

Host Process Evaluation

For classroom-style prevention presentations

1. Presentation Date:

2. Who was the audience for the presentation?

- | | |
|---|----------------------------------|
| a. Early childhood education (pre-K, Headstart) | f. Campus/College |
| b. K-2 - School Setting | g. Community Org/Setting – Youth |
| c. 3-5 - School Setting | h. Community Org/Setting – Adult |
| d. 6-8 - School Setting | i. Other:
_____ |
| e. 9-12 - School Setting | |

Before the Presentation

3. Did you have a clear understanding of the objectives of the presentation?

- a. Yes
- b. No
- c. Unsure

4. Did you or someone at your organization/agency sign an agreement about the presentation?

- a. Yes
- b. No
- c. Unsure

5. If this was in a school setting, who was involved in the planning of this presentation?

- | | |
|-----------------------------|-------------------------------|
| a. Principal/Vice principal | f. Physical education teacher |
| b. Class room teacher | g. Social worker |
| c. Guidance counselor | h. Other:
_____ |
| d. Nurse | |
| e. Health teacher | |

During the Presentation

6. Did you remain in the room while the sexual violence prevention educator presented?

- a. Yes
- b. No
- c. Unsure

7. What teaching styles did the presentation use? (Select all that apply)

- | | |
|------------------|----------------------|
| a. Lecture | f. Role play |
| b. Discussion | g. Seated activity |
| c. Demonstration | h. Standing activity |
| d. Small groups | i. Unsure |
| e. Brainstorming | j. Other: _____ |

8. The prevention educator was:

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
Respectful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knowledgeable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Engaging	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prompt	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9. Indicate your agreement with the following statements:

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
The presentation was relevant to and respectful of the participants' background, culture, and religion.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The presentation was accessible to participants (it met language or other needs).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The presentation content was at the audience's level of understanding.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
The presentation was the right length of time for the information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The presentation met the session objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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10. Classroom-style prevention presentations are often offered as one piece in a larger program. Please select any additional efforts or events that happened in addition to the classroom session. In order to be considered one program, the different efforts should all share the same objectives or themes. (Select all the apply)

- a. Assembly presentation (more than 30 participants)
- b. Multi-session presentation (more than one presentation on a topic in a period of time)
- c. Posters
- d. Handouts for participants
- e. Handouts for others (such as participant's families)
- f. Books for participants
- g. Additional activities for participants (before or after)
- h. Participant evaluation or survey
- i. Social media campaign
- j. Theater/play
- k. Community engagement (such as a contest)
- l. Participant engagement (in planning or leadership)
- m. Training or education for staff at agency/organization
- n. Review/update of agency policies
- o. Resources for the agency/school/organization
- p. Rationale for programming (statistics or information about impact/purpose)

11. What was the most valuable aspect of the program?

12. Is there anything else you would like to share with us about your experiences?