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## Program Evaluation

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Program evaluations to determine visitor learning and satisfaction are included in the toolkit for your convenience. These evaluations are designed to help you determine the efficacy of the program for your facility.

There are three versions of the evaluation forms —identical except for one question regarding pathways of introduction and spread. The evaluation process is simple:

- Provide some, or all, of the audience with a clipboard, pencil, and copy of a program evaluation as they assemble for the program.
- The three versions of the evaluation should be divided among the audience or sample group.
- Remind the audience at the conclusion of the program to return clipboards, pencils, and evaluations. If you have stickers or bookmarks, offer them as a reward.
- After the program, review the responses. Consider if there are ways to adapt the program to increase visitor learning and satisfaction for your facility.

The information provided by your visitors is also valuable to the Aquatic Invaders project team. We would love to know if this toolkit achieved the objectives identified for the project. If there is an opportunity, please send copies of project evaluations (or originals if they are not being kept for file), along with comments on any changes that arose from the evaluations, to:

**Peggy Sloan**

North Carolina Aquarium at Fort Fisher  
900 Loggerhead Rd.  
Kure Beach, NC 28449

Thank you for your efforts to increase awareness of Aquatic Invaders.

1...2...3...4...5...6...7

On the scale above, with 1 being the least enjoyable, please rate your enjoyment of this program.

What is an invasive species? (Please define)

Name one way you can prevent the introduction of invasive species.

1...2...3...4...5...6...7  
On the scale above, with 1 being not at all, please rate how much this program added to the appeal of your visit today.

1...2...3...4...5...6...7

On the scale above, with 1 being the least enjoyable, please rate your enjoyment of this program.

What is an invasive species? (Please define)

Name one way invasive species are introduced, and one way they are spread.

1...2...3...4...5...6...7  
On the scale above, with 1 being not at all, please rate how much this program added to the appeal of your visit today.

1...2...3...4...5...6...7

On the scale above, with 1 being the least enjoyable, please rate your enjoyment of this program.

What is an invasive species? (Please define)

Name one way to properly dispose of invasive species.

1...2...3...4...5...6...7  
On the scale above, with 1 being not at all, please rate how much this program added to the appeal of your visit today.



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## Project Evaluation

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This toolkit is designed to provide valuable educational resources, in the form of engaging program material and important research content. Please complete the following evaluation to help the project team refine this outreach process and product.

Send completed forms to: Katie Mosher, North Carolina Sea Grant, NCSU Box 8605, Raleigh, NC 27695; or fax to 919/515-7095.

1. On the following scale, with 1 being the most difficult, please rate the ease of use of this toolkit.

1 --- 2 --- 3 --- 4 --- 5 --- 6 --- 7

2. On the following scale, with 1 being the least appealing, please rate how appealing you found this toolkit.

1 --- 2 --- 3 --- 4 --- 5 --- 6 --- 7

3. Which of the following might keep you from conducting the Aquatic Invaders program?

- ☐ No appropriate space
- ☐ Not enough staff
- ☐ No interested audience
- ☐ Inappropriate program content
- ☐ Lack of interest among staff
- ☐ Other \_\_\_\_\_

4. On the following scale, with 1 being very little or no understanding, rate your understanding of aquatic invasive species before and after reviewing this toolkit.

Before: 1 --- 2 --- 3 --- 4 --- 5 --- 6 --- 7

After: 1 --- 2 --- 3 --- 4 --- 5 --- 6 --- 7

5. On the following scale, with 1 being least useful, rate the usefulness of the Aquatic Invaders CD-ROM containing species lists and pathways by region.

1 --- 2 --- 3 --- 4 --- 5 --- 6 --- 7

6. On the following scale, with 1 being least useful, rate the usefulness of supplemental materials such as the fact sheets and bookmarks.

1 --- 2 --- 3 --- 4 --- 5 --- 6 --- 7

7. On the following scale, with 1 being least likely, rate how likely you, or someone in your institution, is to use this toolkit.

1 --- 2 --- 3 --- 4 --- 5 --- 6 --- 7

8. If you could include additional materials and/or content information in this toolkit, you would include \_\_\_\_\_

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9. If you wanted to convey a consistent and important conservation message to the public through AZA facilities you would \_\_\_\_\_

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10. You will adapt the program from this toolkit to include \_\_\_\_\_

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11. You will not use the program provided with this toolkit because \_\_\_\_\_

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12. From this toolkit you learned \_\_\_\_\_

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