4 (14 percent) chose 8-10 as being accurate, 1 leader said 7-10, and the last 2 (7 percent) felt the accuracy was less than 7 of 10.

Most leaders seemed to have aired their complaints and by Question 6, 23 of them (82 percent) had no other suggestions for change. A few leaders again voiced previous opinions as 1 leader (4 percent) suggested adding more codes; 1 leader (4 percent) recommended reducing the number; and 3 leaders (11 percent) suggested leaving it out all together.

Considerable difference in the value placed on task codes can be seen between the various leaders. Perhaps some further explanation is needed for some to appreciate it fully and make the best use of it. Only if the leaders feel it is accurate will it be helpful to them and to anyone else using the data.

Extension Leaders' Opinions of Field L, Subject Codes

The Subject Codes, Field L, is another field that must always be completed on the weekly activity report. Extension personnel must select

the state subject which best describes the activity being reported. The code is organized in a "horizontal" and "vertical" fashion. The horizontal organization requires selection of a primary and secondary item to freely describe the subject. The vertical organization does not require this selection, Extension personnel must only select the one most appropriate descripter which best describes the subject taught.

In Question 1 (see Table XI), the leaders were asked to express their opinion if the TEMIS Handbook contained too many, about right, or not enough subject codes. Twelve leaders (43 percent) felt there were too many subject codes and 6 others (21 percent) thought that there were not enough. The remaining 10 (36 percent) said they were about right. Some leaders found it a difficult decision, as one said, "When you are trying to find a specific code, it looks like sometimes we don't have enough but when you just think about it, it looks like we have a world too many."

The same trend of thought seemed to arise in Question 2 when the leaders expressed opinions as to what is most difficult about reporting subject codes. Only 4 leaders (14 percent) reportedly have no problems in this area. The most trouble seems to come as 17 leaders (61 percent) said in finding the appropriate subject to assign to their efforts. Four (14 percent) other leaders found it difficult to take time to look up the codes. Two leaders (7 percent) felt the codes were too broad and felt this made coding unnecessarily difficult. The 1 remaining leader (4 percent) must have had some bad experience with subject codes

TABLE XI

NUMBERS AND PERCENTS OF EXTENSION LEADERS' RESPONSES TO QUESTIONS CONCERNING FIELD L - SUBJECT CODES - ON THE WEEKLY ACTIVITY REPORT

Question and Response	Extension Leaders Number	Percent
1. Does the TEMIS Handbook contain too many, about right or not enough subject codes?		
Too many	12	43
About right	10	36
Not enough	6	21
Total	28	100
2. What is most difficult about reporting subject codes?		
None	4	14
Finding appropriate subject	17	61
Time to look it up	4	14
Getting the computer to accept it	1	4
Too broad	2	7
Total	28	100
3. For each ten entries in the subject code field, how many do you think are coded accurately?		
10-10	3	11
9-10	10	36
8-10	7	25
7-10	5	18
Less than 7	3	11
Total	28	101
4. Other suggestions for change in Field L?		
None	16	57
Addition of codes, expand or change primary/secondary list	12	43
Total	28	100

in the past because he reported the most difficult thing for him was getting the computer to accept his coding!

In Question 3 the leaders were asked, for each ten entries in the subject code field, how many they thought were coded accurately. Three leaders (11 percent) felt they were always coded accurately, or 10 of 10. Ten other leaders (36 percent) felt 9 of 10 entries were accurate and 7 more (25 percent) chose 8 of 10 entries as being accurate. Five (18 percent) felt 7 of 10 were accurate; while the remaining 3 leaders (11 percent) rated it the lowest of all: less than 7 of 10 being accurate.

Question 4 gave opportunity for additional suggestions for changes in subject codes. Sixteen leaders (57 percent) had no other suggestions; while 12 leaders (43 percent) did make some comments. Most suggestions dealt with either additional codes, or an expanded primary and secondary list. Some of these suggestions were:

Add forage testing as a secondary item.

Add codes for home lawn improvement.

Add soil testing for soybeans, tobacco, etc., being specific.

Expand primary and secondary list.

The dilemma surrounding subject codes seemed to boil down to how specific this information is seen as being. Those who did see it as being very specific had trouble finding appropriate subjects and wanted to add more codes. Those leaders who liked to report more broadly felt that the codes were already too numerous and should be shortened.

Extension Leaders' Opinions of Field M, Audience Codes

The Audience Code, Field M, must always be completed. Extension personnel select the state audience type which best describes the audience contacted in conducting an event, or the audience for which educational materials were prepared. Data are summarized in Table XII.

In response to Question 1, the leaders seemed to experience the most difficulties in coding audience codes. Two leaders (7 percent) had trouble finding an appropriate code when they worked with committees, and 3 leaders (11 percent) had trouble recording audience codes when they worked on farm problems, but were not actually on the farm. This may suggest some confusion with audience location rather than audience. One leader (4 percent) suggested reducing the codes; while the remaining 9 leaders (32 percent) had no problems. Selected comments that the leaders had regarding their difficulties included one leader who stated he had problems when coding, "anything that is out of the ordinary." Another leader said, "I think the most problem you have in this area is when you have a mixed audience." The trend among leaders seemed to be that there was at least an adequate number, or perhaps, there were too many audience codes. In response to Question 2, when asked if the TEMIS Handbook contained too many, about right, or not enough audience codes, only 3 leaders (11 percent) felt more were needed. Fourteen leaders (50 percent) considered the present number satisfactory, and 11 leaders (39 percent) would like to seem them reduced.

TABLE XII

NUMBERS AND PERCENTS OF EXTENSION LEADERS' RESPONSES TO QUESTIONS CONCERNING FIELD M - AUDIENCE CODES - ON THE WEEKLY ACTIVITY REPORT

Question and Response	Extension Leaders Number	Percent
1. What is most difficult about coding audience codes?		
None	9	32
Deciding which one to use	13	46
Farm problems (but not on farm)	3	11
Committees	2	7
Reduce Codes	1	4
Total	28	100
2. Does the TEMIS Handbook contain too many, about right, or not enough audience codes?		
Too many	11	39
About right	14	50
Not enough	3	11
Total	28	100
3. For each ten entries made in the audience code, Field M, how many do you think are coded accurately?		
10-10	7	25
9-10	10	36
8-10	6	21
7-10	1	4
Less than 7	4	14
Total	28	100
4. What other suggestions for change would you like to make in Field M, audience codes?		
None	21	75
Fewer	5	18
Add more	2	7
Total	28	100

Question 3 asked the leaders for each ten entries made in the audience code, Field M, how many they thought were coded accurately. Seven leaders (25 percent) felt 10 of 10 entries were accurate, and 10 leaders (36 percent) felt 9 of 10 were accurate. Of the remaining 11 leaders, 6 felt 8 of 10 entries were accurate; 1 leader (4 percent) selected 7 of 10; and 4 leaders (14 percent) said they felt less than 7 of 10 entries were correct. In response to Question 4, 21 leaders (75 percent) suggested no changes for Field M. Five leaders (18 percent) wanted fewer codes, while 2 others wished to add more.

Extension Leaders' Opinions of Field N, Number in the Audience

Number in the Audience, Field N, does not always have to have an entry. There are times when the audience number is left blank. An example would be when county personnel are planning or preparing for an activity. Also, when evaluating an activity or attending an activity without making a significant contribution, the number in the audience field should be left blank.

County Extension personnel enter the number in each racial group (Caucasian, Negro, or other) which were contacted in conducting the activity being reported. Contacts could be through an office visit, a telephone call, a personal letter, a personal contact, or a circular letter, when a subject matter topic was discussed.

In response to Question 1 (see Table XIII), 14 leaders (50 percent) felt that the most difficult part of coding the number in the audience,

TABLE XIII

NUMBERS AND PERCENTS OF EXTENSION LEADERS' RESPONSES TO QUESTIONS CONCERNING FIELD N - NUMBER IN THE AUDIENCE - ON THE WEEKLY ACTIVITY REPORT

Question and Response	Extension Leaders Number	Percent
1. What is most difficult about coding Field N, the number in the audience?		
None	8	29
Remembering accurately	14	50
Rememberin to report Blacks	4	14
Keep from repeating other staff members	2	7
Total	28	100
2. Do numbers reported accurately reflect total contacts made?		
Yes	8	29
No	20	71
Total	28	100
3. What other suggestions for change would you like to make in Field N, number in the audience?		
None	27	96
Record Total—not by race	1	4
Total	28	100

was remembering accurately. One leader commented, "You forget how many people were there unless you have some record of it." Eight leaders (29 percent) said they encountered no problems in coding this field. Remembering to report Blacks was an area of concern for 4 other leaders (14 percent). One admitted, "I just need to do a better job of keeping up with my white and non-white folks. I just count people." Two leaders (7 percent) expressed concern that in coding the number in the audience they were repeating other staff members. While it is true, according to the TEMIS Handbook, that the number of circular letters should be divided between those signing the letter, this should not be true for other contacts. The handbook stated, "When two or more Extension Personnel make a meaningful contribution to the same event, each should report the total number present."

Question 2 specifically asked the leaders if they felt the numbers reported accurately reflected the total contacts they made. Only 8 leaders (29 percent) felt that the numbers were a good reflection of actual contacts. There was a variety of interesting comments from the 20 leaders (71 percent) who felt, for a number of reasons, that total contacts were not reflected. Some reasons given and comments made were:

There is really no way of having an accurate number.

We tend to underreport.

> Many times we don't give ourselves credit for seeing as many people as we do.
>
> Would you believe keeping the record of the Blacks I contact. In other words, I just put them in as total people.

The vast majority of agents (27, or 96 percent) had no other suggestions for change in Field N, in response to Question 3. The 1 leader (4 percent) who did comment wanted to see the three race categories combined to form one and record only the total number of people contacted.

Extension Leaders' Opinions of Field O, Time Expended

The time expended, Field O, must always be completed. Extension personnel enter the total hours expended for the activity being reported. The reporting is done in units of one hour. Data are summarized in Table XIV.

The beginning question for Field O was to try and identify difficulties the leaders might be experiencing with the recording of time expended. Eight leaders felt they had no problems, but the other 20 leaders were more vocal. The two most common problems concerned the breaking down and the estimating of time. Ten leaders (36 percent) noted that the breaking down of time to be recorded was a concern, and 8 other leaders (29 percent) felt that estimating the time actually spent was difficult. Thus, about two-thirds, 65 percent, of the leaders were having trouble with assigning their time properly. Two leaders (7 percent) had problems in grouping time together to be recorded.

TABLE XIV

NUMBERS AND PERCENTS OF EXTENSION LEADERS' RESPONSES TO QUESTIONS CONCERNING FIELD O - TIME EXPENDED - ON THE WEEKLY ACTIVITY REPORT

Question and Response	Extension Leaders Number	Percent
1. What is most difficult about coding Field O, time expended?		
None	8	29
Breaking it down	10	36
Estimating time	8	29
Grouping	2	7
Total	28	101
2. Does time accurately reflect time actually expended?		
Yes	11	39
No	17	61
Total	28	100
3. How do you report activities that take less than one hour?		
Grouping	15	54
Leave out	5	18
Expand to 1 hour	8	29
Total	28	101
4. For each ten entries you make in the time expended Field O, how many do you think are coded accurately?		
10-10	2	7
9-10	2	7
8-10	14	50
7-10	8	29
Less than 7	2	7
Total	28	100

TABLE XIV (continued)

Question and Response	Extension Leaders	
	Number	Percent
5. What other suggestions for change in Field 0, time expended would you like to make?		
None	23	82
Record in ½ hours	4	14
Clarify how many hours to report (8-24)	1	4
Total	28	100

One leader further stated that he needed, "More explanation when and when not to report. When a staff member is in 4-H camp, do they report 24 hours if you spend them or only 8 hours a day?" Another leader reported, "You have a problem of getting things grouped together to report as a unit."

Question 2 asked if time recorded accurately reflected time actually expended. Seventeen leaders (61 percent) said, "No, it did not." The other 11 leaders (39 percent) felt that their time was being recorded accurately.

In the time expended field, Extension personnel must record in no smaller time blocks than one hour. Question 3 deals with how respondents reported activities that took less than one hour. Fifteen of the 28 leaders (54 percent) grouped items together in order to record them. Eight other leaders (29 percent) expanded the time and reported it as one hour. The remaining 5 leaders (18 percent) neither expanded nor grouped, but left items consuming less than one hour out altogether.

To find out how accurately leaders felt time was being recorded (see Question 4), they were asked, for each ten entries made in time expended, Field O, how many felt they were accurate. Only 2 leaders (7 percent) saw these entries as being totally (10 of 10) accurate. Two others (7 percent) felt the information was 90 percent accurate. Exactly one-half of the leaders (14, 50 percent) chose 8 of 10 entries as being accurate. Eight (29 percent) others said 7 of 10 were accurate. The remaining 2 leaders (7 percent) thought that fewer than 7 of every 10 entries reflected the actual time he expended.

Few other suggestions for improving Field O were elicited in response to Question 5. Twenty-three leaders (82 percent) had no suggestions. Four leaders (14 percent) wanted to record smaller time periods (e.g., one-half hour). The remaining leader (4 percent) wanted to clarify how many total hours to report. Should Extension personnel report only 8 hours a day, or the number of hours actually worked? Or, perhaps, if they were attending 4-H Camp, should they report 24 hours a day?

Field O appeared to be in need of more definite guidelines. Items of less than one hour might be grouped, but the accuracy of recording goes back to how well it was remembered or how accurately it was noted in the diary or other data storage tool used by agents before recording.

The majority of leaders did not want time expended broken down further as they felt it would further complicate matters.

Extension Leaders' Opinions of Field P, Personal Location

The personal location field must always be completed. Extension personnel enter the location code which best describes their physical location when conducting an activity being reported.

As shown in Table XV, when asked, in Question 1, if they were able to accurately report their location using present TEMIS location codes, 23 leaders (82 percent) answered affirmatively. Three leaders (11 percent) felt they were not always able to accurately report this, and 2 leaders (7 percent) were definite on their opinions that

TABLE XV

NUMBERS AND PERCENTS OF EXTENSION LEADERS' RESPONSES TO QUESTIONS CONCERNING FIELD P - PERSONAL LOCATION - ON THE WEEKLY ACTIVITY REPORT

Question and Response	Extension Leaders Number	Percent
1. Are you able to accurately report your location using present TEMIS location codes?		
Yes	23	82
No	2	7
Not always	3	11
Total	28	100
2. What have you found most difficult about coding personal location?		
None	22	79
Remembering codes	3	11
Need more codes	3	11
Total	28	101
3. What additional personal location codes are needed?		
None	25	89
Definition of in and out of the office	3	11
Total	28	100
4. Have you used information from Field P to compare days spent in the office to days spent out of the office?		
Yes	16	57
No	12	43
Total	28	100

TABLE XV (continued)

Question and Response	Extension Leaders Number	Percent
5. For each ten entries made in the personal location field, how many do you think are coded accurately?		
10-10	11	39
9-10	10	36
8-10	5	18
7-10	2	7
Less than 7	0	0
Total	28	100
6. What other suggestions for change in Field P, personal location, do you have?		
None	28	100
Total	28	100

the location codes did not accurately report their location. As one leader said, "I would like to see this broken down more."

Question 2 asked what leaders had found most difficult about coding personal location. Twenty-two leaders (78 percent) had reportedly encountered no difficulty. Three leaders (11 percent) felt more codes were needed and 3 others (11 percent) felt remembering the codes was hardest. Evidently these three liked to record from memory rather than take time to look up the codes.

The majority opinion in answer to Question 3 was that no additional location codes were needed; 25 leaders (89 percent) voiced this opinion. The 3 leaders (11 percent) who did not share this view all voiced a similar concern. They had problems deciding how office work was coded when it was done outside the office. Basically they seemed to need a better definition of in and out of the office. As one leader explained, "Help in where to draw the line as to whether you are in the office or out of the office—say I go down the hall or to the courthouse for a meeting. I'm in the office but again I'm not in the office. This is the kind of thing you need to decide on."

Question 4 asked the leaders if they had used information from Field P to compare days spent in the office to days spent out of the office. Sixteen leaders (57 percent) had used the information in this way, while the remaining 12 (43 percent) had not.

Question 5 asked the leaders for each ten entries made in the personal location field how many they thought were coded accurately. Eleven leaders (39 percent) felt the entries were 100 percent accurate;

while 10 other leaders chose 90 percent. Of the remaining 7 leaders, 5 (18 percent) picked 80 percent out of 100 and the last 2 leaders felt the accuracy dropped to 70 percent.

All 28 leaders were unanimous in response to Question 6; no one had any other additional suggestions for change in Field P, personal location.

The Extension leaders seem to be generally pleased with the location codes. They listed few difficulties and the main concern seemed to be defining "in" and "out" of the office.

Extension Leaders' Opinions of Field R, Teaching Method

Teaching methods, Field R, is used to report the primary teaching method used in conducting the activity being reported or staff training companion codes. Only the one primary teaching method may be reported under the revised teaching codes. Staff training companion codes are to be used when involved in in-service training or some other staff development activity.

As seen in Table XVI, Question 1 asked the leaders what difficulties they had encountered in reporting Field R, the teaching methods. Nine leaders (32 percent) mentioned the problem of making the teaching method code fit the work they had actually done. Six leaders (21 percent) would like to have additional teaching method codes, and 5 (18 percent) felt some updating or revisions were needed. One possible revision was mentioned by a leader who said, "I see no reason why we can't separate personal letters, phone calls, office visits and this type of thing."

TABLE XVI

NUMBERS AND PERCENTS OF EXTENSION LEADERS' RESPONSES TO QUESTIONS CONCERNING FIELD R - TEACHING METHOD CODES - ON THE WEEKLY ACTIVITY REPORT

Question and Response	Extension Leaders Number	Percent
1. What difficulties have you had in reporting Field R, teaching methods?		
Making it fit	9	32
Need additions	6	21
Need revisions	5	18
Need better definitions	3	11
None	5	18
Total	28	100
2. How frequently do you use method codes?		
Always/Almost	27	96
With educational program	1	4
Total	28	100
3. Are teaching methods important enough to be included in the weekly activity report?		
Yes	19	68
No	9	32
Total	28	100
4. Are there times when you would like to report two teaching methods?		
Yes	20	71
No	8	29
Total	28	100

TABLE XVI (continued)

Question and Response	Extension Leaders	
	Number	Percent
5. Do you feel you are able to show with method codes what was actually done?		
Yes	13	46
No	15	54
Total	28	100
6. Any other suggestions for improvements in method codes?		
None	17	61
Broken down more	4	14
Do away with	3	11
Feeder Pig Sales	2	7
Add more columns	2	7
Total	28	100

Three leaders (11 percent) would have liked better definitions of the teaching method codes. The remaining 5 leaders (18 percent) had encountered no difficulties in reporting teaching method codes. The leaders were asked in Question 2 how frequently they used teaching method codes. An overwhelming majority (27 leaders, or 96 percent) always, or almost always used these codes. One leader (4 percent) stated that he used method codes only with an educational program.

When asked in Question 3 if teaching methods were important enough to be included in the Weekly Activity Report, 19 leaders (68 percent) said that they were. Nine leaders (32 percent) did not feel this way. They felt it was not necessary to include this information in the Weekly Activity Report.

Sixteen leaders (57 percent) gave no reasons for their answers to Question 3. However, the other twelve leaders gave various positive reasons for their responses. Five leaders felt the codes enabled them to show their efforts, and 4 others saw it as giving them a good breakdown of their activities. Two leaders felt it showed the time they had spent, and one leader mentioned it as a good tool for future planning.

Question 4 asked if there were times when the leader would like to report two teaching methods. Twenty of the leaders (71 percent) would have liked the opportunity to report two teaching methods, but the other eight leaders (29 percent) felt one was sufficient. Generally the leaders who felt they would like to use more method codes just tried to choose the closest one to reflect their work. Several leaders

mentioned they would like to be able to use more than one teaching method code in their planning also.

The leaders were almost evenly divided when asked in Question 5 if they felt they were able to show, by using the method codes, what had actually been done. Thirteen leaders (46 percent) felt the codes did reflect what was done, but 15 leaders (54 percent) did not agree that the present codes accomplished this.

Question 6 gave the leaders an opportunity for making any other suggestions for improvements in method codes. Seventeen leaders (61 percent) had none. Four leaders would have liked to have it broken down more, while 3 leaders suggested doing away with it altogether. Two leaders specifically asked for better codes to use when they were involved in feeder pig sales or activities. Two leaders (7 percent) wanted additional columns; this again reflects the attitude of those who would appreciate space to record two or more method codes.

Most leaders used method codes extensively, however, this did not necessarily mean they felt they were effectively reflecting the teaching done. Most leaders would appreciate some changes. The majority thought the field important enough to keep, but felt it could be improved to better show what was done.

IV. OPINIONS CONCERNING THE OVERALL WEEKLY ACTIVITY REPORT INFORMATION

Section IV consists of only one table. Table XVII presents findings of an overall nature concerning Extension leaders' general opinions of Weekly Activity Report information.

TABLE XVII

NUMBERS AND PERCENTS OF EXTENSION LEADERS' RESPONSES TO QUESTIONS CONCERNING GENERAL OPINIONS OF THE WEEKLY ACTIVITY REPORT

Question and Response	Extension Leaders	
	Number	Percent
1. In your opinion what is the most difficult field to code?		
Subject	12	43
Purposes	9	32
Teaching Methods	2	7
Area Allocation	2	7
Audience	2	7
None	1	4
Total	28	100
2. What field do you feel can be coded most accurately?		
Audience	7	25
Purpose	5	18
Task	4	14
Subject	4	14
Location	4	14
Time	2	7
No. in audience	1	4
Teaching method	1	4
Total	28	100
3. Which field do you feel can be coded least accurately?		
Subject	8	29
Purpose	7	25
Time	5	18
Income characteristic	3	11
No. of contacts	2	7
Audience	2	7
Teaching method	1	4
Total	28	101

TABLE XVII (continued)

Question and Response	Extension Leaders Number	Percent
4. Do you feel any of this information is not necessary?		
Yes	15	54
No	13	46
Total	28	100
5. Which fields do you feel are not necessary?		
Tributary Area/Area Allocation	4	14
Income Characteristic	5	18
Teaching Method	2	7
Audience Code	2	7
Task Codes	2	7
Subject	1	4
All Fields are Necessary	12	43
Total	28	100
6. What additional information would you like to add to the Weekly Activity Report to better show what took place?		
Nothing	20	71
Something changed	8	29
Total	28	100

Extension Leaders' General Opinions Concerning the Weekly Activity Report Information

When all is said and done, just how did Extension leaders feel overall about Weekly Activity Report information? This is the type of information contained in Table XVII, page 109. Specifically, its questions concerned the general opinions held by Extension leaders about this information.

Question 1 asked the leaders which field on the Weekly Activity Report they felt was the most difficult to code. One leader (4 percent) felt none of the fields were difficult. Twelve of the leaders (43 percent) had the most trouble with the subject field; while 9 others (32 percent) felt this distinction belonged to the purpose code field. The remaining 6 leaders were equally spread 2 each (7 percent) between the audience code field, the area allocation field, and the teaching method field. In a lighter moment one leader remarked, "Social Security number is pretty hard."

When asked in Question 2 which field could be coded most accurately, the leaders gave very diverse answers. The largest group consisted of 7 leaders (25 percent) who agreed that audience codes could be coded most accurately, but 5 others (18 percent) picked purpose codes. Four leaders each (14 percent) said task codes, subject codes, and location codes. Two leaders (7 percent) felt time was the most accurately coded entry, and the remaining 2 were split (4 percent each) between teaching method and number in the audience.

The next item, Question 3, concerned which field the leaders felt could be coded least accurately. The most frequently mentioned field

was subject code. It was picked by eight leaders (29 percent) and was followed closely by purpose code which was mentioned by 7 leaders (25 percent). The time recorded was picked by 5 leaders (18 percent) as being least accurate. The remaining 8 leaders were spread over four different categories. Three of these leaders (11 percent) felt the least accurate item for them was the income characteristic field, 2 leaders (7 percent) felt it was audience code and 2 others saw it as being the number in the audience. The lone remaining leader felt teaching method was the least accurate.

The leaders were given great freedom to express themselves in response to Question 4, which asked if they felt any information on the Weekly Activity Report was not really necessary. Thirteen of the leaders (46 percent) responded that they felt it was all necessary. The other 15 leaders felt that some part or other of the report was not necessary.

The leaders were then given an opportunity to be specific in Question 5 as to what fields they felt were not needed. Sixteen leaders had some suggestion for change. The largest number in agreement was 5 leaders (18 percent) who would do away with income characteristic. Next were 4 leaders (14 percent) who felt they could do without tributary area and area allocation codes. Two leaders each (7 percent) felt they could do without teaching method codes, audience codes, and task codes. The remaining leader felt subject codes were not necessary. The other 12 leaders (43 percent) did not want to do away with any of the fields. As the figures show, there was little

consistency to the areas of concern, it seems each leader had individual likes and dislikes, however, some of the more interesting comments made, some humorously, were:

> Oh, I could do without all of it.
>
> Really the income characteristic doesn't mean much to me.
>
> I just work with people (Not races)
>
> I sometimes wonder what purpose task codes would serve.
>
> To me this (income characteristic) can be misleading and inaccurate.
>
> I see very little use in income characteristic from the county level because we try to treat all people alike regardless of their income level. If we feel like we can help them we try to help them, or if they want help, we try to help them.

The majority of leaders, 20 (71 percent) said they would not add anything to the Weekly Activity Report if they were given the opportunity, as they were in Question 6. Only 8 (29 percent) would add any information. These suggestions varied greatly, but some comments were:

> Let us go back to having teaching methods coded in one digit and you could report two teaching methods.
>
> I would say the less entries you have to make, the better job you will probably get of reporting in the field.
>
> Space . . . at the bottom to list outstanding activities. It could not be computerized—it's not that type of information.

Extension leaders seem to see some difficulties with the information contained in the Weekly Activity Report. Their opinions are very diverse, however, and seem to reflect individual rather than group concerns.

CHAPTER V

SUMMARY OF MAJOR FINDINGS, IMPLICATIONS, AND RECOMMENDATIONS

I. PURPOSE OF THE STUDY

The purpose of this descriptive study was to determine the present situation in Tennessee concerning the TEMIS system, but more specifically the Weekly Activity Report and its data. This included describing and analyzing procedures being followed at the time of the study to obtain benchmark data.

This study was undertaken because an increased amount of data has been needed in recent years to meet accountability for existing funds as well as new funds. As a result, Tennessee realized the need to reflect upon and better describe the State's approach to program planning, reporting and evaluation of progress, to study the general acceptance of this approach by county staffs, and to evaluate the effectiveness of this approach in terms of helpfulness and accuracy of the data. It was believed that findings from such a study would be helpful in improving the present approach to meet the needs for which it was intended.

II. METHODS AND PROCEDURES

Population and Sample

The population included 95 Tennessee county Extension leaders with

primary program responsibility in adult agricultural work areas. Data were secured from a sample which included 28 county Extension leaders who had experience in reporting using the TEMIS system, and specifically the Weekly Activity Report, who were considered objective in their views and willing to express ideas. The 28 county Extension leaders included in the sample were selected by their appropriate district supervisors based on the above given criteria.

Method of Securing Data

Data for the study were secured by means of personal interviews with each of the 28 Extension leaders. Each interview was conducted in the same manner following an interview schedule prepared specifically for the study. The interview schedule used contained 95 questions dealing with fact or procedure, attitude or opinion, and ideas for improvement. The initially developed interview schedule was pretested in interviews with two county Extension leaders, then reorganized and revised for use in the study.

Interviewing

Interviews were held at each leader's respective office and lasted an average of 2 hours each. Each interview was tape recorded in order to save time and insure that all pertinent data were secured.

An official observer participated in each interview. The observer explained the purpose and subject of the interviews, insured that the interviews were conducted in the same manner with each leader, and asked additional probes as needed.

The researcher explained the nature of the interview questions and the format of the interview and asked the questions contained in the interview schedule.

III. METHOD OF ANALYSIS

The tape-recorded interviews were transcribed into typewritten form following the outline of the interview schedule. The completed typed transcripts were coded and responses were recorded on code sheets. Next the responses were studied and divided into groups or categories. Following this type of coding the researcher then transferred the responses of each leader to a computer data sheet. The computer printout retrieved showed the frequency of each response for every question, as well as the percentage. The questions and responses were then grouped according to selected aspects of reporting, and the Weekly Activity Report. In most instances the tables basically followed the format of the interview schedule, but a few questions were moved to facilitate organization of the data. The tables were then organized into four basic sections dealing with overall questions such as procedures and use and/or helpfulness of data.

It is important to realize that the study was basically descriptive in nature. Therefore, the content of many responses was deemed more important than the numerical count of the response itself.

The method of analysis employed was to code the data and, using the computer, total the frequency count and present the facts in numbers and percents.

In analyzing the data, the researcher was mainly concerned with identifying majority procedure and opinions concerning the various aspects of the Weekly Activity Report.

IV. MAJOR FINDINGS

Major findings were classified and presented under headings related to the organization of the interview schedule.

Weekly Activity Report Procedures Employed By Extension Leaders

Procedures used for record keeping. It was found that all leaders (100 percent) kept some type of record of their daily activities. All the leaders, except four, felt their system was adequate and that no additional form was needed. The study also showed that the leaders' problem with keeping records seemed to be remembering to write it down. This was mentioned by almost one-half of the leaders.

Procedures used for filling out the weekly activity report. All but two of the leaders recorded on the weekly activity report once a week. The majority of the leaders did this task on Monday and more than one-half recorded in the morning.

About one-half of the leaders spent 30 minutes or less on recording and approximately one-fourth spent between 30 minutes and one hour. Therefore, most leaders spent one hour or less per week on this task.

All of the leaders (100 percent) said their reports were mailed as a group from the county staff to the District Supervisors' Office. In all counties, except three, this was done on Monday.

The secretary was instrumental in more than one-half of the counties for encouraging promptness. But, on the other hand, 50 percent of the leaders felt some of their staff members were behind consistently in filling out their reports.

More than one-half of the leaders (54 percent) used the plan of work as their primary source in filling out the weekly activity report. Another 39 percent used the plan of work in conjunction with the TEMIS Handbook.

The purpose of the weekly activity report. A large majority, 71 percent, of the leaders felt that the purpose of the weekly activity report was to show what had been done or to record time spent. The study showed that three leaders felt the purpose to be for administrative reports and three others for justification of funds.

More than one-half of the leaders felt the purpose was aimed at the State or National level, and the study showed only 18 percent felt the purpose was at the county level.

Use and Helpfulness of Weekly Activity Report Data

Use of weekly activity report data. Slightly over one-half of the leaders felt that the time they spent on the weekly activity report was justified. Fourteen (50 percent) wanted printout data every six months; eight wanted it less frequently; and five wanted it more frequently; and one did not want it all!

Ten of the 28 leaders had not received the printout data at an appropriate time for use in writing the annual plan of work. The study

showed that in regard to accuracy, the leaders felt the printout data were as accurate as the input that they reported.

The leaders reported various uses of the data. Mentioned most often were reporting (39 percent) and comparison of time spent (25 percent). The opinion of the leaders varied in regard to the extent that the data reflected actual staff activities. The largest number, 43 percent, choose "to some extent."

Helpfulness of weekly activity report printout data. Overall the leaders felt the data were slightly more helpful for evaluating than for planning or reporting. In the specific questions under the general planning question the leaders ranked the data most useful to choose which primary subject needed emphasis.

The study showed that when the leaders ranked several questions on the helpfulness of the data for specific evaluation pruposes, it was most helpful to compare time allocated to time actually expended. As far as effectiveness of programs was concerned, the majority of leaders did not feel it was very helpful at all.

For reporting purposes the leaders again voiced the opinion that the data were not very helpful to report effectiveness of Extension programs. About 60 percent of the leaders did feel it was helpful to report how their time was expended.

Information Concerning the Individual Fields of the Weekly Activity Report

Field F, area allocation. The leaders were very positive in their responses to Field F. Seventy-one percent said they had encountered no

difficulties, and 79 percent said the codes adequately described their activities, when used. The large majority had no suggestions or revisions to make, but neither had the large majority used the data to identify the days spent out of the county.

Field G, tributary area. The study showed that 96 percent of the leaders had no problem coding the tributary area. However, 75 percent of them had never participated in a planning region activity.

Audience location was also located in this field. The majority of the leaders had no difficulties, but 32 percent of the leaders expressed concern when making farm and non-farm and mixed audience decisions. The study showed that about two-thirds of the leaders were not using data from this field to compare people contacted on an urban vs. rural basis.

Field I, purpose codes. The study showed that 17 of the leaders were pleased with purpose codes while the other 11 encountered some difficulty in guessing or deciding and fitting the activity to the proper code. The large majority of the leaders said, however, that they did not need additional purpose codes.

Field J, income characteristic codes. A majority of leaders suggested that income characteristic codes are not useful, and 5 leaders suggested that it be done away with. The study showed that 36 percent of the leaders were not sure how to define low income, and only one suggested more income characteristic codes would be helpful.

Field K, task codes. Three-fourths of the Extension leaders said that task codes were useful data. The study showed that the majority felt they planned 70-80 percent of their time, and that they had the appropriate number of codes to do the job.

Field L, subject codes. Seventeen of the Extension leaders reported problems in finding the appropriate subject code. Only four related no problems at all. Forty-three percent of the leaders made some suggestions for change, perhaps add more codes or expand the primary and secondary list. However, in response to the number of codes needed 43 percent of the leaders said that there were already too many .

Field M, audience codes. A large majority of the leaders had no suggestions for this field and felt that for every 10 entries they made at least 8 and perhaps as many as all 10 were correct. Several leaders did mention cases when it was difficult to decide as to which code fit best and 39 percent said there were too many codes.

Field N, number in the audience. The study revealed that the leaders' greatest problem here was that 50 percent have trouble remembering the number accurately. A startling 71 percent also said they did not believe that the numbers reported accurately reflected the true number of contacts.

Field O, time expended. Seventy-one percent of the Extension leaders felt it was difficult for some reason to code Field O. The

majority of them listed problems with either estimating the time or breaking it down correctly. The majority also felt that the time recorded was not accurate. Twenty-four of the 28 leaders felt that 8 out of 10 entries or less were accurate.

Field P, personal location. The study showed that the majority of the leaders felt location codes were accurate, and that no additional codes were needed.

Field R, teaching method. Even though 96 percent of the leaders said they almost always use teaching method codes, all but 18 percent expressed some dissatisfaction with them. Their ideas varied as to the problem, but 39 percent suggested that additions or revisions were needed. A large majority would like to be able to report two teaching method codes, but this was not possible on the report form. The leaders were split about evenly when questioned if they felt the codes showed what was actually done.

Opinions of Overall Weekly Activity Report Information

General opinions of the weekly activity report. The study showed that the leaders picked the subject codes and the purpose codes as being not only the most difficult fields to code but also as being the least accurate. They felt that the audience location was the field they could code most accurately.

About one-half of the leaders felt that one or more fields were not necessary to the report, but they were not in agreement as to which one(s). The 14 leaders spread their choices out over 6 fields. There were no additions of any real consequence suggested, the large majority of the leaders made no suggested additions.

V. IMPLICATIONS

Based on the results of the study, the review of related studies, and the researcher's experience and opinions, the following implications were made.

Weekly Activity Report Procedures Employed by Extension Leaders

Procedures used for record keeping. All leaders were keeping notes of some sort of their daily activities. Evidently it was not the system, but the promptness and accuracy with which they used it that affected their recording.

Procedures used for filling out the weekly activity report. It would appear that the data might be affected by the fact that most leaders seemed to be putting off filling in the report until the last moment, and perhaps doing it hurriedly then.

As seen from the findings, leaders were using a variety of ways to increase promptness but it remained a continuing problem. Therefore, their solutions, in the main, did not seem to be working successfully. Logically, the leaders' opinion of reporting has a great effect on his

staff's attitude and is of the essence if staff reporting is to be on time and correct.

The purpose of the weekly activity report. It would appear from the findings and observations during the interviews, that the leader's attitudes showed they felt they were reporting to someone else far removed from the county. Since they felt this way, it could very definitely affect the care they show in preparing accurate reports, and the time they allot to the task. Perhaps the frustration of competition from the many areas that demand the leader's attention causes him to postpone reporting longer and spend less time at it than he would like to do.

Use and Helpfulness of Weekly Activity Report Data

Use of weekly activity report data. The leaders' attitudes seemed to show some resentment toward the time reporting took away from their other duties. This could also affect the use they make of the data. While in fact they had used the information in a few small ways, the implication was that they really were making very little use of the data. Because many of the leaders had been working in rural areas for a number of years, they may have had neither the experience nor the motivation to turn what appeared to them a mountain of computer printout data into useful information for their situations. The need for training seems to be implied here.

Helpfulness of weekly activity report printout data. It would appear to the researcher that considerable work would have to be done in

regard to attitude and education before the printout data become truly helpful. In some instances the answers from the leaders were guesses and fumbles. It would appear that the leaders did not know how often they received retrieval data, what it contained, or where it was at interview time. In some cases the leaders' answers implied what might have been done to make wise use of the data, rather than what actually had been done. Thus, they seemed to have a glimmer of the potential helpfulness of the data.

Information Concerning the Individual Fields of the Weekly Activity Report

Field F, area allocation. The positive attitude of the leaders found here could be misleading. They had few problems but they also used it very little.

Field G, tributary area. The same implication can be drawn here for Field G, that was drawn for Field F. Most leaders were vague as to what a tributary area was or even if they were in one. This suggested relatively little actual understanding of the need for or the use of these codes. Not all were making extensive use of location codes, but those who were, while they did not find them difficult, were not extremely positive about their utility.

Field I, purpose codes. It would appear that purpose codes provide no great stumbling block to reporting. The Extension leaders might

obviously have solved some of their reported minor problems by more carefully reading the instructions and information contained in the TEMIS Handbook.

Field J, income characteristics. The basic problem with income characteristics seemed to be defining what was actually entailed. Even if this had been accomplished, many leaders expressed uneasiness in labeling their clientele in this way, and felt it would hinder their working relationship if learned. From observations made during the interviews, the leaders seemed to be expressing the feeling that they would share the same kinds and amounts of information with a person, regardless of his financial standing. The typical low income situation in many Tennessee counties also provided an unrealistic game field on which to play with such rules and definitions.

Field K, task codes. The positiveness of the findings in regard to task codes implied that Extension leaders found them useful, accurate, and that they liked the freedom of assigning these to their own work. Going a bit further, it might be implied that because of the personal input by the leader he understands them better, and uses them more. This could have something to say about reporting, if he had more input in the other fields.

Field L, subject codes. The findings indicate that more leader input would be helpful in regard to subject codes. Perhaps then there would be fewer codes but more appropriate ones. This could increase leader satisfaction with the field.

Field M, audience codes. The implications seem to say that audience codes may not fit the work the leader in some or many instances. They suggest the codes should be written with the leader's convenience and use in mind, too.

Field N, number in the audience. The implications of field N are staggering. The findings show that the leaders did not feel the numbers were accurate, and that, therefore, other reports based on these numbers may be in error. Before a great deal of confidence is placed on these data more accurate reporting should be sought.

Field O, time expended. The findings of the study indicate that guidelines would help insure consistency as to how much time to report, and what activities to report. If these numbers are to be used with confidence, consistency is a must.

Field P, personal location. The findings, and the observations during the interviews, found the leaders relatively content and implied comparative satisfaction with this field.

Field R, teaching method. It would appear that teaching method codes were being used but were not very meaningful to county leaders. Using only one method code can be misleading when recording an activity where several teaching methods were actually used.

Opinions of Overall Weekly Activity Report Information

General opinions of the weekly activity report. It would appear that subject codes and purpose codes are difficult for leaders to relate

to. Their interpretations and coding practices are crucial to the reporting system. If they are pleased and confident with the system the chances for improved information should be greater.

VI. RECOMMENDATIONS

If it is desired to improve the Tennessee Extension Management Information System in order to obtain more useful and accurate data, in the briefest form possible, the factors found here should be considered by those responsible. Specific recommendations for applications of findings include those listed below.

Weekly Activity Report Procedures Employed By Extension Leaders

Even though the leaders did not want any additional forms for record keeping, the importance of prompt, complete, and efficient use of their present record keeping system should be reemphasized to them.

The leaders should be encouraged to increase their awareness of the importance or regular and systematic record keeping. This is especially true if once-a-week recording is to be accepted. The leaders should make an effort to set aside a definite time of the week for the weekly activity report.

Leaders should make a conscious effort to do record keeping both in the office and out in the field. For example, keep notes on a desk calendar in the office as well as in the mileage book out in the field.

The leaders hould make a special effort to promptly and accurately record numbers of people contacted, and their time spent on various duties and activities related to Extension objectives and programs.

Leaders should organize their TEMIS-related materials in a coordinated fashion. Extension Leaders might simplify their POW to a useable form and keep it handy for filling out the Weekly Activity Report. This should facilitate accuracy and make for wiser use of time.

The leaders should make efforts to further TEMIS education for the county secretaries. If secretaries were involved in the record keeping and realized the importance of reporting it could be of mutual benefit with more correct reports and less trouble for Extension leaders.

Use and Helpfulness of Weekly Activity Report Data

The State and District Personnel should make an effort to realize that the position of Extension Leader is becoming that of Administrator rather than field worker. As the amount of paper work grows and field work must be neglected, frustration mounts, and less use is made of available data. State and District Personnel should only ask for necessary information and strive to make these data useful to the County personnel.

State Personnel should consider creating a new Extension position on the state level. The responsibilities would deal with TEMIS; and would include data procedures, promptness, computerizing data, in-service training, and distribution and interpretation of the printout

data. This person could guide Extension Leaders in seeing the need for TEMIS, and show them how TEMIS and the Weekly Activity Report can be of help to them as well as others.

State staff should recognize the need for further education of District Supervisors in the use and interpretation of TEMIS printout data. The importance of promptly passing these pre-digested data on to the county leaders should also be stressed. The form that the printout data are presented in may need to be further analyzed and simplified to make it more useful and more easily understood.

Information Concerning the Individual Fields of the Weekly Activity Report

Field F and Field G (Area Allocation and Tributary Area); due to limited use these fields are not acceptable in their present form. If the information is not necessary, they should be deleted.

Field J (Income Characteristic Codes); there is a need for better definitions in this field. More appropriate instructions could be helpful or else it could be deleted.

Field K (Task Codes); some additional In-Service Training could clear up the doubts a few leaders expressed regarding this area.

Field I and Field L (Purpose Codes and Subject Codes); State Personnel should make a special effort to seek input information from County Extension Personnel concerning suggested changes, or special problems, they have in these two fields.

Field N and Field O (Number in the Audience and Time Expended); as recommended earlier, special care should be taken by the leaders to promptly and accurately record these figures.

Opinions of Overall Weekly Activity Report Information

A task force composed of Extension personnel at all levels should be formed to revise subject codes and purpose codes. This group of personnel also could give inputs as to any other revisions needed in the Weekly Activity Report Form.

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APPENDIXES

APPENDIX A

U. T. AGRICULTURE EXTENSION SERVICE

AND

E/S USDA COOPERATIVE PROJECT

1. How frequently do you record activities on your weekly activity report?

2. How do you go about keeping track of your daily activities in order to have a good record to refer to when filling out your weekly activity report?

3. What information do you actually write down in these records?

4. Is there a particular form used for keeping this information (record of activities and/or time spent)?

5. Do you need a form for this purpose? If yes, what type would you suggest? (pocket, desk, other)

6. What difficulties, if any, do you encounter with your present recordkeeping system?

Weekly Activity Report

7. On what day (or days) of the week do you usually record activities on your weekly activity report?

8. Do you usually complete your weekly activity report in the morning, afternoon, or no particular time?

9. How much time each week do you devote to completing your weekly activity report?

10. On what day of the week are your weekly activity reports usually mailed to the District Supervisor's office?

11. Are they mailed separately or as a group?

12. Who has the responsibility for seeing that the reports are mailed on time?

13. Are there procedures used in your office to encourage promptness in reporting? Give examples.

14. Are some of your staff members consistently behind on filling out their weekly activity reports? If yes, why?

15. Are there procedures in your county to encourage accuracy in reporting? Give examples.

16. Are the weekly activity reports checked for errors in your office? Explain.

17. What use, if any, is made of the county POW in filling out the weekly activity report?

Purpose of Weekly Activity Report

18. What do you think if the primary purpose of weekly activity reports?

19. Is the purpose basically aimed at the county, district, state or nationa level?

Uses of Weekly Activity Report

20. Does your present use of these printout data justify staff time expended to complete the weekly activity report?

21. How frequently do you feel it would be useful to receive printout data?

22. Have you received printout data at an appropriate time for use in making your POW?

23. Do you feel these printout data are accurate, somewhat accurate, or inaccurate in view of what was reported on your WAR?

24. Have you received data in printouts which were questionable as to their accuracy?

25. Are the printout data specific enough? Too specific? Give examples.

26. What other uses have you made of this data?

Validity

27. To what extent does the data reflect what the staff actually did to carry out the educational program?

a) very great extent
b) great extent
c) some extent
d) little extent
e) no extent

Planning

28. For purposes of planning, have data been:

a) very helpful
b) helpful
c) not very helpful
d) no help at all

29. Have data been very helpful, somewhat helpful, no help at all in making decisions regarding:

A. Which work-area or audience to emphasize?
B. Which 5-year objective to emphasize?
C. Which line item task or teaching objective to emphasize?
D. Which primary subjects need emphasis?

Evaluating

30. For purposes of evaluating, have data been:

a) very helpful
b) helpful
c) not very helpful
d) no help at all

31. How helpful have the data been in providing information you need to do the following: (Please use the categories of helpful, somewhat helpful, no help at all.)

A. Evaluate accomplishment of objectives?
B. Evaluate effectiveness of activities conducted?
C. To update POW components.
D. Compare time allocated and expended.
E. Discuss plans with staff regarding their Extension programs?

Reporting

32. For purposes of reporting, have data been

a) very helpful
b) helpful
c) not very helpful
d) no help at all

33. How helpful has the data been to:

    1. Report to the public concerning

        a) progress toward Extension objectives
        b) effectiveness of Extension activities
        c) clientele changes
        d) county situation changes
        e) how staff time was expended

Opinions of Weekly Activity Report

34. In your opinion what is the most difficult field to code? Why?

35. What field do you feel can be coded most accurately? Least accurately?

36. Do you feel any of this information is unnecessary? Which fields? Why?

37. What additional information would you like to add to the WAR to better report what actually took place?

Coding Weekly Activity Report

Now we want to discuss each field in the weekly activity report

Fields A, B, C, D, E

38. Have you had any problem in reporting fields A, B, C, D or E? If yes, explain.

Field F - Area Allocation

39. Have you used information retrieved from the area allocation field to identify the days spent outside your county?

40. What difficulties have you encountered in coding this field?

41. Do the area allocation codes adequately describe the location of activities you conduct or attend outside your county? If no, explain.

42. For each 10 entries you make in the area allocation field (F), how many do you think are coded accurately?

a. Accurate on all entries - 10 out of 10
b. Accurate on about 9 out of 10
c. Accurate on about 8 out of 10
d. Accurate on about 7 out of 10
e. Accurate on less than 7 out of 10

43. Do you have suggestions for revisions in the area allocation codes? Give examples.

Field G - Tributary Area

44. Is your county in a tributary area?

45. Have you participated in a tributary area activity? If yes, have you had any difficulties coding this field?

46. Have you participated in a planning region activity? If yes, have you had any difficulties coding this field?

47. Have you used data retrieved from WAR to compare time spent with urban vs. rural?

48. Have you used data retrieved to compare number of people contacted on an urban and rural basis?

49. What difficulties have you encountered in coding audience location?

50. Do the present codes adequately describe the audience location? If no, what additional audience location codes are needed?

51. For each 10 entries you make in the audience location field (G), how many do you think are coded accurately?

a. Accurate on all entries - 10 out of 10
b. Accurate on about 9 out of 10
c. Accurate on about 8 out of 10
d. Accurate on about 7 out of 10
e. Accurate on less than 7 out of 10

Field I - Purpose Code

52. Are you able to find <u>appropriate</u> state purposes to assign to your time expended?

53. Do you encounter difficulties in this field? Please explain.

54. Would you add other codes to help you in filling out the purposes on the WAR? If so, please give examples.

55. For each 10 entries you make in the purpose field (I), how many do you think are coded accurately?

    a. Accurate on all entries - 10 out of 10
    b. Accurate on 9 out of 10
    c. Accurate on 8 out of 10
    d. Accurate on 7 out of 10
    e. Accurate on less than 7 out of 10

Field J - Income Characteristic

56. What difficulties have you encountered in coding this field?

57. Would additional income characteristics be helpful? Give examples.

58. Do you feel income characteristic is useful data? Please explain.

59. For each 10 entries you make in the income characteristic field (J), how many do you think are coded accurately?

    a. Accurate on all entries - 10 out of 10
    b. Accurate on about 9 out of 10
    c. Accurate on about 8 out of 10
    d. Accurate on about 7 out of 10
    e. Accurate on less than 7 out of 10

60. What other suggestions for changes would you like to make?

61. Do you feel that task codes are useful data? Please explain.

62. Approximately how much of your time is planned?

63. What is most difficult about coding this field? Please explain.

64. For accurate reporting do you feel you need more, fewer or same task codes?

65. For each 10 entries you make in the task code field (K) how many do you think are coded accurately?

    a. Accurate on all entries - 10 out of 10
    b. Accurate on about 9 out of 10
    c. Accurate on about 8 out of 10
    d. Accurate on about 7 out of 10
    e. Accurate on less than 7 out of 10

66. Do you have any other suggestions for change in Field K?

Field L - Subject Codes

67. Does the TEMIS Handbook contain too many, about right, or not enough subject codes?

68. What is most difficult about reporting subject codes?

69. For each 10 entries made in the subject code field (L) how many do you think are coded accurately?

    a. Accurate on all entries - 10 out of 10
    b. Accurate on about 9 out of 10
    c. Accurate on about 8 out of 10
    d. Accurate on about 7 out of 10
    e. Accurate on less than 7 out of 10

70. Any other suggestions for change?

Field M - Audience Codes

71. What is most difficult about coding this field?

72. Does the TEMIS Handbook contain too many, about right, or not enough audience codes?

73. For each 10 entries you make in the audience code field (M), how many do you think are coded accurately?

    a. Accurate on all entries - 10 out of 10
    b. Accurate on about 9 out of 10
    c. Accurate on about 8 out of 10
    d. Accurate on about 7 out of 10
    e. Accurate on less than 7 out of 10

74. What other suggestions for change would you like to make in Field M?

Field N - Number in Audience

75. What is most difficult about coding this field?

76. Do numbers reported accurately reflect total contacts made?

77. What other suggestions for change would you like to make in this field?

Field O - Time Expended

78. What is most difficult about coding this field?

79. Does time reported accurately reflect time actually expended?

80. How do you report activities that take less than one hour?

81. For each 10 entries you make in the time expended field (O), how many do you think are coded accurately?

    a. Accurate on all entries - 10 out of 10
    b. Accurate on about 9 out of 10
    c. Accurate on about 8 out of 10
    d. Accurate on about 7 out of 10
    e. Accurate on less than 7 out of 10

82. What other suggestions for change in field O would you like to make?

Field P - Personal Location

83. Are you able to accurately report your location using present TEMIS location codes?

84. What have you found most difficult about coding this field?

85. What additional codes, if any, are needed?

86. Have you used information from this field to compare days spent in the office to days spent out of the office?

87. For each 10 entries you make in the personal location field (P), how many do you think are coded accurately?

    a. Accurate on all entries - 10 out of 10
    b. Accurate on about 9 out of 10
    c. Accurate on about 8 out of 10
    d. Accurate on about 7 out of 10
    e. Accurate on less than 7 out of 10

88. What other suggestions do you have for change?

Field R - Teaching Method

89. What difficulties have you had in reporting this field?

90. How frequently do you use method codes?

91. Is this field important enough to be included in the WAR? Why?

92. Are there times when you like to report 2 teaching methods? How do you decide?

93. Do you feel you are able to show with method codes what was actually done?

94. What suggestions do you have for improvements?

999
999

95. What has been the most difficult aspect of reporting number of visits, meetings and mass media programs, under the 999 purpose?

APPENDIX B

THE UNIVERSITY OF TENNESSEE
Institute of Agriculture

Agricultural Extension Service
P. O. Box 1071
Knoxville, Tennessee 37901

TEMIS WEEKLY ACTIVITY REPORT

Last Date Entered

*S. I. (Status of input) A = New

***Personal Location

**Income Characteristic Code

Line	A Year	B Mo.	C Social Security Number	D County, Area or Dept.	E Day	F Area Allocation	G Trib. or Plan. Area	H* S. I.	I Purpose Code	J** I. C.	K Task Code	L Subject Code	M Aud. Code	N Number in Audience I Canc.	N II Negro	N III Other	O Time Exp.	P*** P. L.	R Teach Meth	Ident
	17 18					19 20 21	22 23 24				31 32 33			40 41 42 43	44 45 46	53 54 55			61 62	80
1								A												A
2								A												A
3								A												A
4								A												A
5								A												A
6								A												A
7								A												A
8								A												A
9								A												A
10								A												A
11								A												A
12								A												A
13								A												A
14								A												A
15								A												A
16								A												A
17								A												A
18								A												A
19								A												A
20								A												A

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Signature

Title

The University of Tennessee and the U.S. Department of Agriculture Cooperating

VITA

Mary Ruth Henderson was born in Sweetwater, Tennessee on October 25, 1951. She attended elementary school in Philadelphia, Tennessee and was graduated from Loudon High School in 1969. In September of that year, she entered The University of Tennessee, and in December, 1973 she received a Bachelor of Science degree in Home Economics Education and a specialization in the area of Textiles and Clothing.

During her college years she was employed as a work-study employee with The University of Tennessee, spending the summer of 1969 in the Loudon County Agricultural Extension Office, and the three subsequent summers in the District V Agricultural Extension Office at Knoxville. She did student teaching in Home Economics at Roane County High School previous to graduation in December of 1973.

In January, 1974, she accepted an assistantship from The University of Tennessee College of Agriculture and began graduate study in Agricultural Extension Education. During this time she assisted both in the teaching and research areas.

In the Fall of 1975 she accepted the position of Assistant Extension Agent with the Tennessee Agricultural Extension Service in Sequatchie County, Tennessee. This appointment was effective October 1, 1975.

She is a member of Gamma Sigma Delta, an honorary agricultural society, and the National and Tennessee Associations of Extension Home Economists.