

IDENTIFICATION AND EVALUATION OF ELEMENTS
NEEDED FOR A COUNTY EXTENSION WEBSITE

By

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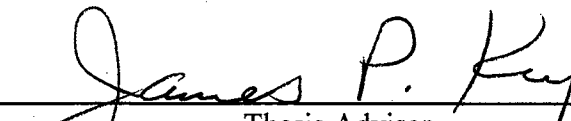
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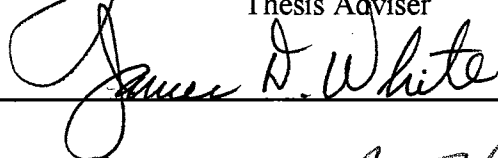
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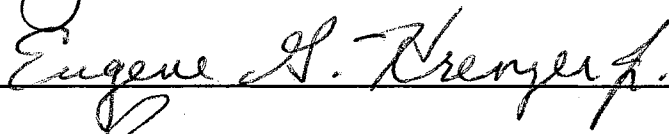
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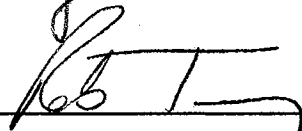
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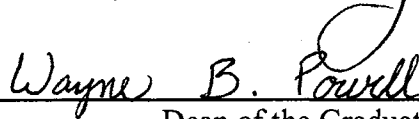


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CHAPTER I

INTRODUCTION

From the education trains of the early 1900's (Baker, 1939, Express, 1996) to the use of electronic communication today, some methods of education by the Cooperative Extension Service have, and will continue, to change. Etling (1993) noted that nonformal education was less structured than typical schools considered formal education. And in nonformal education, the learners controlled the learning process that occurred. Therefore, instructors must be flexible in order to meet the needs of the learners. By the same token, methods of learning need to be applied in a manner to fit the needs of those doing the learning.

Users of extension information and nonformal education need easily accessible and up-to-date resources. No single teaching technique was suited to all situations (Cole, 1981). But extension professionals tend to stay with the few, tried and true methods. Using a variety of teaching techniques will be the most effective approach to bring about behavioral changes in people. In Oklahoma, studies by Stein (1984) and Leach (1984) indicated that homemakers preferred to receive information in a printed form. Employed homemakers in the study conducted by Leach (1984) said traditional office hours did not meet their needs or time schedules. Pirtle (1989) found full-time agricultural producers believed the most effective method employed by extension in educating agricultural

producers was through individual contact. On the other hand, part-time producers preferred mass media as a delivery method.

The number of individuals using the world wide web was 14.3 million in 1995 and is expected to reach 126 million by the end of the year 2000 (CommerceNet, 2000). The National Agricultural Statistics Service (1999) found in Oklahoma, the number of farms using a computer for business use went from 15% in 1997 to 17% in 1999, whereas those that own or leased computers was 26% in 1997 compared to 33% in 1999. The indication is that many of those computers that have been purchased recently are being used for purposes other than farm business use. The percent of Oklahoma farms with internet access went from 9% in 1997 to 28% in 1999. Daniel (1999) said that two pieces of internet functions, e-mail and the world wide web, made it possible to write and distribute documents to a wide variety of people around the world at a low cost.

Internet was a delivery method which could satisfy the needs of some individuals. With the use of a computer, resources available on the internet are available 24 hours a day. Most of the information has been printed quite easily. With the use of e-mail, questions could be raised and specific responses could be given, thus providing some means of individual contact. The learner would control the pace of the learning required.

The internet was another means for providing needed information and education, but extension users and internet users have not been asked what kinds of information and nonformal education they need, nor has that system been devised or tested.

Problem

The elements needed for the purpose of utilizing the internet to deliver information and nonformal education to Cooperative Extension Service clientele through county extension offices are either currently underused or not available. The specific elements needed to construct a county extension website are not well defined.

Purpose

The purpose of this study was to identify and evaluate the common elements needed to construct county extension websites in order to use the internet to deliver information and nonformal education programming to Cooperative Extension Service clientele.

Objectives

The objectives of this study were:

1. To identify and evaluate common elements needed in constructing county extension websites, using the modified Delphi technique.
2. To develop website prototypes which contain the determined common elements needed for the particular county, and to evaluate the elements of the website prototypes based on the input of clientele.

Definitions

Website – one or more pages that make up a unit of information for a specific purpose.

Home Page – the beginning page for any website

Resident Server – computer which houses the website files and is constantly communicating with the internet

Links – hypertext which allows browsers to find information on other sites and take them directly to those other sites.

Working Days – Monday through Friday, except holidays.

Limitations

Perceived needs of clientele, in view of elements that will produce an effective website, will be based on the input of experts, not the clientele themselves.

In the modified-Delphi process, there were no participants that indicated their major program area to be Rural Development/Community Development and only one participant indicated their major program area to be Family and Consumer Sciences. Marketing websites to clientele is a difficult endeavor. It takes a great deal of time to market the sites for enough people to know where the sites are located and to gather enough participants to thoroughly evaluate the websites.

Assumptions

Experts used in the modified Delphi process were qualified experts in all extension program areas (Agriculture, 4-H, Family and Consumer Sciences, and Rural Development/Community Development).

All modified Delphi participants will recognize the values, none, little, moderate and high in the same context.

Clientele evaluating the site will view the site in its entirety, and therefore be able to adequately judge the site as a whole.

CHAPTER II

LITERATURE REVIEW

In the publication, *The Cooperative Extension Service in Transition*, Vandenberg (1979) charges extension with this challenge:

The present magnitude and dynamics of technological, environmental, social and occupational concerns and new knowledge demand lifelong learning by every individual in cities and on farms across the county. People in both the public and private sectors, rich and poor, need prompt access to new knowledge and research. They need reliable and unbiased information on problems, opportunities, and resources if they are to realize their potential and remain in life's mainstream as effective citizens. (p. 3)

Oklahoma's Cooperative Extension Service faces the ever-challenging duty of meeting these needs. Changes in Oklahoma's small communities, agriculture, and numbers of young people in our rural communities, have contributed to the changes extension has made, and will continue to make, in program delivery. Even within rural areas the call for change is clear. Gaps between the educational and technological needs of large farms versus small farms will require different program delivery methods (Vandenberg, 1979).

Ezell (1989) indicated society was leaving the information age and was entering the communications age. With all the information that is available and will become available in the near future, Extension clientele will have vast sources from which to choose where they get their information. It will no longer be necessary to habitually look

to one source for all their information needs. While sources become more numerous, the number of unbiased sources of information may well remain few. Cooperative Extension Service's future in the changes to come relies on its ability to interpret the trends of change and use the available technology to deliver programs and to teach problem-solving.

Cooperative Extension Service programs offer educational opportunities to both old and young alike. 4-H programs offer opportunities to people from the age of 5 years to 19 years. In agriculture, farmers and ranchers tend to be older adults. The use of the Cooperative Extension Service by local clientele, is evidence that the need for lifelong learning is not a new concept (VandeBerg, 1979).

Using Technology to Educate

Dunn and Dunn (1978) and Green (1999) list three basic learning styles:

- 1) visual – information is processed primarily through sight and tasks including reading, taking notes, and watching videos,
- 2) auditory – information is processed primarily through sound and tasks including active listening, lecture, narration, etc., and
- 3) kinesthetic – information is processed primarily through building, manipulating, designing, etc. In extension, the visual learning style seems to be the most widely used concept, because, as Sarasin (1998) points out, many learners prefer to process information through sight. Today, the internet offers a vast source of information, most of which comes to the learner visually. Chang and McDaniel (1995) tried to determine the strategies used by subjects working in loosely structured information environments. The internet seems to be that type environment. They noted three types of assimilation styles:
 - 1) integrated analysts – those who tried to see the big picture and where the details fit into

that picture, 2) casual investigator – those who proceed from one topic to another without bridging the gaps between the topics, and 3) fact retrievers – similar to the casual investigators. These learners did not organize information beyond the specific topic at hand.

In a study done in 1973, Knowles stated:

. . . that as an individual matures, his need and capacity to be self-directing, to utilize his experience in learning, to identify his own readiness to learn, and to organize his learning around life problems, increases steadily from infancy to pre-adolescence, and then increasingly rapidly during adolescence. (p.43)

Young people seeking information are easily intimidated (Kaye, 1986). As one example, in a business setting, children are accustomed to being ignored or served with reluctance. Therefore, in a library setting, they may also be reluctant to ask for the help they need. Older children and adolescents may have a desperate need for information related to college, careers, or personal concerns. Even intimate concerns may have them seeking information that could provide possible embarrassment. They may exhibit a strong desire to remain anonymous. The ready access to the internet that most young people have today meets the need that the younger learner has for an unthreatening source of information.

In addition to needing a source of information where intimidation is unlikely, the computer meets the requirements that Pilgrim and McAlester (1968) found necessary for optimum learning. They found that reading materials for young people seem to require action and excitement to keep the interest of the individuals (Pilgrim & McAllister, 1968). Use of mass media communications which rely on fast-moving and glamorous portrayals of certain ideas are more likely to attract the young mind than more simplified approaches

to learning which may not have quite the impact on adolescents. Students come to college, laptops in hand, and comfortable with fast paced change. They use nonsequential modes of perceiving, thinking and investigating to the point that they are indiscriminate and not critical in evaluating information sources (Roth, 1999). They tend not to contemplate bias or background when gathering information. Sources offering reliable information are faced with finding ways to market and set apart the research-based, unbiased information they offer. Colleges are having to turn their attention to life-long learning skills. They are having to educate students to evaluate, find, and effectively use information that is constantly changing.

Young students also need resource-rich environments and multi-faceted, complex instruction (Green, 1999). Children process new information related to environmental, psychological, sociological, physiological and emotional elements. Children tend to pick up things much quicker than most adults. Curtiss and Curtiss (1995) found that 2nd graders with a computer at home were, initially, more experienced in using a keyboard than college students. Kinnear (1995) found that children did not associate computers as being hard to use, requiring cleverness, or being associated with math abilities. Children had no nervousness about using computers nor did they find them difficult to use. Officials at some schools (Drennan, 1996) have seen an increase in academic performance when computers were available at home as well as in the school.

Educators should meet diverse learning needs by applying multiple strategies and creating positive environments for students to learn. New technology offers a variety of teaching tools with which the educator may diversify and enhance the learning environment.

Prawl et al. (1984) points to devices and other teaching tools as only aids in the learning process, not the process itself. They enhance, strengthen, assist, and compliment, but they do not substitute for the learning process. Just because certain tools are used does not mean that students will improve their skills, more than they would using more traditional teaching approaches. This is particularly true with technology, including computer applications (Sharpe et al., 1998). Educators should try to determine specifically where each technological tool fits in the learning process. In education, there is usually the implication that technology will have a benefit for its potential adopters (Rogers, 1983).

Adult educators, too, must challenge themselves to find teaching tools which promote knowledge, thinking skills and processes, as well as responsibility and caring. They must encourage a ready-to-learn approach in all areas of life.

According to the 1997 Census of Agriculture, the average age of farmers in Oklahoma was 55 years. Older adults, such as these, have the capacity for learning just as they did when they were younger. But, they tend to learn more slowly and that slow pace of learning is due in part to a lack of practice (Knowles, 1951). There is disagreement with this older theory in several studies outlined by Jones and Bayen (1998). These indicated that older adults were slower in psychomotor and perceptual speed, some of which is due to reduction in sensory functions.

In a study of adults in Seward County, Nebraska by Bejot (1981), over 75 % of the respondents had a medium or high degree of self-directedness in learning. Those who were the most self-directed individuals resided in rural, non-farm residences. They were 40 - 59 years of age, female, and had an educational level of a bachelors degree or above.

The less self-directed learners had less than a high school education, were male, lived in the city and were 60 - 81 years of age. Blacklock (1985) found that people 60-65 years of age were more interested in learning than those 81 years and older. Older people were interested in learning about ways to help themselves cope with the struggles of later life (Stein, 1984). Some of those topics would include health information, grief management, depression, and alcohol abuse (Lawhon et al., 1996). As people age, their reading becomes more selective (Lumbsden, 1985). They tend to choose the material that best fits their specific need at the time. Blacklock (1985) also found that learning by this group of individuals is much different than with younger individuals. She found education through the preferred sources of older adults would be of much more value. One of those sources was cable television and preferred time slots.

Computers are a new and sometimes overwhelming tool for adults to comprehend. Jones and Bayen (1998) stated that older adults may have more difficulty in learning to use the computer than younger adults. And, according to Lawhon et al., (1996) senior adults

. . . need to (a) develop the ability to operate computers successfully, (b) become aware of computers and their capabilities, and (c) learn and develop a basic knowledge of computer systems. (p. 197)

The familiarity of the computer and internet use results in many benefits for the elderly adult. Because of health, new surroundings, etc., these older adults might feel isolated. Social contacts could be maintained by using online services, making seniors feel less isolated. Many computer-literate seniors see the computer not only as a business tool, but also as a form of entertainment.

Cooperative Extension Service's Role in Education

The Morrill Land-Grant College Act of 1862 was one of the most important investments in rural America the United States has ever experienced. Land grant universities in each state were set up to provide research to assist citizens in gaining knowledge and creating a better life for themselves. The Smith-Lever Act created the Cooperative Extension Service in order to facilitate the dissemination of the information gained from that research.

Three principles have been used in extension work: 1) Reaching people where they are (educational level, interest, and understanding), 2) teaching people to determine their own needs, 3) teaching people to help themselves (Prawl et al., 1984). In the early 20th century, many farmers couldn't read or understand the technical content of published literature (Rogers, 1995). In the 1997 Census of Agriculture, numbers of farms in Oklahoma had decreased by sixteen percent since 1964 and at the same time, farm size had increased nine percent. Methods, tools, and people in society have changed a great deal in 100 years. Because of that, extension work has and will continue to evolve.

Rogers (1995) said

The agricultural extension model has changed in response to shifts in its environment in major ways since its origin in 1911 and its flexibility is a key reason for its relative success. (p. 363)

A real strength of extension work has been the knowledge that people have gained and used in helping make decisions. Dr. Seaman A. Knapp, considered by many to be the father of the Cooperative Extension Service, was reported to have said

There is, also, a vast difference between the knowledge of a thing and the knowledge which enables us to practically make use of the thing. (Martin, 1921, p. 3)

It has been the role of the Cooperative Extension Service to not only provide knowledge, but provide it in such a way as to make it useful for the common man.

Knowles (1951) pointed out changes in human behavior brought about by teaching. Of those mentioned, changes in knowledge, changes in skills and changes in understanding are the areas that extension has had the greatest effect on. In Oklahoma, this has been accomplished, partially, by educational efforts of an Oklahoma Cooperative Extension Service office located in every county of the state. Local staff have served to plan, implement and evaluate educational programs. Along with the planning, the tools used in educational endeavors have been chosen by those local staff members.

In a telephone survey of Oklahoma residents, Cosner and Key (1981) found almost 37% of the respondents had contacted their county extension office. Residents in agricultural occupations were more aware of the Cooperative Extension Service's educational efforts. People between the ages of 18-34 were the least aware of extension education. Of those individuals that had participated in a extension meeting, 92% said that the information was valuable to them. The study also found that Oklahoma Cooperative Extension Service had more contact with individuals with higher levels of income, higher levels of education, and those who were not minorities. This finding pointed out a need for change in order to meet the needs of Oklahoma's population as a whole.

In Cooperative Extension Service work, grass-root input is involved in program development, whether it be in agriculture, family and community education (Miles, 1966), youth development, or rural development programs. Eames (1995) stated

Needs assessment should provide the foundation for a proactive approach to identifying problems and opportunities and resolving or realizing them. (p. 60)

Individuals may not express their needs obviously. Using a needs assessment tool and asking may be the only way to get people to express what they feel they need.

Extension, Education, and Technology

Even though the founding premise of the Cooperative Extension Service was demonstration (Martin, 1921) many other tools have been used to disseminate information, some even before the existence of the Cooperative Extension Service. In the late 1860s, Illinois established a two-week course for practical farmers following the example of the Kansas agricultural college (Baker, 1939). Also, prior to the adoption of the Cooperative Extension Service system, university educators used the country's railways as a means of getting to those needing information in rural communities. The trains were furnished by the railroads. Where they stopped at railroad stations, farmers gathered to see demonstrations and pick up any printed materials prepared by the agricultural college. Education of farm boys was reported to have begun in Winnebago County, Illinois in 1902, where the first boys club was organized in connection with an agriculture college. In the 1930s the county agent provided leadership in the programs of the Agricultural Adjustment Administration. He might have served as the advisor, promoter, and possibly even the direct administrator of some of the programs being offered.

York, Jr. (1966) pointed out Cooperative Extension Service clientele are not and never have been a captive audience, therefore making it necessary to develop and use the

best possible methods in teaching extension clientele. There are three types of basic communication: 1) written, 2) spoken, and 3) visual (Patterson, 1966).

As methods have become more sophisticated, meetings have become a popular method of teaching and with those meeting settings, the use of the overhead projector or slides have come to be used to bring thoughts and ideas in picture form to the classroom setting. Slides have been used in meeting presentations to show local scenes or specific applications to help make specific educational points (Patterson, 1966, Hakansson, 1953). The use of the overhead projector simultaneously uses both the senses of sight and hearing. While speaking, an educator can drive points home with visual images. The need for individual study following educational events, such as the Extension meeting, and discussion of particular topics may spark the use of printed materials (Phipps, 1954). In Cooperative Extension Service work, the use of personal visits is one of the most useful methods in disseminating information in an understandable manner that can be practically used. It is done in an informal, voluntary, out of classroom situation (Warner, 1966). In recent history, distance learning methods such as satellite feeds (Staats, 1995) have been used as a means of disseminating information. These types of endeavors have been thought to better utilize resources, particularly from the university standpoint. They save the time and expense that comes with campus-based extension staff travel.

As noted above, the same methods have not necessarily been utilized by extension from the its beginning to the present. As people changed and technology changed, methods used by the Cooperative Extension Service have and will continue to change. Since extension's role has been disseminating research based information, lines of communication are critical in achieving goals. With the ever changing use of electronic

communication, the Cooperative Extension Service will be forced to keep up with the technology which will be used to disseminate information. Pirtle (1989) found that computers were not accepted by agricultural producers, in general, as an education delivery method. Younger producers, however, were more open to computers as an electronic mass media technique.

Trede and Miller (1993) surveyed extension staff in 12 north central states and found that the computer was becoming more important as a means of communication and would continue to be. Extension staff, whether comfortable in the use of computers or not, see themselves as needing more training in computer use, especially as technology changes.

In an unpublished survey of Oklahoma Cooperative Extension Service agriculture personnel, including state, district and area specialists conducted in 1995, just over 66% had a computer at their desk. Slightly over 37% used a computer less than five hours per week and 63% said they had received training in computer use. In most of the county extension offices in Oklahoma, secretarial staff have better access to computers than do the professional staff members. Therefore, secretaries tend to have more knowledge related to computer use in their office and use computers more. The major use of computers seems to be for word processing. The computer does, however, offer possibilities in extension education. The internet has been an avenue to disseminate ChemRAS (Chemical Reference Advisory System), an expert system which provides access to chemical information and is very useful in library settings (Harkanyi & Carande, 1994). Other decision making tools could be disseminated in a similar manner using the internet.

Using the web as an educational tool has tremendous potential in student learning (Ross and Schulz, 1999). When the web is used judiciously with student needs in mind, it can be a powerful tool in providing students with new learning opportunities.

Cahoon (1998a) mentioned internet skills gained by adults tend to be a combination of self-directed learning, formal learning in a workgroup, and/or participation in workshops or shortcourses. As technology continues to change, even current experienced internet users will have need for continuous learning in order to keep up with the changing technology. Cahoon (1998b) addressed the two primary internet uses by adults as using email and the world wide web. He also stated that they will become a more common part of work and private life in the year 2000.

With newly available technology, interactive learning systems can be made available 24 hours a day, 365 days a year, which would make learning convenient for the learner (Brickley & Smith, 1991). Learners would not be required to wait to take a class or travel to a site for training. Farmers could stay in the field during valuable daylight hours and learn about the latest in production research at night. This learning system could make educational materials available in forms such as video, audio, or text. Main and Berry (1993) refer to a comment by Ken Carter of Northern Kentucky University. The reference states that students used an online learning education system to communicate more with him as a classroom instructor than did those from a conventional classroom setting. This might imply that the use of a similar system, by extension would benefit communications between extension professionals and their clientele. In a previously mentioned, unpublished survey of Oklahoma Cooperative Extension Service agriculture personnel conducted in 1995, the highest priority item in communication in the

next five years was the use of internet, followed by fact sheets, on line service and computer databases. According to King and Roeber (1996), there is opportunity for extension to communicate with new audiences and to say old things in a new or innovative way. Use of computers provides an excellent way for the land-grant university system to reach outside clientele. Computers can be used to deliver bulletins, fact sheets, newsletters, home study courses, program materials and calendars of events (Worden, 1985). Cooperative Extension Service works also in the area of rural development. In that regard, planning processes in economic development rely heavily on information and the internet provides a speedy means to gather information (Willoughby & Woods, 1996).

Because of the possibilities of using many types of media with the world wide web, there are many types of teaching methods being developed to be used with this technology (Daniel, 1999).

Summary

Educators need to be constantly seeking teaching tools that will offer learning opportunities for learners. New technology offers many opportunities for bringing a more varied environment for learners. There are differences in learners, especially related to age, in how receptive they may be to learning opportunities with new technology resources and methods.

Since its inception the role of the cooperative extension service has changed very little, although society has changed in several perspectives. Clientele that have changed from a rural base to a wide variation in audience related to educational level, age, and rural/urban differences. Technology has definitely changed and the challenge to the

cooperative extension service is to keep up with changing technology and information transfer practices.

The use of computers has increased as well as computer use for educational purposes. The distance education opportunities of the world wide web and e-mail along with the use of computers for education has a very unique fit for nonformal education and the cooperative extension service. It offers a tool that has not been available in the past, possibly opening avenues to clientele who may not have used extension in the past. Since the technology of the world wide web is new, educators will continue to learn more about the technology, especially about reaching the type of clientele that cooperative extension service has traditionally served. Therefore, the use of the internet in educating rural clientele as well as a newer clientele base of urban users offers extension new and unique opportunities to educate.

CHAPTER III

PROCEDURES

The study population included a nationwide group of county website designers and maintainers and Oklahoma extension users. Oklahoma extension users were identified as those people who accessed at least one of three specific website prototypes.

The Delphi Method

The Delphi method, the name given to work done in the 1950s by Dalkey and Helmer (1963) used experts to predict future events. This method gathered consensus of a group of experts by using a series of five questionnaires and interviews with instruments one and three. The advantage of this method was to employ more independent thought in responses with no persuasive confrontation by other respondents.

Helmer and Rescher (1959) mentioned advantages of the Delphi technique over face-to face discussion in which individuals revealed an unwillingness to withdraw expressed opinions and the pronounced effect majority opinion had on responses of individuals. He acknowledged that in many cases, the statistical information mattered less than the behavior of people and discussed the use of unorthodox methods, including those of expert judgement in social science research. With that, he said that the expert had to effectively utilize knowledge for the question at hand.

Dalkey (1969) found in several experiments determining differences between face-to-face discussion and anonymous, controlled feedback methods, specifically the Delphi method, that the face-to-face discussion made group estimates less accurate, whereas the Delphi method tended to make the group estimates more accurate. Thus making the Delphi technique an adequate method for determining group consensus. Dalkey (1969) reported a general flow of the Delphi process:

1. On the initial round, a wide spread of individual's answers typically ensued.
2. With iteration and feedback, the distribution of individual responses progressively narrowed (convergence).
3. More often than not, the group response (defined as the median of the final individual responses) became more accurate (p. 20).

Key (1997) pointed out a simplified process involving steps in conducting a Delphi study:

1. A questionnaire is mailed to respondents who remain anonymous to one another. The first questionnaire may call for a list of opinions involving experienced judgment, a list of predictions, or a list of recommended activities.
2. On the second round, each expert receives a copy of the list and is asked to rate or evaluate each item by some such criterion as importance, probability of success, etc.
3. The third questionnaire, which includes the list and ratings, indicates the consensus, if any, and asks the experts either to revise their opinion or specify their reasons for remaining outside the consensus.

4. The fourth questionnaire includes lists, ratings, consensus, and minority opinions. It provides the final chance for revision of opinions.

Several studies have used the Delphi technique as an idea-generating strategy (Villaquiran, 1997, Powell, 1997, Baker, 1988, Parker & Taylor, 1980). These studies used three stages in the Delphi process. Stage 1 utilized an open-ended question or questions for each respondent to respond to as they understood the question. Stage 2 categorized the responses from Stage 1 into specific items, combining the redundant items. The Stage 2 instrument containing the combined items from all respondents was then sent to each respondent. Along with each item was a rating likert-type scale used to quantify each response. Upon return of the Stage 2 instrument, means or frequencies of the rating scale were determined. The Stage 3 instrument was developed with the same items and were accompanied by some form of a mean score or frequency of responses for each item. Respondents were then asked questions on the stage three instrument based on one of several methods: 1) ranking items in categories based on mean scores (Villaquiran, 1997) plus each respondents Stage 2 score (Baker, 1988, Parker & Taylor, 1980), 2) select the rating of each item given the frequency of each possibility in the likert-like scale (Powell, 1997) to determine consensus of the group, or 3) yes/no response to each item (Green et al., 1993).

Harriet (1987) used the term modified Delphi, as did Parker and Taylor (1980) because in a standard Delphi technique, respondents would have been required to comment on items in which they disagreed with the group consensus and why they remained outside the group.

Selection of Participants for the Modified Delphi Process

For this study, a modified Delphi procedure was used to gain insight from experts in determining necessary components of a county extension website. Participants in the modified Delphi process were selected from e-mail addresses for persons listed as being responsible for the website or their designated alternate. Websites were chosen from those counties that appeared to have undertaken construction of their own website. Those that had attempted to create their own website would be considered “experts.”

Those websites were first identified by accessing the State Partners of the Cooperative State Research, Education, and Extension Service (CSREES) website:

<http://www.reeusda.gov/statepartners/usa.htm>

The researcher viewed each state website. Most states had either a county map which had county websites linked to map locations or had a tabular listing of county names. Sampling was purposive with not more than three sites selected for each state. The method used to select the three sites for each state was to close the eyes, move the screen pointer, then look to find the nearest county site on the map or tabular listing to the screen pointer. That site was then viewed; if it appeared to have been constructed by the county staff, it was selected as one of the three sites for that particular state. Appearance of construction by the county staff was determined by local entries of information (local newsletter, calendars, 4-H club listing, etc.). This was done until three sites were located per state. Many states had only a small number of websites listed.

Use of E-Mail for Surveys

With the changes occurring in communication technology, some surveys that were once done by mail, can now be done by e-mail very quickly and very inexpensively (Mehta & Sivadas, 1995, Schaefer & Dillman, 1998) and should be utilized by the Cooperative Extension Service (Kawasaki & Raven, 1995). D'Onofrio (1999) also noted a lower cost, but also includes the ease of sending e-mail instead of regular mail and the lessened paperwork associated with e-mail. Schaefer and Dillman (1998) also found that e-mail surveys are returned very quickly by many respondents. But they pointed out that compressing a time frame for a survey, because of the quicker turn-around time, may not be as functional if respondents are away from their e-mail for a long period of time.

One disadvantage was also noted. Mehta and Sivadas (1995) note that using an e-mail survey may limit the sample to middle to upper income respondents. However, Kawasaki and Raven (1995) indicate that electronic surveys are a good way to investigate the behavior of individuals who use computers as a communication tool.

In contrasting e-mail surveys to web surveys, D'Onofrio (1999) pointed out losing control over targeting with web-based surveys and the bias associated with web-based surveys in obtaining a random sample.

Some respondents may not feel comfortable in returning surveys by e-mail. In a study of Montana extension professionals, one-third were not comfortable in answering the survey by e-mail (Kawasaki & Raven, 1995). And of those considered early respondents, 68% of the surveys were returned by e-mail.

Mehta and Sivadas (1995) found returned e-mail questionnaires to be more insightful in their comments than those from the mailed questionnaire. Schaefer and Dillman (1998) found e-mail questionnaires to have more questions answered completely when compared to mailed questionnaires. The same e-mail version of the questionnaire received much longer responses to the open-ended questions than did the mailed version.

Unlike mail surveys, some individuals are not enthused about receiving unsolicited e-mail surveys (Mehta & Sivadas, 1995). Therefore, e-mail surveys should have some form of prenotice included in the technique (Schaefer & Dillman, 1998).

With the use of many different e-mail software packages, it is difficult to create an instrument that will appear the same to all respondents on-screen. Schaefer and Dillman (1998) noted several features in the construction of a survey instrument to be conducted e-mail. A 5-point likert scale used on a paper survey was reduced to a 3-point likert scale on the e-mail survey to allow the questions and response boxes to remain on the same line. Personalization should be used to make the respondent feel more important than just an item on a list. Not sending a group message meets the needs of confidentiality by not including others e-mail addresses or names at the top of the survey instrument. Brackets can be placed at the beginning of possible answer and following open-ended questions for respondents to place their reply to items and questions to provide a more consistent answer format. Some respondents will want to print and mail the questionnaire, so an address needs to be included on the survey instrument.

The Modified Delphi Procedure

All survey instruments were created using Microsoft Word and a courier, fixed width font. The font used was selected to try to eliminate inconsistencies in the appearance of the survey instruments with differing e-mail software packages. Sending e-mail to potential respondents initially and those agreeing to participate (Stage 1 and Stage 2) was done with the aid of RIME™, a mail-merge e-mail software package that allows messages to be mass mailed although appearing to be individual messages (<http://www.rimrocksoftware.com/rime.html>). Responses upon receipt in all stages of the modified Delphi process were printed and all identification was cut off and shredded. The responses were locked in the personal files of the researcher.

Consent Form

The request for participation (Appendix A) and all subsequent stages of the modified Delphi were sent to participants by e-mail. The initial letter requesting participation and gaining consent was sent December 14, 1998 to 107 potential participants representing 39 states. Contacts were asked to respond if they would be willing to participate or to designate an alternate. A reminder was sent to encourage additional participation. A total of forty-one individuals agreed to participate in the three stage modified Delphi process. The e-mail response from individuals agreeing to participate was used as the consent form. The responses were locked in the personal file of the researcher in the Washita County Extension Office.

Stage One

The Stage 1 instrument and question (Appendix B) was validated by having 17 Oklahoma Cooperative Extension Service field staff members interested in website development respond to the question as it was going to be asked. Modifications in the instructions were the only changes made in the Stage 1 instrument. A note explaining the time delay was sent February 2, 1999. The Stage 1 instrument of the modified Delphi procedure was sent to forty-one participants on March 3, 1999. One reminder was sent along with another copy of the initial instrument March 23, 1999. Thirty-nine responses to the Stage 1 instrument were received.

Stage Two

Responses from Stage 1 were categorized and combined where necessary to create 107 items for the Stage 2 instrument (Appendix D). The Stage 2 instrument was validated using the same group of OCES field staff members who participated in validating the Stage 1 instrument. For each item, a likert scale was used for participants to assign a value. Changes were made according to suggestions made by the validating group. The likert scale was designed to allow participants to rate each item's value. Terms used on the likert scale were high, moderate, low and none. The scale was placed horizontally, below each item on the survey, due to not knowing where the right margin might occur on the e-mail screen; again, continuing to maintain face validity.

The Stage 2 instrument was sent May 27, 1999 to the thirty-nine respondents from Stage 1 with a reminder sent on June 15, 1999. Thirty-eight responses to the Stage 2 instrument were received.

Stage Three

In developing the Stage 3 instrument, responses using the written descriptions were assigned numerical values to allow calculation of a mean score. The values assigned were four for a rating of high value, three for a rating of moderate value, two for a rating of low value and a one for none.

The Stage 3 instrument was sent individually, in order to include each respondent's individual score along with the mean score from Stage 2. Demographic questions were included in the Stage 3 instrument and included primary program area, region of the U.S., years in extension and years of website development/maintenance. All items remained in the same categories used in Stage 2.

A mean score of 2.5 separated items within the categories. For those items with a mean score above 2.5 on Stage 2, the question asked was "Should this item be included on a county extension website?" For those items with a mean score at or below 2.5 on Stage 2, the question was "Should this item be discarded?" The questions for each item were in a "Yes/No" format (Appendix F).

The Stage 3 instrument was sent August 21, 1999 to the thirty-eight respondents from Stage 2. Thirty-four responses to the Stage 3 instrument were received. Following the return of the Stage 3 instrument, thank you messages were sent to each of the respondents that participated in all stages of the modified Delphi process.

Descriptive statistics used in the modified-Delphi process included means, standard deviations, confidence intervals, and frequency counts. The “Yes/No” component of the Stage 3 instrument utilized numerical scores to develop mean scores for each item. A “Yes” response was assigned a score of one and a “No” response was assigned a score of zero.

Criterion for Separation of Identified Items

Since only thirty-four participants completed the modified Delphi procedure out of the thirty-nine who participated in Stage 1, mean scores for the items contained on the Stage 3 instrument might not be a true reflection of the population which initially began the study and provided input into Stages 1 and 2. Therefore, confidence intervals were used to account for those changes. Assuming a normally distributed population, the confidence interval would give the researcher 95% confidence that the true mean, had all 39 experts participated in Stage 3, would have fallen between the interval limits.

When the lower limit of the 95% confidence interval was greater than .50, the items were considered optional. The value being greater than .50 allowed the researcher to be 95% confident that the majority of the population believed the items should be included on a county extension website. The criteria for an element to be selected for the essential list was for that element to have a lower limit of at least .851 for the confidence interval. This would allow roughly the upper third of the optional elements to be considered essential.

Development of the Website Prototypes

Decker (1990) defines a model for extension programming to include sets of concepts, assumptions, and hypothesized relationships. Lebaron and Klatt (1971) suggest the following distinctions:

A model program suggests an ideal concept to serve as an example to others. *A program model* has as its purpose the organizing of parts, functions, and processes into a meaningful format for analysis and understanding. (p. 29)

Green et al. (1993) found the Delphi technique to be the starting point for developing a model which had varying opinions and little theoretically based research. Elias (1997) also used the Delphi technique to develop models for educational objectives.

Following the analysis of the data from the surveys, a website prototype (Appendix I) for each of three counties in Oklahoma was developed based on the perceptions of participants in the modified Delphi process. The Oklahoma counties participating in the study included Marshall, from the Southeast District, Washita, from the Southwest District, and Woods, from the Northwest District. These counties were selected from personal contact between the researcher and the county extension director in being able to rely on the staff to provide material to keep the websites updated. Websites were developed using HTML Writer (<http://www.hku.hk/cc/document/htmlwrit.html>) and Microsoft FrontPage® (<http://www.microsoft.com/frontpage/>). The resident server used to house County extension websites was agweb.okstate.edu. WS_FTP Pro (http://www.ipswitch.com/Products/WS_FTP/index.html) was the software used to move developed website documents to the resident server.

Table I consists of the categories and elements identified in the modified Delphi process which were used in the construction of the website prototypes.

TABLE I
 IDENTIFIED ELEMENTS USED IN DEVELOPING
 THE THREE WEBSITE PROTOTYPES

Category	Individual Element
Basics for a Home Page	<ul style="list-style-type: none"> Name of affiliated institution University logo Official name of the county site Date page was updated Author of page and "clickable" e-mail Discrimination and ADA statements
Speed of Loading	<ul style="list-style-type: none"> Several pages to break up a lengthy site Simple format for a fast load time Few animated .gif files to speed loading Graphics should be small and/or low resolution to speed loading
Function of the site	<ul style="list-style-type: none"> Set all elements of the web page up for scheduled periodic review Key words and/or meta tags for major search engines Have a short URL so that it is easy to remember as in www."your extension".edu Simple pages, not huge databases that would require frequent updates
Staff	<ul style="list-style-type: none"> Location Clickable e-mail addresses Professional staff names Specialties of local staff/faculty Websites should have frequent mentions of e-mail addresses so that clientele can correspond with those involved. Clerical staff names
Office	<ul style="list-style-type: none"> Address Office hours Phone Fax Clickable county e-mail address Office location with local directions
General Website Contents	<ul style="list-style-type: none"> Link to the land-grant university List of services offered (soil testing, etc.) Key dates (like 4-H enrollment deadlines) Separate pages for each program area

TABLE I – Continued

Category	Individual Element
	Up-to-date calendar of classes/events offered by that office with dates, times and locations
	Programmatic/subject matter links to information applicable to geographic region.
	Wherever possible provide links to help clients find their own answers and to help them navigate the resources of the web
	Link to the state's fact sheets
	Recent Newsletters from each Extension program area
	Links to public newsletters available from other levels of the extension service
	Link to USDA
	List of brochures/info available in the office
Agriculture	Gardening/homeowner page
	Results of local demonstrations and research
	Pests that particularly affect local crops -- pictures and info
	Farm page
	Ag Market information links as applicable to each locale
	Field demonstrations
	Information about leading commodities in the county
	Pesticide Info -- new info and changes that have been made in past year
Family and Consumer Sciences	Links to nutrition resources
	Links to money management resources
	Links to parenting resources
4-H Youth Development	How to volunteer
	Basic "what is 4-H" text
	Links to state and national 4-H pages
	4-H Endowment - instructions on how to make donations to the Fund, how the Fund is used in the county, etc.
	4-H School Enrichment program opportunities
	List of clubs, with links to descriptions of activities, etc.
	List of project areas, with links to descriptions of the project, its activities and shows, relevant press releases, etc.
Rural Development/Community Development	Links to County Resources
	Links to county information (population, basic statistics, etc.)
	Community Service idea resources
	Links to other county sites (school boards, county commission, tourism, libraries, Chambers of Commerce, Farm Bureau, etc.)
	Links to cities or towns in the county

All elements considered essential were used in constructing the county extension websites. Identified optional elements used for constructing the county extension website were selected by the researcher and county staff members from the list of optional elements. Once websites were developed, and scrutinized, county extension offices were responsible for updating the information on those websites.

A press release was developed and utilized by the county staff in newspaper and other media that they felt would make their county population aware of the site. Submission of the websites was done for several of the major search engines used on the world wide web. The initial page on each website was the consent form (Appendix H) which had been approved by the Institutional Review Board.

Evaluation of the Website Prototypes

Following the modified-Delphi procedure and the construction of the three website prototypes, an e-mail survey was conducted to determine the effectiveness of the websites in supplying information by the county extension offices. The population was made up by all of those individuals who supplied their e-mail address on the initial page of the county extension websites.

Development of the instrument for evaluation of the websites was done by utilizing primary categories from the modified-Delphi process, input from county extension directors in the test counties, and input from Dr. James Key and Dr. James White.

Validation of the instrument was done utilizing twelve non-extension service individuals from other areas other than the test counties, who would be considered extension clientele in their respective counties. Recommendations from the pilot test

changed the form of the likert scale items from a horizontal line placed below each category question, to being vertical, to the right of each question. It was also found that e-mail accounts with yahoo.com were not able to utilize the survey form in the fixed-width font. Therefore, the form was changed again with the likert scale being vertical as before, but following directly under the category questions on the left margin (Appendix J).

The RIME™ software was used to send the county extension website evaluation instrument. A prenotice was sent the morning of March 2, 2000 with the surveys being sent on that same evening. Three reminders were sent to encourage those who had agreed to participate.

Following the return of the survey instrument, thank you messages were sent to each respondent that participated in the evaluation of each of the three county extension websites.

Descriptive statistics included counts, sums, means, and standard deviations. When asking “Did you find the information you were looking for?” a yes response was scored a one and a no response was scored a zero. The mean for that item came from those scores given. On the question asking for participants to “List in order (most important first) the three most important components of this website” the first component listed was scored a three, the second component listed was scored a two, and the third component listed was scored a one. All scores for each of the components were then summed and reported as sum of scores.

CHAPTER IV

PRESENTATION OF FINDINGS

The purpose of this research was to identify and evaluate elements needed for a county extension web site. This chapter presents the findings of the research.

The Modified Delphi Process

Consent to Participate

There were 107 individuals contacted on December 14, 1998 to participate in the modified Delphi phase of the study. Those individuals represented thirty-nine different states. The speed at which they returned their consent to participate is shown in Figure 1 as the return of consent forms in working days from the sent date. Forty-one individuals agreed to participate. Thirty-nine percent (16) of the favorable responses came back on day one and seventeen percent (7) came back on day two. By working day six, seventy-eight percent (32) of the respondents that agreed to participate had returned the consent form.

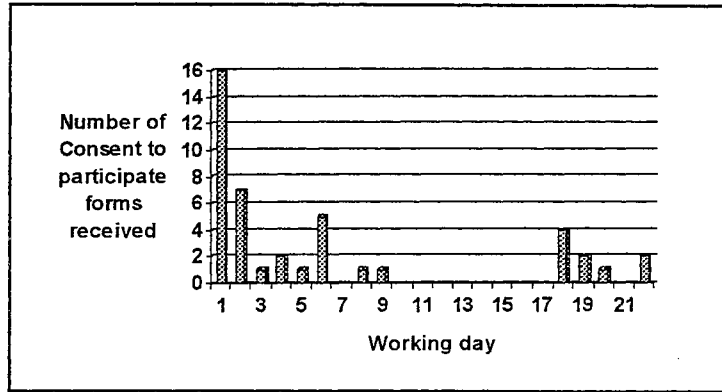


Figure 1. Number of Consent to Participate Forms Received by Working Day Following Sending the E-mail Message to Potential Participants.

Stage One

The Stage 1 instrument was sent March 3, 1999. The speed at which participants in the modified Delphi study returned their Stage 1 instruments is shown in Figure 2.

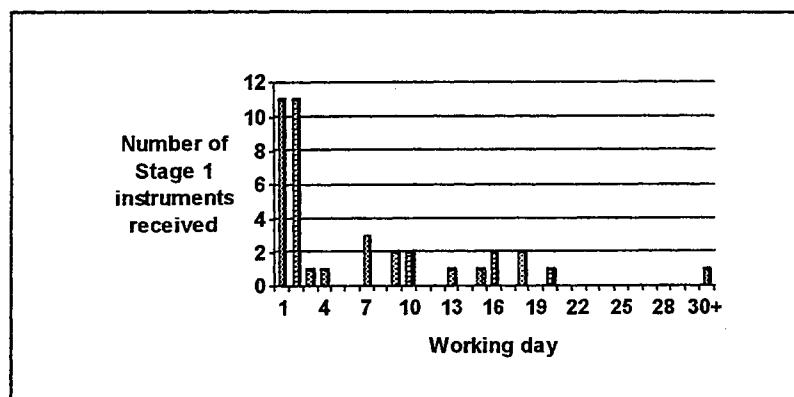


Figure 2. Number of Stage 1 Instruments Received by Working Day Following Sending the E-Mail Survey to Participants.

A reminder was sent on working day thirteen. Forty-one Stage 1 instruments were sent and thirty-nine responses were returned. Twenty eight percent (11) of the respondents sent the Stage 1 instrument back on both working day one and on working day two. Sixty-two percent (24) of the respondents in Stage 1 returned the instrument by working day six.

All items identified in Stage 1 are included in Appendix C, separated by respondent. The major categories identified in Stage 1 that were then used to separate items on the Stage 2 instrument were 1) basics for a home page, 2) speed of loading, 3) function of the site, 4) staff (information for individual county staff members), 5) office (attributes of the county office), 6) general web site contents, 7) agriculture/natural resources, 8) family and consumer sciences, 9) 4H youth development, 10) rural development/community development, and 11) other items. Table II lists the categories mentioned above and items as they were listed on the Stage 2 instrument.

TABLE II

MAJOR CATEGORIES AND COMBINED ITEMS FROM
STAGE 1 OF THE MODIFIED DELPHI PROCESS

Category	Combined Items
Basics for a Home Page	<ul style="list-style-type: none"> Name of affiliated institution University logo State map with the county highlighted Photos of people putting knowledge to work Official name of the county site

TABLE II – Continued

Category	Combined Items
	Date page was updated
	Discrimination and ADA statements
	Copyright statement
	Mission Statement
	Author of page and "clickable" email
	Same format for all state's extension offices so it is recognizable
Speed of Loading	Simple format for a fast load time
	Graphics should be small and/or low resolution to speed loading
	Few animated .gif files to speed loading
	A Text-only version for slow connections or computers
	Several pages to break up a lengthy site
Function of the Site	Key words and/or meta tags for major search engines
	Search engine for the county site
	Simple pages, not huge databases that would require frequent updates
	Set all elements of the web page up for scheduled periodic review
	Have a short URL so that it is easy to remember as in www."your extension".edu
	Staff (information for individual county staff members)
Clerical staff names	
Location	
"Clickable" e-mail addresses	
Specialties of local staff/faculty	
Staff photos	
Web sites should have frequent mentions of e-mail addresses so that clientele can correspond with those involved.	
Background of county staff	

TABLE II – Continued

Category	Combined Items
Office (attributes of the county office)	<p data-bbox="581 396 667 426">Address</p> <p data-bbox="581 453 646 483">Phone</p> <p data-bbox="581 510 621 539">Fax</p> <p data-bbox="581 567 967 596">Office location with local directions</p> <p data-bbox="581 623 829 653">Map locating the office</p> <p data-bbox="581 680 829 709">Picture of county office</p> <p data-bbox="581 737 711 766">Office hours</p> <p data-bbox="581 793 938 823">"Clickable" county email address</p>
General Web Site Contents	<p data-bbox="581 907 1409 961">Up-to-date calendar of classes/events offered by that office with dates, times and locations.</p> <p data-bbox="581 989 1317 1018">Link for each event that has additional information if listing is brief.</p> <p data-bbox="581 1045 1409 1100">Registration information for events including forms and who to make checks payable to.</p> <p data-bbox="581 1127 1195 1157">Calendar of local, state and national Extension activities.</p> <p data-bbox="581 1184 1312 1239">Last minute information that people could check (cancellations, site changes, etc.).</p> <p data-bbox="581 1266 886 1295">Details on state-wide events.</p> <p data-bbox="581 1323 1036 1352">Key dates (like 4-H enrollment deadlines).</p> <p data-bbox="581 1379 857 1409">Tip(s) of the week/month.</p> <p data-bbox="581 1436 1321 1491">Current information - a current question that will be updated at least weekly/monthly.</p> <p data-bbox="581 1518 1328 1547">Frequently Asked Questions (content depends on locality and season)</p> <p data-bbox="581 1575 1166 1604">Recent Newsletters from each Extension program area</p> <p data-bbox="581 1631 967 1661">Newsletter subscription instructions</p> <p data-bbox="581 1688 1360 1743">Newsletters need to be separated into articles that are still valid. Articles need to appear under their name</p> <p data-bbox="581 1770 1344 1824">Links to public newsletters available from other levels of the extension service.</p>

TABLE II – Continued

Category	Combined Items
	<p>Brief page about what Cooperative Extension is</p> <p>"What's New" section</p> <p>Wherever possible provide links to help clients find their own answers and to help them navigate the resources of the web</p> <p>Link to the land-grant university</p> <p>Link to the state's fact sheets</p> <p>Link to USDA</p> <p>Links to reputable commercial sites (include disclaimer)</p> <p>Programmatic/subject matter links to information applicable to geographic region.</p> <p>If the local office assists in offering university based education programs, describe current courses being offered</p> <p>Four Year Plan</p> <p>Program impacts</p> <p>Recent news releases</p> <p>Identification of primary thrusts of the program in the community</p> <p>Committee members</p> <p>Input from Extension Advisory groups</p> <p>List of brochures/info available in the office</p> <p>List of services offered (soil testing, etc.)</p> <p>Separate pages for each program area</p>
Agriculture/Natural Resources	<p>Gardening/homeowner page</p> <p>Farm page</p> <p>Weather information</p> <p>A link to the National Radar Weather</p> <p>Ag Market information links as applicable to each locale</p> <p>Pesticide Info -- new info and changes that have been made in past year</p> <p>Information about leading commodities in the county</p>

TABLE II – Continued

Category	Combined Items
	<p>Pests that particularly affect local crops -- pictures and info</p> <p>Field demonstrations</p> <p>Results of local demonstrations and research</p> <p>Topic specific directories - i.e. "Hay Directory" or other service directories if available</p> <p>A page for a group activity, such as farmers involved in small group on-farm data gathering and demonstrations could share information with each other, or upload information to the website manager for inclusion on the website.</p>
Family and Consumer Sciences	<p>Links to nutrition resources</p> <p>Links to money management resources</p> <p>Links to parenting resources</p> <p>Leader lessons for FCE</p>
4-H Youth Development	<p>Basic "what is 4-H" text</p> <p>How to volunteer</p> <p>Summer activities (camps) page</p> <p>Registration forms (either electronic or for members to print & mail) for camps, activities, workshops, etc.</p> <p>Instructional materials of regular or cyclical use (Record Book Do's & Don'ts Manual, Taming the Demonstration Lion, etc.)</p> <p>List of clubs, with links to descriptions of activities, etc.</p> <p>List of project areas, with links to descriptions of the project, its activities and shows, relevant press releases, etc.</p> <p>Photos (winners of activities, etc.)</p> <p>4-H School Enrichment program opportunities</p> <p>4-H Endowment - instructions on how to make donations to the Fund, how the Fund is used in the county, etc.</p> <p>Links to state and national 4-H pages</p> <p>Fair info and entry forms (when available; depends on time of year)</p> <p>Directions and maps for upcoming local and state events</p>

TABLE II – Continued

Category	Combined Items
Rural Development/Community Development	Community Service idea resources Links to cities or towns in the county Links to County Resources Links to other county sites (school boards, county commission, tourism, libraries, Chambers of Commerce, Farm Bureau, etc.) Graphics of points of interest within the county Links to county information (population, basic statistics, etc.)
Other	Special pages for programs that the office works with (Science & Technology page, Internet education page, etc.) Water Quality K-12 Teacher Education

Stage Two and Stage Three Results

The Stage 2 instrument (Appendix D) was sent May 27, 1999. The speed at which participants in the modified Delphi study returned their Stage 2 instruments is shown in Figure 3.

A reminder was sent on working day thirteen. Thirty-nine Stage 2 instruments were sent and thirty-eight responses were returned. Thirty-seven percent (14) of the respondents in Stage 2 returned the instrument on working day one, twenty-one percent (8) of the respondents returned the instrument on working day two, and eight percent (3) of the

respondents returned the instrument on working day 4. Sixty-eight percent (26) of the respondents returned the Stage 2 instrument by working day six.

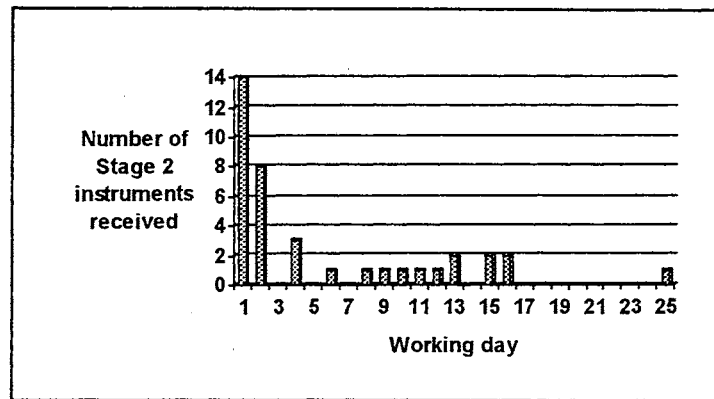


Figure 3. Number of Stage 2 Instruments Received by Working Day Following Sending the E-Mail Survey to Participants.

The Stage 3 instrument (Appendix F) was sent August 21, 1999. The speed at which participants in the modified Delphi study returned their Stage 3 instruments is shown in Figure 4.

A reminder was sent on working day fourteen. Thirty-eight Stage 3 instruments were sent and thirty-four responses were returned. Thirty-two percent (11) of the Stage 3 instruments were returned on working day one, nine percent (3) were returned on working day two, and twelve percent (4) of the Stage 3 instruments were returned one working day three. By working day six, fifty-nine percent (20) of the respondents in Stage 3 had returned the instruments.

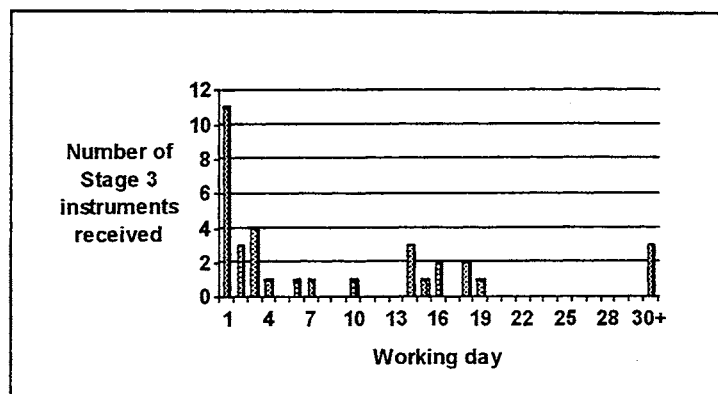


Figure 4. Number of Stage 3 Instruments Received by Working Day Following Sending the E-Mail Survey to Participants.

Items That Should be Included on a County Extension

Website, Based on Stage Two

Table III contains items identified by participants of the modified Delphi process that meet the criterion established for essential elements for a county extension website.

Lowest mean score on Stage 2 was 3.34 for “Programmatic/subject matter links to information applicable to geographic region.”

In Stage 3, all responses given on “Name of affiliated institution,” “University logo,” “Official name of the county site,” “Date page was updated,” “Link to the land-grant university,” “List of services offered (soil testing, etc.),” and “Key dates (like 4-H enrollment deadlines)” were yes responses. Pages which would be locally developed and maintained were mentioned as “Several pages to break up a lengthy site,” “Separate pages for each program area,” “Gardening/homeowner page,” and “Summer activities (camps)

page” with lower limit of the 95% Confidence Interval of .911, .914, .854 and .908, respectively.

TABLE III
ITEMS MEETING THE CRITERION ESTABLISHED
TO BE CONSIDERED ESSENTIAL ELEMENTS
OF A COUNTY EXTENSION WEBSITE

Stage 1 Responses	Stage 2 Responses			# Yes	Stage 3 Responses	
	Total # Responses	Mean	S.D.		Total # Responses	95% Confidence Interval
<u>Basics for a Home Page</u>						
Name of affiliated institution	38	3.84	0.44	34	34	1.000, 1.000
University logo	38	3.71	0.52	33	33	1.000, 1.000
Official name of the county site	37	3.51	0.65	34	34	1.000, 1.000
Date page was updated	37	3.35	0.59	34	34	1.000, 1.000
Author of page and "clickable" email	37	3.54	0.65	33	34	0.914, 1.000
<u>Speed of Loading</u>						
Several pages to break up a lengthy site	38	3.68	0.66	32	33	0.911, 1.000
Simple format for a fast load time	38	3.66	0.48	32	34	0.862, 1.000
Few animated .gif files to speed loading	38	3.58	0.64	32	34	0.862, 1.000
<u>Function of the Site</u>						
Set all elements of the web page up for scheduled periodic review	37	3.63	0.85	32	33	0.911, 1.000
<u>Staff</u>						
Clickable e-mail addresses	36	3.81	0.47	33	34	0.914, 1.000
Professional staff names	38	3.63	0.49	33	34	0.914, 1.000
Location	38	3.84	0.49	32	33	0.911, 1.000
Specialties of local staff/faculty	38	3.71	0.52	32	34	0.862, 1.000
Web sites should have frequent mentions of e-mail addresses so that clientele can correspond with those involved.	38	3.37	0.75	31	33	0.858, 1.000
<u>Office</u>						
Address	38	3.87	0.41	33	33	1.000, 1.000
Office hours	38	3.66	0.63	32	32	1.000, 1.000
Phone	37	3.95	0.23	33	34	0.914, 1.000
Fax	38	3.76	0.63	33	34	0.914, 1.000
Clickable county email address	38	3.42	0.83	31	33	0.858, 1.000

TABLE III – Continued

Stage 1 Responses	Stage 2 Responses			Stage 3 Responses		
<u>General Website Contents</u>						
Link to the land-grant university	37	3.76	0.55	34	34	1.000, 1.000
List of services offered (soil testing, etc.)	38	3.63	0.54	34	34	1.000, 1.000
Key dates (like 4-H enrollment deadlines)	38	3.55	0.65	34	34	1.000, 1.000
Separate pages for each program area	37	3.76	0.49	33	34	0.914, 1.000
Up-to-date calendar of classes/events offered by that office with dates, times and locations	38	3.71	0.46	33	34	0.914, 1.000
Programmatic/subject matter links to information applicable to geographic region.	38	3.34	0.71	32	33	0.911, 1.000
Wherever possible provide links to help clients find their own answers and to help them navigate the resources of the web	38	3.63	0.63	31	33	0.858, 1.000
<u>Agriculture</u>						
Gardening/homeowner page	34	3.79	0.59	30	32	0.854, 1.000
<u>Family and Consumer Science</u>						
Links to nutrition resources	33	3.45	0.71	28	29	0.899, 1.000
Links to money management resources	33	3.42	0.71	28	29	0.899, 1.000
<u>4-H Youth Development</u>						
How to volunteer	36	3.81	0.81	31	32	0.908, 1.000
Basic "what is 4-H" text	36	3.76	0.83	31	32	0.908, 1.000
Summer activities (camps) page	36	3.76	0.72	31	32	0.908, 1.000
Links to state and national 4-H pages	36	3.59	0.90	30	31	0.906, 1.000

Note: ¹ Stage 2 mean scores were calculated using the following numerical assignments to expressions of value: high=4, moderate=3, low=2 and none=1.

Table IV contains items identified by participants of the modified Delphi process that meet the criterion established for optional elements for a county extension website.

Ninety-four percent (50) of those items considered optional had Stage 2 mean scores above 3.00.

Fifty-three items identified by participants of the modified Delphi process met the criterion for optional items. Several items should be noted: "Clerical staff names," "Link to

TABLE IV

ITEMS MEETING THE CRITERION ESTABLISHED TO
BE CONSIDERED OPTIONAL ELEMENTS OF
A COUNTY EXTENSION WEBSITE

Stage 1 Responses	Stage 2 Responses			Stage 3 Responses		
	Total # Responses	Mean	S.D.	# Yes	Total # Responses	95% Confidence Interval
<u>Basics for a Home Page</u>						
Discrimination and ADA statements	38	3.16	0.82	27	33	0.687, 0.950
Mission statement	37	2.89	0.84	23	33	0.540, 0.854
<u>Speed of Loading</u>						
Graphics should be small and/or low resolution to speed loading	38	3.53	0.56	30	34	0.774, 0.991
<u>Function of The Site</u>						
Key words and/or meta tags for major search engines	37	3.46	0.77	28	32	0.760, 0.990
Have a short URL so that it is easy to remember as in www."your extension".edu	37	3.32	0.63	28	32	0.760, 0.990
Simple pages, not huge databases that would require frequent updates	38	3.34	0.78	25	34	0.587, 0.884
<u>Staff</u>						
Clerical staff names	38	3.16	0.79	28	33	0.726, 0.971
<u>Office</u>						
Office location with local directions	37	3.65	0.68	30	33	0.811, 1.000
Map locating the office	38	3.16	0.79	28	32	0.760, 0.990
<u>General Website Contents</u>						
Registration information for events including forms and who to make checks payable to	37	3.30	0.78	31	34	0.816, 1.000
Link to the state's fact sheets	38	3.53	0.65	30	34	0.774, 0.991
Recent news releases	38	3.13	0.62	27	31	0.753, 0.989
Newsletter subscription instructions	38	3.34	0.67	29	34	0.734, 0.972
Frequently Asked Questions (content depends on locality and season)	38	3.42	0.60	28	33	0.726, 0.971
Brief page about what Cooperative Extension is	38	3.37	0.71	28	33	0.726, 0.971
Identification of primary thrusts of the program in the community	38	3.11	0.83	28	33	0.726, 0.971
What's New section	38	3.24	0.75	27	33	0.687, 0.950
Recent Newsletters from each Extension program area	36	3.19	0.75	27	33	0.687, 0.950
Link for each event that has additional information if listing is brief.	38	3.18	0.80	27	33	0.687, 0.950
Links to public newsletters available from other levels of the extension service	37	3.14	0.75	27	33	0.687, 0.950

TABLE IV – Continued

Stage 1 Responses	Stage 2 Responses			Stage 3 Responses		
If the local office assists in offering university based education programs, describe current courses being offered	38	3.39	0.75	27	34	0.658, 0.930
Last minute information that people could check (cancellations, site changes, etc.)	38	3.03	0.85	25	33	0.611, 0.904
Link to USDA	38	2.82	0.73	23	31	0.588, 0.896
Calendar of local, state and national Extension activities	38	3.21	0.81	24	33	0.575, 0.879
Current information - a current question that will be updated at least weekly/monthly	38	3.03	0.82	22	30	0.575, 0.892
List of brochures/info available in the office	36	3.17	0.77	24	34	0.553, 0.859
<u>Agriculture</u>						
Results of local demonstrations and research	35	3.60	0.69	29	32	0.805, 1.000
Pests that particularly affect local crops -- pictures and info	35	3.49	0.78	29	32	0.805, 1.000
Farm page	35	3.71	0.67	28	31	0.799, 1.000
A link to the National Radar Weather	34	3.00	0.98	27	31	0.753, 0.989
Ag Market information links as applicable to each locale	34	3.32	0.91	26	31	0.709, 0.968
Topic specific directories - i.e. "Hay Directory" or other service directories if available	34	3.24	0.89	25	30	0.700, 0.967
Field demonstrations	35	3.17	0.82	25	30	0.700, 0.967
Information about leading commodities in the county	35	3.09	0.82	23	30	0.615, 0.918
Pesticide Info -- new info and changes that have been made in past year	35	3.20	0.83	22	29	0.603, 0.914
<u>Family and Consumer Science</u>						
Links to parenting resources	33	3.42	0.71	27	29	0.839, 1.000
<u>4-H Youth Development</u>						
4-H Endowment - instructions on how to make donations to the Fund, how the Fund is used in the county, etc.	36	3.24	1.06	27	29	0.839, 1.000
Registration forms (either electronic or for members to print & mail) for camps, activities, workshops, etc.	36	3.57	0.99	29	32	0.805, 1.000
4-H School Enrichment program opportunities	35	3.42	0.81	29	32	0.805, 1.000
List of clubs, with links to descriptions of activities, etc.	36	3.27	1.02	28	32	0.760, 0.990
Directions and maps for upcoming local and state events	36	3.14	0.76	27	31	0.753, 0.989

TABLE IV – Continued

Stage 1 Responses	Stage 2 Responses			Stage 3 Responses		
List of project areas, with links to descriptions of the project, its activities and shows, relevant press releases, etc.	35	3.39	0.96	26	31	0.709, 0.968
Fair info and entry forms (when available; depends on time of year)	37	3.32	0.82	26	32	0.677, 0.948
Instructional materials of regular or cyclical use (Record Book Do's & Don'ts Manual, Taming the Demonstration Lion, etc.)	36	3.27	1.02	24	32	0.600, 0.900
<u>Rural Development/Community Development</u>						
Links to County Resources	34	3.26	0.83	28	30	0.844, 1.000
Links to county information (population, basic statistics, etc.)	35	3.03	0.86	26	30	0.745, 0.988
Community Service idea resources	33	3.15	0.87	25	29	0.737, 0.988
Links to other county sites (school boards, county commission, tourism, libraries, Chambers of Commerce, Farm Bureau, etc.)	34	3.12	0.91	25	30	0.700, 0.967
Links to cities or towns in the county	33	2.94	0.97	22	30	0.575, 0.892
<u>Other</u>						
Special pages for programs that the office works with (Science & Technology page, Internet education page, etc.)	36	3.14	0.87	26	30	0.745, 0.988
Water Quality	36	3.19	0.86	24	30	0.657, 0.943

Note: ¹ Stage 2 mean scores were calculated using the following numerical assignments to expressions of value: high=4, moderate=3, low=2 and none=1.

the state's fact sheets," "Calendar of local, state, and national Extension activities," "List of brochures/info available in the office" and "A link to the National Radar Weather" had lower limits of the 95% Confidence Interval of .726, .774, .575, .553, and .753, respectively.

Table V includes items that had mean scores on Stage 2 of greater than 2.50. But when asked if they should be included on a county extension website on Stage 3, the lower limit of the 95% Confidence Interval was at or below .50.

TABLE V
 ITEMS CONSIDERED MODERATE OR GREATER VALUE
 ON STAGE 2, BUT NOT MEETING THE CRITERION
 ESTABLISHED TO BE CONSIDERED EITHER
 ESSENTIAL OR OPTIONAL ELEMENTS OF
 A COUNTY EXTENSION WEBSITE
 ON STAGE 3

Stage 1 Responses	Stage 2 Responses			Stage 3 Responses		
	Total # Responses	Mean	S.D.	# Yes	Total # Responses	95% Confidence Interval
<u>Basics for a Home Page</u>						
State map with the county highlighted	38	2.58	0.95	21	33	0.472, 0.800
Copyright statement	38	2.68	0.99	20	33	0.439, 0.773
Same format for all state's extension offices so it is recognizable	38	2.71	1.01	20	34	0.423, 0.754
<u>Speed of Loading</u>						
A Text-only version for slow connections or computers	38	2.84	0.86	18	32	0.391, 0.734
<u>Function of the Site</u>						
Search engine for the county site	37	2.65	0.79	22	34	0.486, 0.808
<u>General Website Contents</u>						
Newsletters need to be separated into articles that are still valid. Articles need to appear under their name	34	3.03	0.87	21	32	0.492, 0.821
Details on state-wide events	37	2.84	0.55	21	32	0.492, 0.821
Tip(s) of the week/month	37	2.84	0.69	21	32	0.492, 0.821
Program impacts	38	2.58	1.00	19	31	0.441, 0.784
<u>Agriculture</u>						
Weather information	35	2.60	0.91	19	30	0.461, 0.806
A page for a group activity, such as farmers involved in small group on-farm data gathering and demonstrations could share information with each other, or upload information to the website manager for inclusion on the website.	34	2.97	0.87	18	29	0.444, 0.797
<u>Family and Consumer Science</u>						
Leader lessons for FCE	32	2.97	0.86	18	29	0.444, 0.797
<u>4-H Youth Development</u>						
Photos (winners of activities, etc.)	36	2.92	1.01	18	31	0.407, 0.754
<u>Other</u>						
K-12 Teacher Education	35	2.69	0.93	18	29	0.444, 0.797

Note: ¹ Stage 2 mean scores were calculated using the following numerical assignments to expressions of value: high=4, moderate=3, low=2 and none=1.

Fourteen percent (14) of the ninety-eight items identified on Stage 2 as having moderate or greater value did not meet the criterion of being considered either essential or optional elements. Lower limits of the 95% Confidence Interval varied from .391 for “A Text-only version for slow connections or computers” to .491 for the items “Newsletters need to be separated into articles that are still valid. Articles need to appear under their name,” “Tip(s) of the week/month” and “Details on state-wide events.”

Included in this category was “Same format for all state’s extension offices so it is recognizable,” “Search engine for the county site,” “Weather information” and “Photos (winners of activities, etc.)”

Items That Are Not Needed on a County Extension

Website Based on Stage Two

Table VI contains items that had a mean score of 2.50 or less, indicating that these items were not needed on a county extension website.

“Photos of people putting knowledge to work,” “Staff photos,” and “Picture of county office” had mean values of 2.50, 2.39, and 2.16, respectively on the Stage 2 of the modified Delphi process. “Four year plan” had the lowest mean score (1.87) of all 107 items included in Stage 2.

Comments from a few representative items are included for illustrative purposes.

TABLE VI
IDENTIFIED ELEMENTS THAT DID NOT APPEAR
TO BE NEEDED ON A COUNTY EXTENSION
WEBSITE, BASED ON STAGE 2 RESULTS

Stage 1 Responses	Stage 2 Responses		
	Total #Responses	Mean ¹	S.D.
Photos of people putting knowledge to work	38	2.50	0.73
Background of county staff	37	2.49	0.77
Staff photos	36	2.39	0.87
Picture of county office	38	2.16	0.72
Input from Extension Advisory groups	35	2.46	0.95
Committee members	36	2.25	0.91
Links to reputable commercial sites (include disclaimer)	38	2.24	0.91
Four Year Plan	38	1.87	0.81
Graphics of points of interest within the county	35	2.49	0.89

Note: ¹ Stage 2 mean scores were calculated using the following numerical assignments to expressions of value: high=4, moderate=3, low=2 and none=1.

Comments from Stage Two

All comments from participants on Stage 2 items are included in Appendix E.

Table VII lists comments from the item, "Details on state-wide events."

TABLE VII
STAGE 2 COMMENTS ON THE ITEM,
"DETAILS ON STATE-WIDE EVENTS"

Or a link to state wide information.
My website is a local website, not one for the entire state. I link to the state site.
Link to details on state site, so not repeat.
Provide links in most cases.

The term “link” or “links” appeared in this item as well as in several others including “Links to public newsletters available from other levels of the extension service” and “Recent news releases.”

Comments from Stage Three

All comments from participants on Stage 3 items are included in Appendix G. If participants disagreed with the majority opinion of the modified Delphi group thereby choosing no as their response, they were asked to make comments as to why they chose no. Table VIII lists comments from the item, Photos, listed in the 4-H and Youth Development category.

TABLE VIII
COMMENTS FROM THE ITEM “PHOTOS (WINNERS OF
ACTIVITIES, ETC.),” LISTED IN THE CATEGORY
4-H AND YOUTH DEVELOPMENT

Same concern about download time for photographs as well as privacy issue.
NOT NECESSARY, BUT OK

Include these only if shot for the web and not for print. Must be very small file sizes and of interest to a large number of people, not just Mom and Dad.
Could require excessive maintenance and space requirements

For safety reasons, photographs and other information identifying minors should NOT be posted on the Internet!!!!

Be aware of privacy issues.

Photo release/liability too great for children.

This was a close call for me – photos are a lot of trouble to deal with.

TOO MANY PERVERTS OUT THERE

Reduce photos to increase download time.

Risk Management issue of obtaining waivers

The expression "creative" or "creativity" was used seven times related to the item "Same format for all state's extension offices so it is recognizable" (Table IX).

TABLE IX

COMMENTS FROM THE ITEM "SAME FORMAT FOR ALL STATE'S EXTENSION OFFICES SO IT IS RECOGNIZABLE," LISTED IN THE CATEGORY BASICS FOR A HOME PAGE

Recognizable could translate to "once you've seen one, you've seen them all." May cause people to not check out multiple county sites.

Limits ability to be creative. Same format may not fit all situations.

Each county office may have a different emphasis on the way programs/information is presented.

Cooperative Extension is about individuality and creativity. We have so much to offer because so many people offer their insight and ideas. If we force them to one format, we limit our web page's appeal and may be missing out on innovating ideas.

Reduces creativity.

Some basic rules should be adhered to, but otherwise let creativity show.

Each extension office would serve a different client base, thus providing different information possibly. This would impact the page design required to present the information. Additionally time needed to develop web pages would be impacted if requirements were beyond the employee's skill level.

Quality, not complete conformity should be the goal.

Too boring and constricting of creativity. Needs to be some consistency so it is obvious they are connected but not exact same format.

Four concerns, the main one being excessive development time. By the time you get agreement from all the counties, Curriculum Development Specialists, and everyone else, the page design would be obsolete. Second, different counties may want to emphasize different programs or may have different resources which would not fit in a standard format. Third, different counties' sites may be written and maintained by people with widely varying skill levels on computers with vastly different capabilities -- a standard format would be beyond some people/equipment and fail to put the abilities of others to good use. Finally, in my county, at least, the web page is maintained by a volunteer. If a volunteer is given too hard a time about formatting, or if the volunteer is capable of doing something that looks better and more interesting but is restricted to a rigid, unappealing format, the volunteer is likely to resign the position. Our university does require one of three official logos at the top of all pages or all home pages, don't remember which. That's OK; it's wide but short & doesn't take up too much room.

While there is some benefit to consistency across the state, the web page should be a creative expression of the programs in that county and a reflection of the people in that county. A template structure might be easier but I'm not sure it contributes to the usefulness or the value of the site.

Cuts down on creativity and for someone viewing various state county web pages, it is boring.

Uniformity won't increase use.

Yes, for the first page into the county site, but sub pages can vary in format to make it more interesting for the person seeking knowledge.

Who wants to look at the same thing over and over

“Consistency” and “conformity” were terms used also. One short comment related to both creative/consistency was “Needs to be some consistency so it is obvious they are connected but not exact same format.”

Table X includes comments from Stage 3 on the item “Weather Information.”

TABLE X
COMMENTS FROM THE ITEM “WEATHER INFORMATION,”
LISTED IN THE CATEGORY AGRICULTURE

Great idea but not necessary.
Needs updating to often. Make links to state weather station instead.
Expect to be able to link to a regional or state site.
Lots of sites have weather info. Let's put our effort where we can make a difference, not make a duplicate, unless you're thinking of a type of weather info that is not commonly available.
This information is available elsewhere. The only reason to include is if formatted in a way that is significantly different and therefore more useful to the local clientele
They can use a listserver
Duplicative
A link to a weather site might be good but not a web page on weather.

Comments spoke of “duplicate” information that was available on other sites that could be linked. Comments “Great idea ...” and “A link to a weather site might be good...” also included remarks with some reservation.

Other Comments

The following comments were also worth noting specifically.

This was a much harder survey to complete. A lot of things should be optional rather than a NO. If I left blank, it should read OPTIONAL

rather than NO. WHY? Because Web pages that are too large are difficult to open and download, and readers may leave in frustration before completing the download. Important choices need to be made, and this list in itself, when your research is published, will be of great utility to us here in California—I hope you will share your results with us.

Having listed yes to so many of the above, I do admit that any web site I'd develop would have significantly fewer items on it. Why? we don't have the resources to (1) develop and manage web sites on a regular basis and (2) provide follow up to questions outside of our individual staff areas of expertise. However, web sites are a great way to reach a segment of the population.

Demographics from Stage Three

Participants primary program area of responsibility as received in Stage 3 of the modified Delphi process was described in Figure 5.

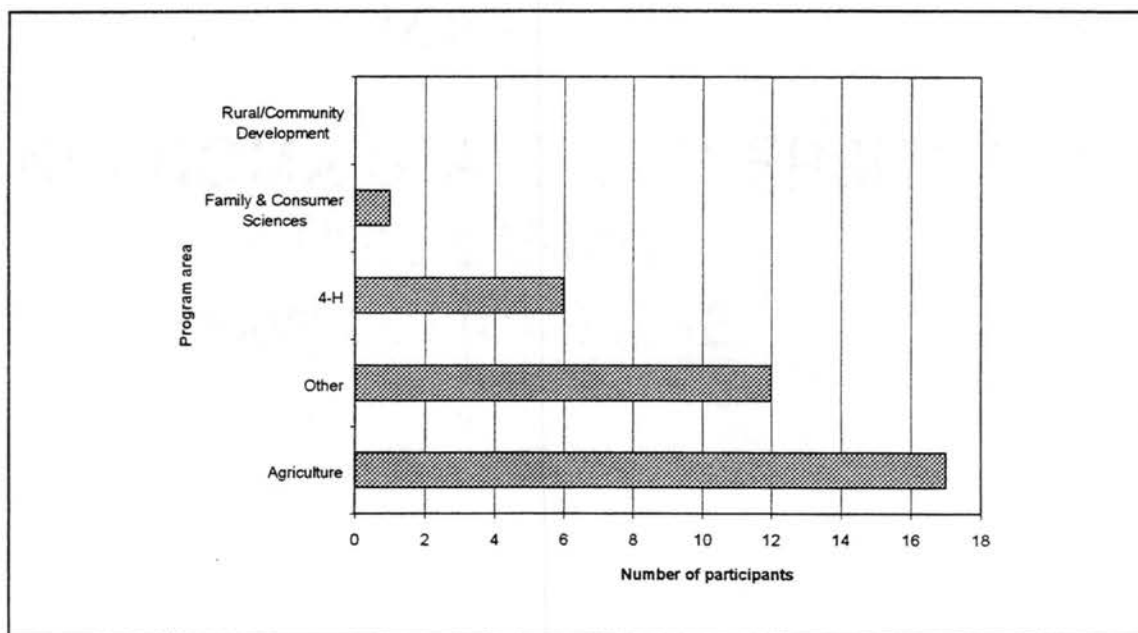


Figure 5. Primary Program Area of Responsibility by Participants of the Modified Delphi Process.

Two participants listed two primary program areas of responsibility. Therefore, the total for primary program area of responsibility was thirty-six, even though only thirty-four individuals participated in Stage 3. Seventeen percent (6) of the participants Stage 3 listed their primary program area of responsibility as 4-H, forty-seven percent (17) of participants listed their primary program area of responsibility as agriculture, only one participant listed their primary program area of responsibility as Family and Consumer Sciences, and thirty-three percent (12) of participants listed their primary program area of responsibility as other. Those that listed other specified web page developer, web designer, county director, horticulture and environment, field operations – trouble shooter, graphic designer/webmaster, environmental education program, tobacco education and web development, program support, program assistant as their primary area of responsibility.

Extension regions of the United States that participants worked in (Figure 6) included the Northeast Region with thirty-seven percent (13), the Northcentral Region with twenty-four percent (8), the Western Region with twenty-four percent (8), and the Southern Region with fifteen percent (5).

Participants number of years in extension as received in Stage 3 of the modified Delphi process is described in Figure 7. Eighteen percent (6) of participants had five or less years of extension experience, forty-one percent (14) of participants had five and a half to ten years of extension experience, fifteen percent (5) of participants had ten and a half to fifteen years of extension experience, eighteen percent (6) of participants had fifteen and a half to twenty years of extension experience, five percent (2) of participants had twenty and a half to twenty five years of extension experience and one participant had greater than twenty five years of extension experience.

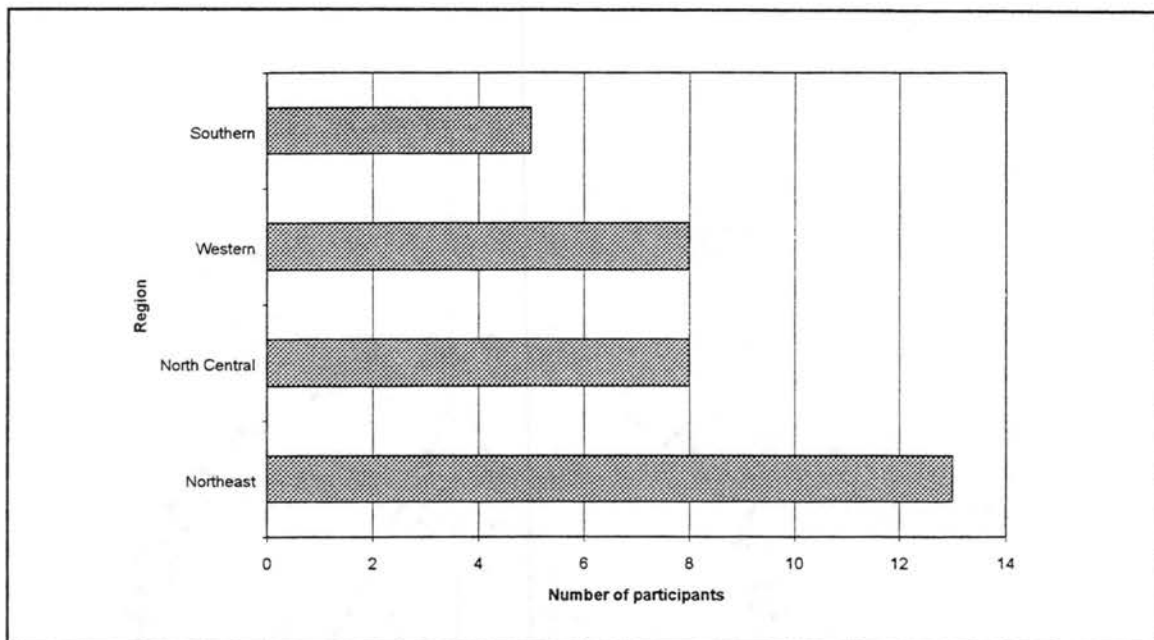


Figure 6. Extension Region of the U.S. by Participants Of the Modified Delphi Process.

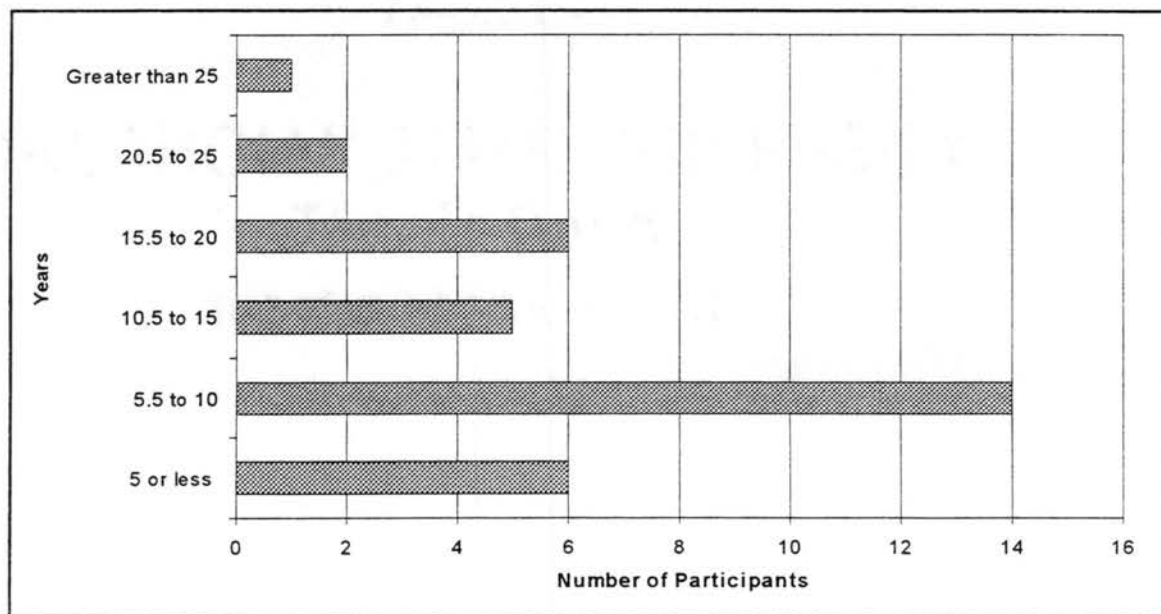


Figure 7. Number of Years in Extension by Participants Of the Modified Delphi Process.

Participants number of years in web maintenance/development as received in Stage 3 of the modified Delphi process is described in Figure 8. Thirty-one percent (11) of participants had two or less years of web maintenance/development experience, fifty-eight percent (20) of participants had two and a half to four years of web maintenance/development experience, nine percent (3) of participants had four and a half to six years of web maintenance/development experience, and one participant had greater than six years of web maintenance/development experience.

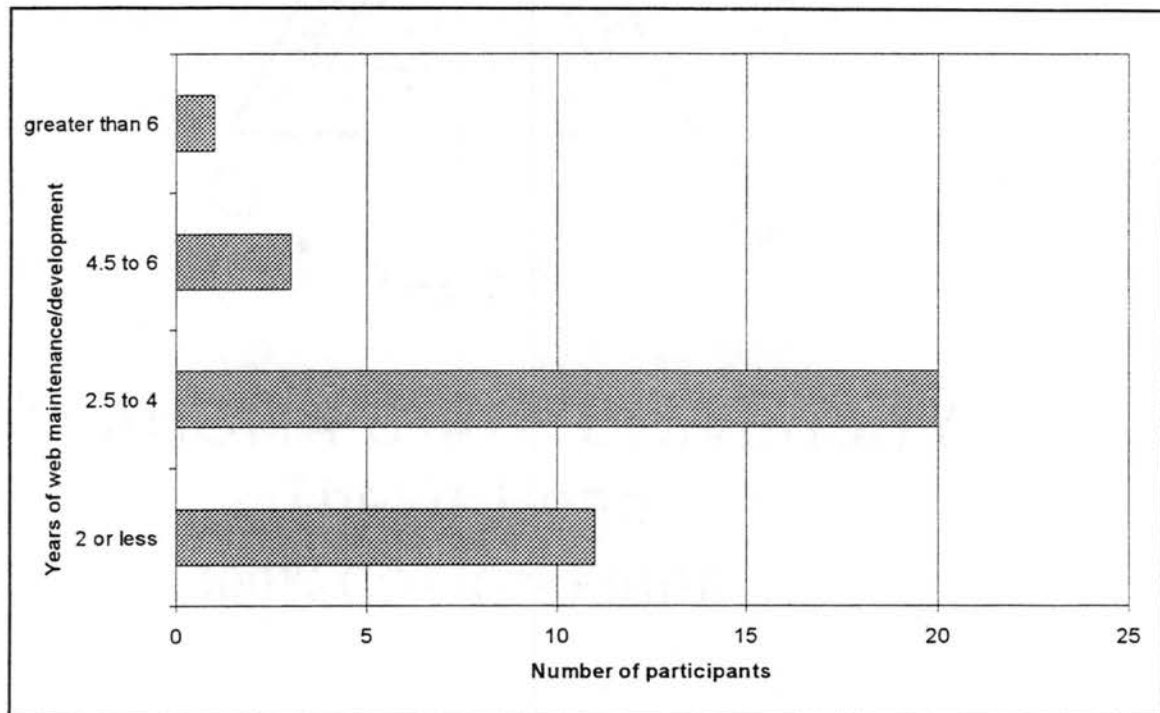


Figure 8. Number of Years in Web Maintenance/Development by Participants of the Modified Delphi Process.

A Problem Experienced With the E-Mail

Questionnaire in Stage Three

Eight of the thirty-four Stage 3 instruments were only partially complete as they were received. Participants were made aware of the problem and were asked to resend the required items to make the questionnaire complete. Those participants did send the missing parts of the instrument for the total of thirty-four complete instruments received for Stage 3.

Evaluation of County Extension Website Prototypes

Marketing of County Extension Website Prototypes

County extension websites prototypes were marketed in local media, linked on the Oklahoma Cooperative Extension Service website, as well as by registering the websites with major search engines for the world wide web. Table XI gives a ranking of each of the three website prototypes out of the first 100 websites listed by four major search engines when using the search term “(county name) and extension.” On Altavista (<http://www.altavista.com>), the Washita county website ranked first, The Woods county website ranked second, and the Marshall county website ranked eighth. On Excite (<http://www.excite.com>), the Washita county website ranked second, and the Marshall and Woods county extension websites were not available in the top 100 rankings. On Infoseek (<http://www.infoseek.com>), the Washita county website ranked fourth, and the Marshall and Woods county extension websites were not available in the top 100 rankings. On

TABLE XI
 RANKING (1 THROUGH 100) OF COUNTY EXTENSION
 WEBSITES IN SEVERAL MAJOR WORLD WIDE
 WEB SEARCH ENGINES ON
 FEBRUARY 19, 2000

Search Engine	Marshall	Washita	Woods
AltaVista	8	1	2
Excite	NA	2	NA
Infoseek	NA	4	NA
Looksmart	25	1	6

Note: NA – Not available in the top 100 sites.

Looksmart (<http://www.looksmart.com>), the Washita county website ranked first, the Woods county website ranked sixth, and the Marshall county website ranked twenty-fifth.

Number of Participants

Not all of the clientele that accessed the website prototypes actually participated in the evaluation of those websites. The number agreeing to participate and those that actually did participate are listed by county in Table XII. There were a total of forty participants in the evaluation of the county extension website prototypes. Five individuals that accessed the website did not give correct email addresses. Each of those was returned by the mail administrator.

TABLE XII

NUMBER OF INDIVIDUALS AGREEING TO
PARTICIPATE AND ACTUAL NUMBER
THAT DID PARTICIPATE BY COUNTY

County	Number Agreeing to Participate	Number Actually Participating
Marshall	23	12
Washita	24	16
Woods	17	12

Speed of Return

The Stage 1 instrument was sent March 2, 2000. The speed at which participants in the modified Delphi study returned their Stage 1 instruments is shown in Figure 9.

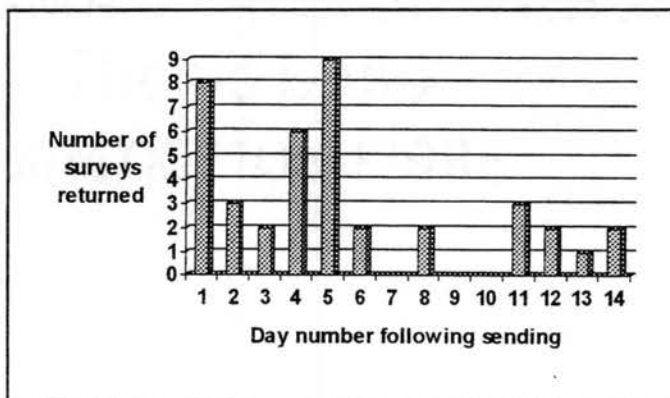


Figure 9. Speed of Return of Responses in the Evaluation of Website Prototypes.

Forty individuals returned the evaluation instrument with twenty percent (8) responding on day one, eight percent (3) responding on day two, and none responding on day three. Seventy-five percent (30) of those participants returning evaluation instruments did so by day six.

Demographics

Figure 10 presents the categories which participants of the website prototype evaluation consider themselves to be. Several of the participants indicated that more than one category was appropriate for them, therefore the total was greater than forty. Twenty-four percent (11) of the responses given indicated agricultural producers, fifteen percent (7) of the responses given indicated a 4-H parent/leader, only one response indicated a 4-H member, thirteen percent (6) of the responses given indicated homemakers, seventeen percent (8) of the responses given indicated gardeners, and twenty-seven percent (13) of the responses given indicated the other category. Those that chose other specified the following: former 4-H member, 4-H alumni, juvenile detention officer, college student, teacher, County Executive Director - Farm Service Agency, manager - Technology Services, retired extension educator, and an educator.

Age ranges and number of participants in each is shown in Figure 11. The mean age of participants was 39.5 years.

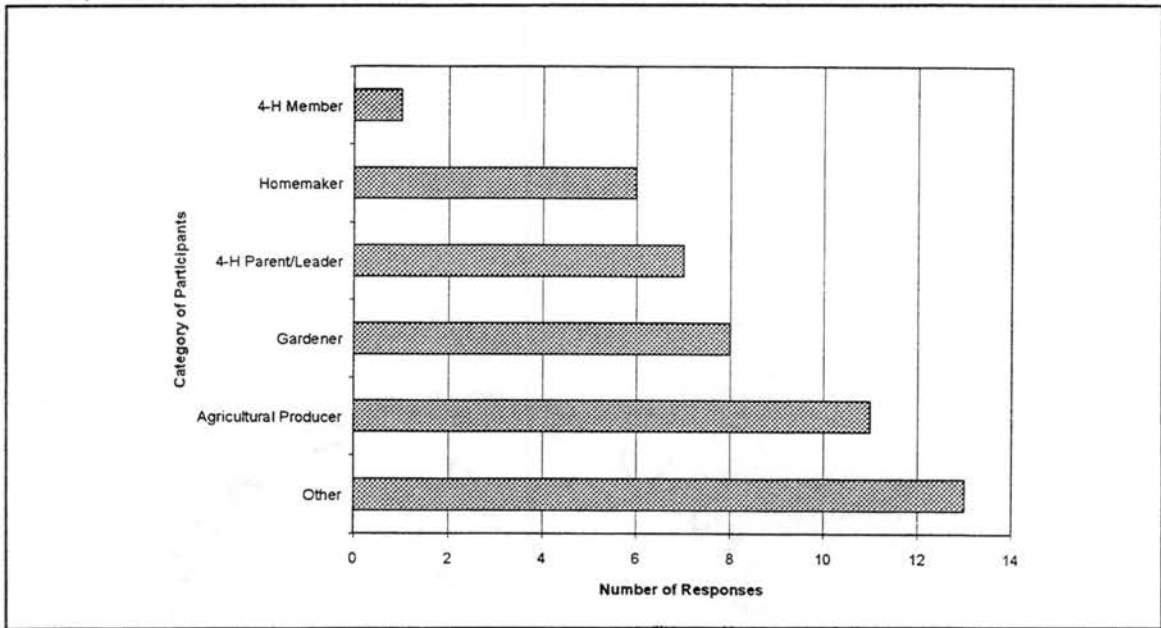


Figure 10. Category Best Identifying Participants in the Website Evaluation.

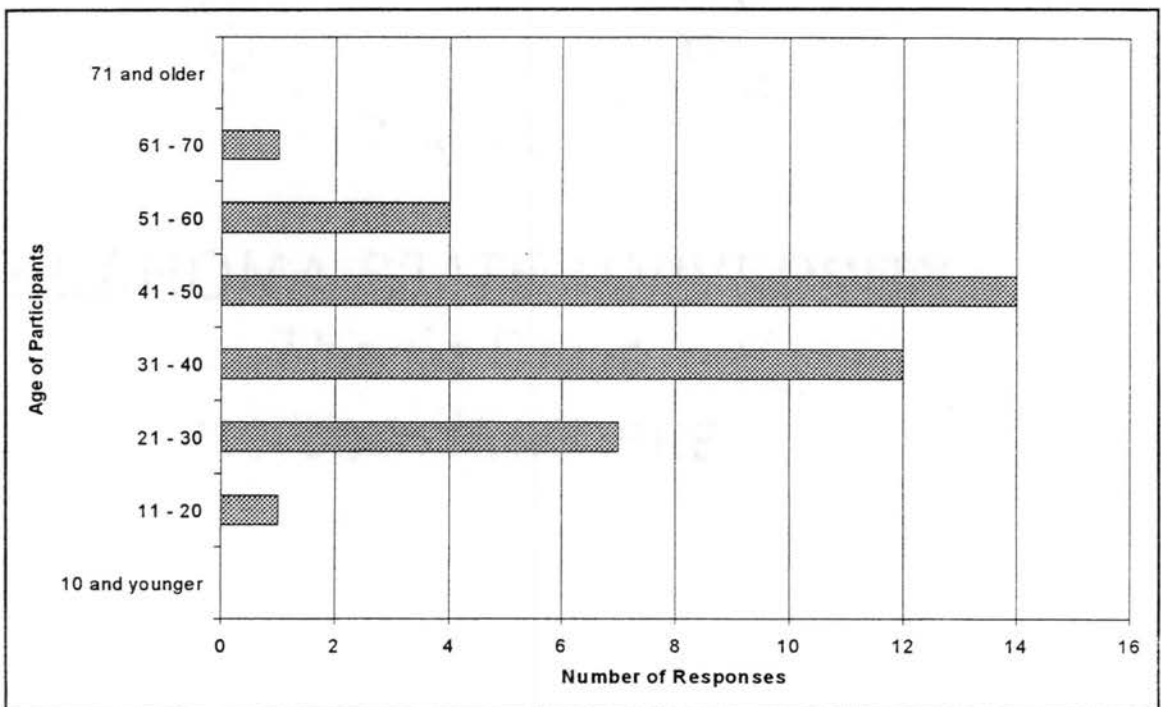


Figure 11. Age of Participants in the Website Evaluation.

There were no participants in the website prototype evaluation younger than ten years of age or older than seventy-one years of age. Only one participant was between eleven and twenty years of age and only one was between sixty-one and seventy years of age. Eighteen percent (7) of the participants were between twenty-one and thirty years of age, thirty percent (12) were between thirty-one and forty years of age, thirty-five percent (14) were between forty-one and fifty years of age, and ten percent (4) of participants were between fifty-one and sixty years of age.

Of the four program areas the cooperative extension service works with, forty-four percent (25) of the responses indicated agriculture was the program area they were most interested in. Nineteen percent (11) of responses indicated 4-H & youth development was the one of most interest, twenty-one percent (12) indicated Family and Consumer Science as the one of most interest and twelve percent (7) indicated Rural Development/Community Development as being the one of most interest (Figure 12). Some participants chose more than one program area, therefore the total of fifty-seven was greater than the total number of respondents.

When asked if they found the information they were looking for, ninety-two percent (37) of the participants indicated that they had found the information they were looking for on the website.

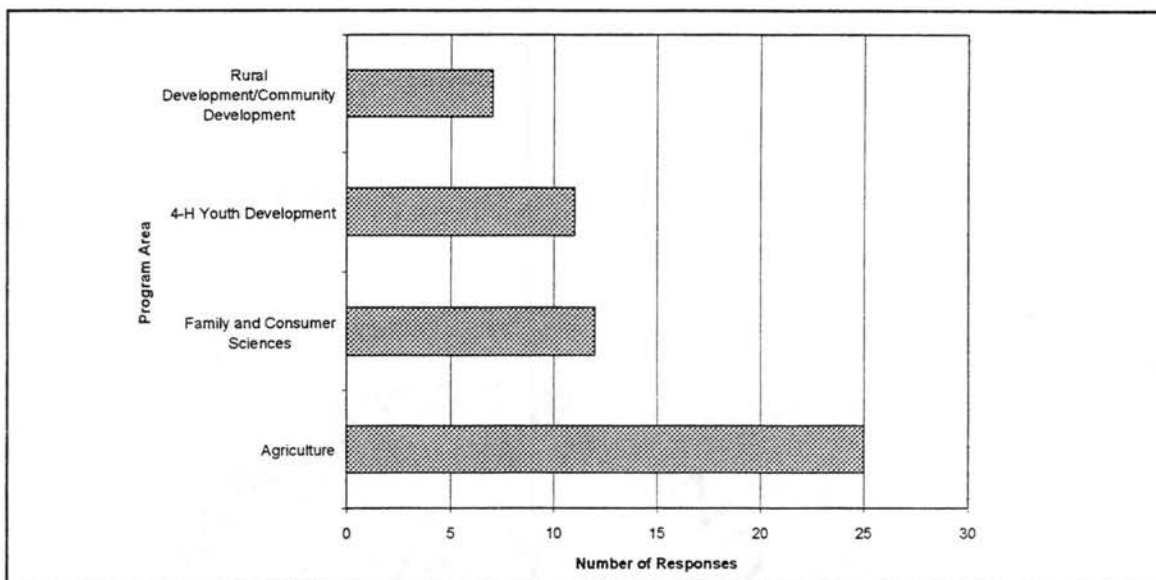


Figure 12. Number of Responses and Program Area Of Most Interest.

Table XIII lists major categories of the three county extension websites developed and the mean scores and standard deviations of each. “Office information“ had the largest mean score of 3.56 and “Rural and Community Development items” had the lowest mean score of 3.13. Standard deviations for categories varied only from .64 to .78.

Respondents Most Important Components of the Website

Extension clientele were asked to list in order (most important first) the three most useful components of the website. The first component listed was scored a three, the second item listed was scored a two and the third component listed was scored a one. For each component, the scores were summed and each time a component was listed, it was counted.

TABLE XIII
 USEFULNESS OF CATEGORIES AND SATISFACTION WITH
 SPEED OF LOADING IN THE THREE COUNTY
 EXTENSION WEBSITES DEVELOPED
 AS EVALUATED BY CLIENTELE
 ACCESSING THE WEBSITES

	Mean	S.D.
County home page	3.41	0.68
Staff information	3.46	0.64
Office information	3.56	0.68
Local office offerings	3.45	0.72
General website contents	3.41	0.75
Agriculture items	3.42	0.76
Family and Consumer Science items	3.26	0.72
4-H items	3.25	0.77
Rural and Community Development items	3.13	0.78
Overall speed of loading	3.38	0.67

Table XIV records the response of clientele that accessed websites when they were asked to give the top three components of the websites, with the most important listed first. "Fact sheets" had a sum of scores of 30 and was mentioned 12 times. Other items with sum of scores equal to or greater than ten included "Lawn & Garden," "Agriculture," "Services offered by the local office," "Contact information," "FCS information" and "4-H information."

TABLE XIV

CLIENTELE'S SUM OF SCORES AND NUMBER OF TIMES
A COMPONENT WAS MENTIONED WHEN CLIENTELE
GAVE THE THREE MOST USEFUL COMPONENTS
OF THE WEBSITE

Component	Sum of Scores ¹	Number of Times Mentioned
Fact sheets	30	12
Services offered by the local office	13	8
Lawn & Garden	17	7
Contact information	12	7
Agriculture	15	6
4-H information	10	6
FCS information	11	6
Calendar	5	4
Organization	4	3
Animal Science	6	2
Staff information	4	2
Speed of loading	2	2
Local information	3	1
Office information	3	1
Market reports	2	1
Availability of site	3	1
Elements of site	2	1
Commodity information	2	1
Crop Production	1	1
Links to OSU & Division of Agriculture	3	1
Convenience	3	1
Specificity	2	1
Links to local school	2	1
Lots of information for each link	3	1
Get information without going to the office	3	1
Rural Development/Community Development	1	1
Links to other related websites	3	1

Note: ¹ Sum of scores is the total of scores for each item. Scores were given as follows: highest ranking response received a score of 3, the second highest ranking response received a score of 2 and the third highest ranking response received a score of 1.

Response to Open-Ended Questions on the Website Evaluation

Respondents to the question “What comments would you like to make to improve the site?” are listed in Table XV.

TABLE XV

RESPONSES OF COUNTY EXTENSION WEBSITE
EVALUATORS TO THE QUESTION “WHAT
COMMENTS WOULD YOU MAKE TO
IMPROVE THE SITE?”

I would like to see info about our local youth's and what they are involved in. competitions, award winners and photos.
very friendly
I can't see anything that I would do to improve it.
I think extension needs to get more involved in marketing. There is too much manipulating going on that the farmer has no control over. For instance: cattle prices one week will be up. You take your cattle to the sale the next week and they will be down enough to take all the profit away.
quicker loading of information sheets
none it was easy to look up things, especially for the computer illiterate
You might want to add a connection to the OSU HES homepage.
possibly adding recipes and hints
A search engine on the home page of the website would be very useful. If I specifically know what kind of information that I am looking for, a search engine could take me directly to that information rather than me having to browse through numerous links where I think the information may be located. Also, links to other state's extension sites would be useful, particularly if I am considering producing a crop that is not commonly grown in this area.
no suggestions at this time
I think the site is good. Thank you for revising this so we can respond easily. I especially like the idea of personal contact by e-mail with the office personal if extra help is needed in any of their expertise areas. This is a great service to our community. It seems I always have some kind of question about fertilizer or weed control, and now I have info at my finger tips. Thank you.
none
Lots of how-to tips for beginning produce gardens
there is an error on the Rural Development page under county statistics
might add more links to information on gardening
Some links could be added which would provide more information about herbicides, trees, conservation, etc. This would answer some questions on line. E-mail links for the staff would be helpful.
adding information is always beneficial
Information is generally hidden away in places most folk seldom go & hate to go . . . courthouses

TABLE XV – Continued

Links to DASNR's home page and OCES's home page need to be updated. Also, I would like to see links to OAES and CASNR. The (hover) buttons do not appear when java is disabled. Fortunately there were textual links at the bottom of the page. I would recommend you remove the 'date last updated' as it appears most of the pages have not been updated since mid-January and these pages do not have time-sensitive information.

I would like to see a current list of the videotapes that are available in the Alva office for immediate checkout. I sometimes need a video on short notice and I would like to know what's available in the office without having to order it from Stillwater.

I found the website very informative.

Table XVI lists respondents answers to the question “What is not there that you expected?”

TABLE XVI

RESPONSES OF COUNTY EXTENSION WEBSITE
EVALUATORS TO THE QUESTION “WHAT
IS NOT THERE THAT YOU EXPECTED?”

Photos and award winners

A mesonet connection

I was pleased with what I found.

none

It looks good to me!

crop production stats, commodity information, market reports

none

everyone's e-mail address? missed it if it was there

detailed information, e-mail links, listing of other sites which provide more info

stocker on wheat pasture

The links relating to crop pest identification were interesting. The cow-calf information was also interesting

I was looking for a fact sheet related to aquaculture. I found "F-9206 - Common Pond Problems" but the fact sheet was not online.

Easy to locate links to area and state specialists.

Good topical & seasonal displays of Edu. Info.

Don't know! First time on an Agriculture type site

One other general comment was made. "I live in TX and was very impressed with the site. I hope our County Extension service could have a site as useful as yours."

A Problem Experienced With the E-mail Questionnaire in the
Evaluation of County Extension Website Prototypes

Users of yahoo.com as an e-mail provider could not send back complete questionnaires. Each one was cut off at the bottom. Respondents had to be contacted again and asked to resubmit the final portion of the instrument in order to have complete instruments to analyze.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

Problem

The elements needed for the purpose of utilizing the internet to deliver information and nonformal education to Cooperative Extension Service clientele through county extension offices are either currently underused or not available. The specific elements needed to construct a county extension website are not well defined.

Purpose

The purpose of this study was to identify and evaluate the common elements needed to construct county extension websites in order to use the internet to deliver information and nonformal education programming to Cooperative Extension Service clientele.

Objectives

The objectives of this study were:

1. To identify and evaluate common elements needed in constructing county extension websites, using the modified Delphi technique.

2. To develop website prototypes which contain the determined common elements needed for the particular county, and to evaluate the elements of the website prototypes based on the input of clientele.

Procedures

Three phases were conducted in this study. The first phase was a modified Delphi with three stages to identify elements needed in constructing county extension websites. The experts used in the modified Delphi procedure were located across the U.S. and had experience in developing county extension websites. The second phase was the development of county extension websites in Marshall County, Washita County, and Woods County in Oklahoma using the elements identified. The third phase was evaluating elements needed in constructing three county extension websites by clientele who accessed the site.

Interpretation of Results

Essential and Optional Elements Needed on a County Extension Website – In constructing county extension websites, a web developer/maintainer must have a place to begin. Analysis of responses in the modified Delphi process has identified elements used for constructing county extension websites. These can be divided into essential elements and optional elements and can give county extension website developers a reference to begin.

Based on the opinions of experts, those who have attempted the creation of a county extension website, Table XVII lists several elements that were rated essential in constructing a county extension website.

TABLE XVII
 ESSENTIAL ELEMENTS NEEDED ON A COUNTY
 EXTENSION WEBSITE

Category	Individual Element
Basics for a Home Page	<ul style="list-style-type: none"> Name of affiliated institution University logo Official name of the county site Date page was updated Author of page and "clickable" email
Speed of Loading	<ul style="list-style-type: none"> Several pages to break up a lengthy site Simple format for a fast load time Few animated .gif files to speed loading
Function of the Site	<ul style="list-style-type: none"> Set all elements of the web page up for scheduled periodic review
Staff	<ul style="list-style-type: none"> Clickable e-mail addresses Professional staff names Location Specialties of local staff/faculty Web sites should have frequent mentions of e-mail addresses so that clientele can correspond with those involved.
Office	<ul style="list-style-type: none"> Address Office hours Phone Fax Clickable county email address
General Website Contents	<ul style="list-style-type: none"> Link to the land-grant university List of services offered (soil testing, etc.) Key dates (like 4-H enrollment deadlines) Separate pages for each program area Up-to-date calendar of classes/events offered by that office with dates, times and locations Programmatic/subject matter links to information applicable to geographic region. Wherever possible provide links to help clients find their own answers and to help them navigate the resources of the web
Agriculture	<ul style="list-style-type: none"> Gardening/homeowner page
Family and Consumer Science	<ul style="list-style-type: none"> Links to nutrition resources Links to money management resources
4-H Youth Development	<ul style="list-style-type: none"> How to volunteer Basic "what is 4-H" text Summer activities (camps) page Links to state and national 4-H pages

After elements were identified in Stage 1, relatively ranked by mean score in Stage 2, the Stage 3 instrument asked experts to decide if each item should be included in a county extension website. The term essential was used because all of these elements in Stage 3 met the criterion for essential. Elements are listed in descending order by their lower limit of the 95% confidence interval within each category.

Again, based on the opinions of experts, those who have attempted the creation of a county extension website, Table XVIII lists several elements that were rated optional in constructing a county extension website.

After elements were identified in Stage 1, ranked relatively by mean score in Stage 2, the Stage 3 instrument asked experts to decide if each item should be included in a county extension website. The term optional was used because all of these elements in Stage 3 met the criterion for optional. Elements were listed in descending order of their lower limit of the 95% confidence interval within each category.

In using the essential and optional elements chosen to develop the three county extension websites, the average rating of major categories by clientele that accessed those websites would have to be considered at least "Useful." Therefore, the use of the essential and optional elements identified in the modified Delphi process was suitable in assisting in the development of county extension websites.

Fact sheets were listed as an optional element based on the lower value of the 95% confidence interval, but on the evaluation of the three county extension websites, when asked for the top three components of the website, fact sheets were the element most often identified by clientele. That was one optional element which probably should be included with the essential elements.

TABLE XVIII
 OPTIONAL ELEMENTS NEEDED ON A COUNTY
 EXTENSION WEBSITE

Category	Individual Element
Basics for a Home Page	Discrimination and ADA statements Mission Statement
Speed of Loading	Graphics should be small and/or low resolution to speed loading
Function of the Site	Key words and/or meta tags for major search engines Have a short URL so that it is easy to remember as in www."your extension".edu Simple pages, not huge databases that would require frequent updates
Staff	Clerical staff names
Office	Office location with local directions Map locating the office
General Website Contents	Registration information for events including forms and who to make checks payable to Link to the state's fact sheets Recent news releases Newsletter subscription instructions Frequently Asked Questions (content depends on locality and season) Brief page about what Cooperative Extension is Identification of primary thrusts of the program in the community What's New section Recent Newsletters from each Extension program area Link for each event that has additional information if listing is brief. Links to public newsletters available from other levels of the extension service If the local office assists in offering university based education programs, describe current courses being offered Last minute information that people could check (cancellations, site changes, etc.) Link to USDA Calendar of local, state and national Extension activities Current information - a current question that will be updated at least weekly/monthly List of brochures/info available in the office
Agriculture	Results of local demonstrations and research Pests that particularly affect local crops -- pictures and info

TABLE XVII – Continued

Category	Individual Element
	Farm page
	A link to the National Radar Weather
	Ag Market information links as applicable to each locale
	Topic specific directories - i.e. "Hay Directory" or other service directories if available
	Field demonstrations
	Information about leading commodities in the county
	Pesticide Info -- new info and changes that have been made in past year
Family and Consumer Science	Links to parenting resources
4-H Youth Development	4-H Endowment - instructions on how to make donations to the Fund, how the Fund is used in the county, etc.
	Registration forms (either electronic or for members to print & mail) for camps, activities, workshops, etc.
	4-H School Enrichment program opportunities
	List of clubs, with links to descriptions of activities, etc.
	Directions and maps for upcoming local and state events
	List of project areas, with links to descriptions of the project, its activities and shows, relevant press releases, etc.
	Fair info and entry forms (when available; depends on time of year)
	Instructional materials of regular or cyclical use (Record Book Do's & Don'ts Manual, Taming the Demonstration Lion, etc.)
Rural Development/Community Development	Links to County Resources
	Links to county information (population, basic statistics, etc.)
	Community Service idea resources
	Links to other county sites (school boards, county commission, tourism, libraries, Chambers of Commerce, Farm Bureau, etc.)
	Links to cities or towns in the county
Other	Special pages for programs that the office works with (Science & Technology page, Internet education page, etc.)
	Water Quality

Items Identified in Stage One That Were Not Needed on

County Extension Websites

Although several items were considered essential or optional, twenty-three items did not meet the criterion established to be considered in the list of essential or optional elements. Some were identified following Stage 2 of the modified Delphi process. The remainder were identified following Stage 3 of the modified Delphi process.

Based on the mean score of items in Stage 2, items in Table XIX are not needed on a county extension website.

TABLE XIX

ITEMS NOT NEEDED ON A COUNTY EXTENSION
WEBSITE BASED ON STAGE 2 RESPONSES

Input from Extension Advisory groups
 Graphics of points of interest within the county
 Four Year Plan
 Committee members
 Background of county staff
 Staff photos
 Picture of county office
 Links to reputable commercial sites (include disclaimer)
 Photos of people putting knowledge to work

Table XX includes items which were not considered either essential or optional following Stage 3 of the modified Delphi process and using the criterion established for essential or optional elements.

TABLE XX

ITEMS LACKING MAJORITY SUPPORT FOR INCLUSION
ON A COUNTY EXTENSION WEBSITE BASED UPON
THE 95% CONFIDENCE INTERVAL ON STAGE 3

Category	Individual Element
Basics for a Home Page	State map with the county highlighted Copyright statement Same format for all state's extension offices so it is recognizable
Speed of Loading	A Text-only version for slow connections or computers
Function of the Site	Search engine for the county site
General Web Site Contents	Newsletters need to be separated into articles that are still valid. Articles need to appear under their name Details on state-wide events Tip(s) of the week/month Program impacts
Agriculture	Weather information A page for a group activity, such as farmers involved in small group on-farm data gathering and demonstrations could share information with each other, or upload information to the website manager for inclusion on the website.
Family and Consumer Science	Leader lessons for FCE
4-H Youth Development	Photos (winners of activities, etc.)
Other	K-12 Teacher Education

After the Stage 2 instrument was received and values calculated, there were several items that appeared, from mean scores, to be those items that should be included on a county extension website. However, when modified Delphi participants were specifically asked if they should be included on a county extension website, the items included in Table XX did not meet the criterion for essential or optional elements.

Comments lend insight into why some items were not included as either essential or optional items.

Use of Photos on County Extension Websites – Some comments from Stage 3 deal with the use of photos on county extension websites. However, most of the comments seem to be aimed at the use of personal (people) photos, not necessarily landscapes, animals, etc. There seems to be a strong concern in the use of personal photographs, primarily from the use of personal pictures and the liability issues the website may face. A comment from one participant in the evaluation of the website prototypes indicates there may be the desire of those using county extension websites to view pictures of individuals. However, this can be healthy or unhealthy.

Links and Time – Links for several items were mentioned. Time was mentioned also. When links can be used to access information without having to create it, time can be saved or used in doing some other task. Links were mentioned for state extension events, news releases, and state-wide newsletters, as well as for several other items.

Same Format for a State's County Extension Websites – The item “Same format for all state's extension offices so it is recognizable” did not meet the criterion required of essential or optional elements. Comments referred to a sense of loss of creativity if all state's county extension websites looked alike. There was some thought to consistency, but comments indicated the loss of creativity would outweigh the loss of consistency.

Weather Information – “A link to the National Radar Weather” was an optional element but “Weather information” was not considered either an essential nor optional element. One comment from the evaluation of the websites indicated the need for Mesonet information on a county extension website.

Participants Most Useful Components of the Website

“Fact sheets” were mentioned most often as being the most useful component of the website. Following in order were “Services offered by the local office,” “Lawn & Garden,” “Contact information,” “Agriculture,” “4-H information,” “FCS information,” “Calendar” and “Organization.” Other components were mentioned, but were mentioned only two or fewer times.

Marketing

Marketing of county extension websites can be a difficult thing to accomplish. Addresses of the three county extension websites developed were sent to several major search engines. It was noticed that Washita had the most distinguishable name and was more easily found with the major search engines. Media use at the local level did not bring

in a large number of individuals interested in assisting in evaluating the websites. Rogers (1983) noted that many innovations require lengthy periods, from the time they are available until the time they are widely accepted. County extension websites may be one of those innovations, currently.

The Use of E-Mail for Conducting Surveys

Figure 13 presents the speed of return of instruments in the modified Delphi procedure.

Over fifty percent of the responses with the modified-Delphi procedure came back in three days (Figure 13), agreeing with work done by Mehta and Sivadas (1995), but was

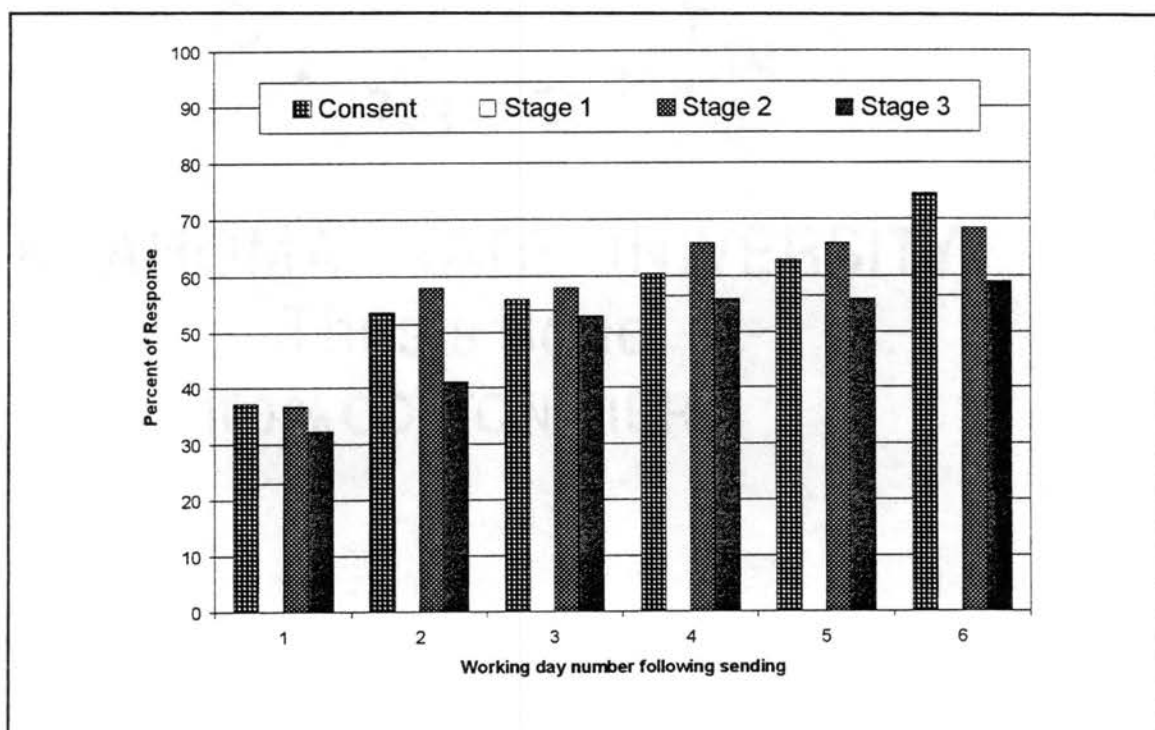


Figure 13. Combined Response Time of Website Experts with the Modified Delphi Procedure for the First Six Working Days.

slightly less than the seventy-six percent return by day four, as reported by Schaefer and Dillman (1998).

Figure 14 indicates the speed of return with clientele participating in the website prototype evaluation may not be as rapid as with the professionals participating in the modified Delphi procedure, but follows a similar trend.

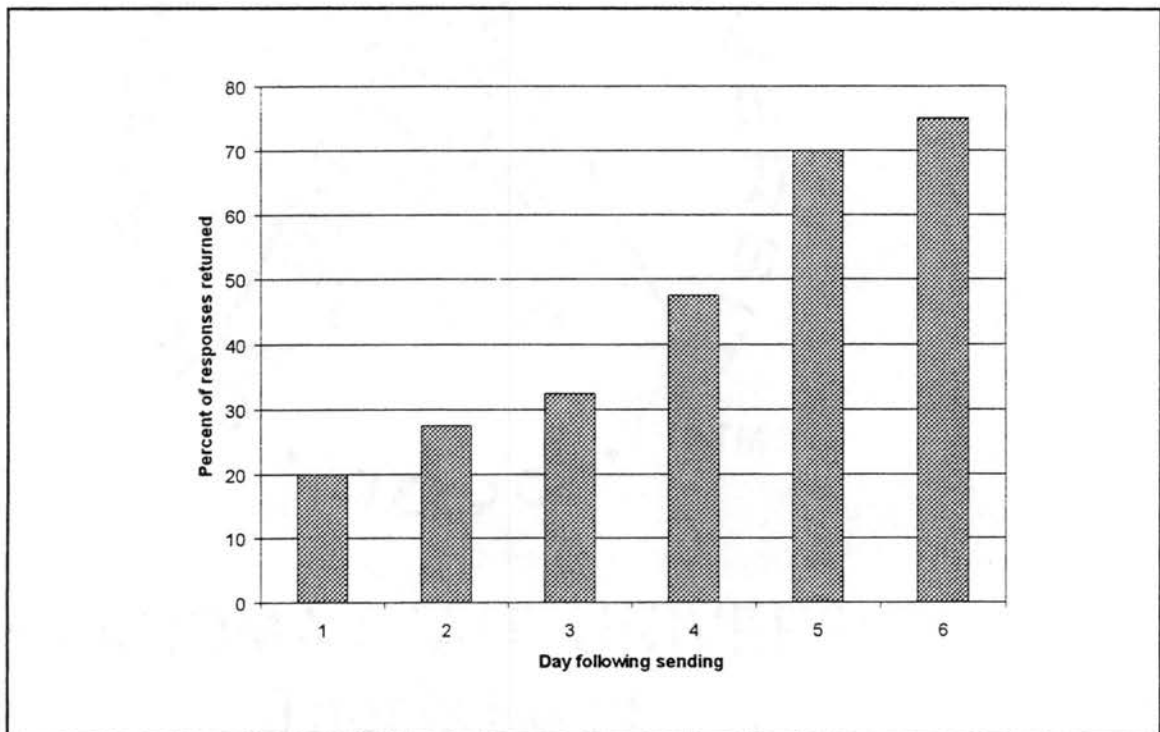


Figure 14. Speed of Return of Instruments from Extension Clientele in the Evaluation of Website Prototypes.

In both the Stage 3 of the modified Delphi procedure and in the evaluation of the websites, there was a cropping of pages on some of the returned instruments. The

instrument in Stage 3 must have been too long for some e-mail software packages to use correctly. When users of the e-mail provider, yahoo.com, tried to return instruments, they were cut off at the bottom, and missing the last item on the instrument. Care must be exercised in using e-mail for questionnaires.

Conclusions

1. Participants in the modified Delphi procedure identified elements for use on a county extension website. Responses from those participants were divided using a 95% Confidence Interval into essential and optional elements that were needed in constructing county extension websites. Based on the criterion established, thirty-three essential elements were identified and fifty-one optional elements were identified. Fourteen items initially identified by participants in Stage 2 of the modified Delphi process did not meet the criterion established in order to consider them essential or optional elements. Therefore, participants in the modified Delphi procedure were able to identify and evaluate needed elements used in constructing county extension websites.
2. Elements identified by experts were valuable in creating the prototype websites and clientele pretty well agreed on the elements with a few exceptions, one being links to a state's fact sheets.

Recommendations

1. County extension website developers should use the essential elements and choose from the optional elements to fit the needs of the county.
2. County extension website developers should use the prototype websites as they develop other county extension websites and should use clientele input to assist in modifying the site to meet the needs of the county clientele.

Implications

1. A key element for local clientele that should be included on a county website was on-line fact sheets and publications. Based on input from participants in the modified Delphi process, links to state fact sheets was categorized as an optional element, whereas clientele responses identified the links to state fact sheets as one of their highest rated elements on the site. Therefore, clientele responses suggest links to the state's fact sheets should be an essential element.
2. There is a great deal of time, planning, and evaluation that must occur for county extension websites to be effective and constant updating will be required. Counties that are considering the development of a website should consider the time required to do an adequate job of presenting educational materials and information to the public in a well-put-together package of a county website as well as the maintenance required.

3. Links to other resources should be used to avoid requiring many hours of the county extension professional's time in the maintenance of a county extension website. Even though this study doesn't specifically indicate it, specialists and county staff alike, should put together several things that counties could link to on their websites. Whether it be tips of the week in horticulture or specific items that agricultural communications could put together, items need to be made available to keep each county from having to do the same things themselves over and over again. And knowing our Oklahoma Cooperative Extension Service, there needs to be a coordinator designated to coordinate activities related to information published for links on county websites. As university websites change or as new ones become available, the coordinator should notify county extension offices. Clientele pointed out that links need to be kept current.
4. For county extension websites to be effective, marketing of those websites must occur by many means, with tried and true methods, but also with new and innovative methods for a new and innovative tool. The use of major search engines for marketing county extension websites may not yield desired results. Therefore, local media, newsletters, news releases, etc that are used locally should contain the URL for the county site. All marketing efforts must be done continuously.
5. Each state's administration needs to determine the policy related to the use of personal photographs, especially related to 4-H. The issue of liability in using personal photographs is much too important to set aside. The use of

- photographs, especially in the 4-H area, should be undertaken with a great deal of thought going into the process, particularly due to liability issues.
6. Many other states may not have a climate that is as variable as the climate of Oklahoma nor do they have the weather resources. Therefore, due to the influence weather has on people's lives, Oklahoma county extension websites should include links to weather information, radar images, Mesonet, etc.
 7. It is not necessary for all county extension websites in a state to look alike. The creativity exhibited by some county personnel in designing county extension websites will outweigh the lack of consistency in a state's county extension websites. A peer review process could provide the feedback necessary to maintain valid county extension websites.
 8. The lowest value in the mean scores for major categories being 3.13 for the "Rural and Community Development items" might have been reflective of the lack of individuals listing Rural Development/Community Development as their primary area of responsibility in Stage 3 of the modified Delphi procedure. There was a great deal of interest by clientele accessing the three county extension websites in the area of "Family and Consumer Sciences" as indicated by number of times mentioned when respondents were asked to list the three most useful components of the website.
 9. E-mail is a mechanism the cooperative extension service might utilize more in performing needs analysis and program evaluation, due to its speed and

low cost. E-mail is an inexpensive, quick way of providing input, possibly from a segment of the population that may not be usual extension clientele.

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APPENDIXES

APPENDIX A

LETTER ASKING FOR PARTICIPATION OF THE
MODIFIED-DELPHI PROCESS

To: County or Parish Website Developers and Maintainers
From: Mark S. Gregory
Area Extension Agronomy Specialist and Graduate Student
Oklahoma State University
Re: County or parish extension websites

I am Mark Gregory, an Area Extension Agronomy Specialist for the Oklahoma Cooperative Extension Service and we, in Oklahoma, are asking:

County extension websites - what should they include?

This happens to be the topic of my research project for an advanced degree. You have been selected from a nationwide search of existing county extension websites as a possible contributor to this project. This study will help determine critical components of a county extension website. The outcome will be several model county extension websites.

My research is in two phases. The first phase is one using the Delphi technique. This is a method that uses a group of experts to make an assessment of perceived needs. Those perceived needs will then be used to create several model county websites. The second phase of my study will ask the users of those websites to give us their opinion.

As someone who has worked on county websites, I would like for you to participate as an expert in the first stage of this study. The first part of the process will consist of a single question that you will be asked to respond to. The second part will consist of refining and clarifying responses from the initial instrument. The third and final part will consist of determining the importance and the ranking of priorities concerning perceived needs. Each will require about 10-15 minutes to complete.

All information will be submitted and delivered by e-mail. The information you provide on this e-mail survey will be kept strictly confidential. A coding system will be used on the e-mail form for follow-up purposes only and will be used only by the researchers. The information will be reported in the aggregate with no identification of you in the thesis, which will be a result of the study. Any risk involved with this research will be minimal. If you have any questions concerning this research, you may contact any of the researchers at the addresses or phone below, or Gay Clarkson, the Oklahoma State University Institutional Review Board secretary at 305 Whitehurst, OSU, Stillwater OK 74078, ph. (405) 744-5700.

If you are willing to participate, reply to me by December 21, 1998. The initial Delphi instrument will be sent shortly after the first of the year. If you feel that someone else in your office is better able to respond, please pass this on to them.

James P. Key
Professor
450 Ag Hall
Oklahoma State University
Stillwater, OK 74078
405/744-8136

Mark S. Gregory
125 W. Main
Cordell, OK 73632
580/832-3356

APPENDIX B

STAGE ONE INSTRUMENT

To: County Website Developers and Maintainers
From: Mark S. Gregory
Area Extension Agronomy Specialist
and Graduate Student
Oklahoma State University
Re: Stage 1 of County Extension Website Survey

Dear:

Thank you for your patience and agreeing to participate in this project to determine what basics should be included on county extension websites. This is the first of the three instruments planned. It should take about 10 - 15 minutes to complete. Include as many responses as you feel are necessary for this question. If it is possible to reply with your response by March 15, 1999, it would be greatly appreciated. Again, thanks for your participation.

Directions: Use the reply command or button with your email software for its prompt return. Please answer the following question with brief and concise statements, or you may choose to list your responses numerically. Include as many responses as you feel necessary. Please type your response below the following question

What should be included on county extension websites?
(a website could contain more than one "page")

APPENDIX C

RESPONSES TO THE STAGE ONE INSTRUMENT

-
- calendar of events (county, regional, state)
 - items of local county interest, may be of a timely nature
 - links to the home University & other relevant sites
- information providing access to the Extension Educators
-

A web site should contain:

- 1/ Title
 - 2/ Address
 - 3/ phone
 - 4/ directions to business
 - 5/ information about services and products.
 6. it needs to remain simple for fast load time
 7. Pictures need to remain a low resolution for fast load time
 8. Meta tags for the search engines
 9. outstanding opening paragraph containing key words for search engines
 10. easy to understand title containing key words for search engines
 11. page needs a high placement within the search engines, to be found by customers.
 12. simple backgrounds for fast load time
 13. not too many gif animated items for fast load time
 14. Remember fast load time, fast load time, fast load time (and)
 - 15 key words, key words, key words, key words
-

IMHO, I believe that county extension web sites should be driven by local content, not just links to other sites.

A county Extension Web site should include:

1. Name of county office
 2. Name of affiliated institution and logo
 3. Contact information (address, phone, fax and email)
 4. Directions to the office (may include photo of office, and a street map)
 5. Staff names, titles and email addresses
 6. Current educational programs, resources and special events
 7. Newsletter list and ordering instructions
 8. Links to Extension homepage, parent institution, online publications, state-wide programs, and news releases, if applicable
 9. Copyright information, webmaster contact, last modified date
 10. Discrimination and ADA statements, if applicable
 11. Disclaimer statement, if applicable
-

UMCE logo

Links to state Extension, web site, Link to all counties, Extension Resources, Extension Publications, Topics of Interest, What's New (newsreleases, and University of Maine web site
 Name and address of county and directions to county office
 Picture of county office
 Link to map to county office
 Staff working in the office with links to their email address
 List of current educational programs and resources with links to 4th tier

county program web pages
 Links to other organizations
 Copyright statement
 Last modified date
 Author of page and email

1. Office address, including mail, email, telephone, fax, directions.
2. Staff and duties
3. Program information

Optional

4. Links to sites that have information on "hot" topics in the county.
 5. Ag, Family, Youth & 4-H, and Community links.
 6. Newsletters
 7. Background information on the county, could be economic development related information.
-

1. In general, the more actual materials (articles, publications) the better, as compared to just mention on materials available at the office.

2. Because there are multiple ways one may get to a page within a web site, pages should not stand alone. I once did a search where I found an interesting article but there was no E-mail, no link, no phone, no address. So, every page needs to have either an E-mail address, a phone, a mailing address, or a link to a page that has one.

3. E-mail addresses and URLs should be clickable. That is, if someone includes their E-mail, it is very little work to just make that a clickable "mailto:" type, so one does not have to retype the address. The same is true for URLs.

4. I prefer Web sites where there are frequent mentions of E-mails so that I can correspond with those involved. I answer E-mails from around the world on a regular basis. Recently a County Agent said, "If a request comes from out of my county, I just delete it." I guess now, however, that there is one thing worse than not having an E-mail, and that is having an E-mail where the agent will not respond to requests. In those cases, it would be better to include a phone number instead.

5. Web pages need to be well labeled so readers know who is the University involved.

6. Newsletters to be placed on the Web should not be labeled by date only. Instead, newsletters need to be separated into articles that are still valid and meeting notices and other dated information deleted. Articles need to appear under their name. For else how could someone who knows nothing about black line in walnuts, for instance, know to look in the Spring 1997 newsletter link?

7. Search capability for the Web site is very useful.

8. Webmaster E-mail to report problems with links is useful.

A map of the state with the particular county highlighted.
 The name, address, phone, and fax number of the office
 A link to the faculty and staff
 A link to each of the subject matter areas
 A link to a map with directions showing how to get to the office

A link to subject matter information, e.g. newsletters, on line
 A link to a directory of county Extension events
 A link to the National Radar Weather
 A link to the city or town in which the Extension Office is located
 Links to the home page of the state Cooperative Extension Service, other county
 Extension Centers, and Outreach and Continuing Education

Location of Extension Office, including a map
 Phone number
 Office hours
 Mailing address
 University and county logos
 Types of information available
 How to volunteer
 Break types of information into categories
 email address (s)
 Key dates (like 4-H enrollment deadlines)
 Current upcoming events / classes / etc.
 Recent news releases
 Newsletters from Extension staff
 Tip(s) of the month
 MAYBE staff photos

Information about Extension personnel
 education and specialties (picture if possible)
 Physical location of office (picture if possible)
 All ways to contact office (phone, fax, email, hours of operation, etc.)
 Same format for all state's extension offices so it is recognizable
 Links to other sites for information
 4-H and Youth Development page
 Agriculture (Farm) page
 Home Economics (Family and Consumer Sciences) page
 Agriculture (Gardening) page
 Summer activities (camps) page
 Special pages for programs that the office works with (ex: Science &
 Technology page and Internet education page for my office because I do lots there)
 Links to other local sites (school board, county commission, tourism, libraries)
 Calendar of local, state and national Extension activities
 Registration forms to print for camps, activities, workshops, etc.
 Links to state and national Extension and USDA pages
 Links for common or FAQ questions like:

1. Send me a soil test kit
2. How do I control ladybugs
3. Tomato blight (when it is a current problem)

Should be interesting and easy to follow, not bogged down with big graphics, maps, etc.

Official name
 Location (as written directions and as a map)
 Phone(s)

Fax
Email

Staff names & duties
Program names & overviews
Program impacts
Pages showing people putting knowledge to work!
Links to related program sites elsewhere
Link to USDA
Link to the office's home institution

Extension volunteer group information, including how to join
Links to program partner groups (e.g. 4-H clubs, Master Gardeners, Farm Bureau, etc.)

Calendar of meetings & classes that includes contact info
Meeting & class registration forms
Other forms (e.g. parental permission, Health, Code of Conduct, Project Record Book, Judging Contest Entry)
Newsletter(s) if free, or subscription forms if fee required

Instructional materials of regular or cyclical use (e.g. "Record Book Do's & Don'ts Manual," "Taming the Demonstration Lion")

A Text-only version of the site for clientele with slow connections or older PC's

Page Date
Webmaster contact info

I describe the mission of the Cape Cod Cooperative Extension County Office and related it to the UMass State program.

I then set up a choice of graphics that were "hot buttons" to various aspects of the Cape Cod Cooperative Extension. On Cape Cod we have departments and then projects within departments. Many of these projects are grant driven and change each year or two. If I were to set up a series of pages today I would do it as follows:

On going departments and under each projects:

Horticulture, Gardening and Forestry

Master Gardeners

Answering General Questions about landscaping, horticulture etc.

Nutrition

Senior Project

Nutrition in Schools Project

Water Quality

Hazardous Waste

Recycling Education

Marine and Coastal Issues

Lyme Disease Information

Marine Water Quality

4-H Youth and Family

SOS - School Safety Program

4-H Clubs

Babysitter Program

K-12 Teacher Education

Marine and Coastal Education Mobile Program

This is a mobile unit that travels to schools on Cape Cod with classroom activities taking place in the unit.

Seasons and Cycles Teacher Graduate Course

This last project was totally grant driven and no longer exists because I am not on staff.

Also should include a What's New button for ongoing projects and links to UMass and other Extension and related sites.

I have split into two categories...a general office page and programmatic pages. Hope this is OK.

GENERAL OFFICE PAGE

1. Affiliated land grant university (logo if appropriate) and link to extension component of university.
2. Identification of county office, location, address, telephone and fax number.
3. Written or visual directions to office.
4. Visual graphic showing location of county within the state.
5. Programmatic areas offered within the office and names of individuals working within those areas. E-mail links to those individuals.
6. Specific areas of programming and events calendar within program areas if more detailed programmatic pages are not developed. Links to state programmatic area pages.
7. Names and e-mail links to support staff as available.
8. Links to non-extension county/city/town pages that may provide additional information about the area (e.g. commerce, tourism, etc.).
9. Any other office specific information as appropriate (e.g. mission statement)

PROGRAMMATIC AREA PAGES (updated frequently)

1. Name of agent(s) working in specific area (include addresses, telephone, fax, and e-mail link).
 2. Newsletter articles (or entire newsletter), news releases, educational papers, presentations, and other appropriate information developed by agent(s) and presented in some type of categorical format.
 3. Calendar of events
 4. Programmatic/subject matter links to information applicable to geographic region.
 5. Search engine for pages if extensive amount of information is presented.
 6. Links to county office page, land grant programmatic area, and land grant department(s) with similarities to programmatic area.
-

A quick load format without a lot of "doodads" that slow loading

Concise bios of county faculty and maybe a picture of each

simple list of all methods to reach faculty in the county

quick "mail-back" e-mail addresses of faculty

list of highlighted programs offered by the county

links to my home university extension service

links to public newsletters available from my extension service (university and county level)

select lists of links that may help customers get to pertinent sites

-- this can be difficult to assess, however, and may be better eliminated if it cannot be well defined

My opinion is that county web sites should offer information and links that best meet a particular location. For us its trying to use our site to answer questions with out actually having to talk to people. Sites should

include the following information.

Calendar of Extension events LOCALLY. particularly 4-H activities

Seasonal FAQ's particularly horticulture, Consumer and those that have broad community appeal.

Links to the university fact sheets and other universitys with good informational sites.

Ag Market information links as applicable to each locale.

The County newsletter should be reproduced electronically. particularly 4-H

County Pages should be simple obeying the two click rule (any two clicks of the mouse gets you to your information). They should not try to be huge data bases as the county will not have the resources to keep it up and current.

-
1. Physical location and phone number of the county office
 2. Special events and programs offered by that office with dates, times and locations
 3. Information about what cooperative extension is
 4. Access to all of the State's fact sheets, not just the ones done by the individual county
 5. Information on the various programs offered by the county - I think this is different than special events (classes to take...)
 6. Who to contact with extension questions
 7. Who to contact with extension web questions
 8. What's new and interesting
 9. A REALLY good search engine!!!! This is the most important need
-

Graphics of points of interest within the county

County email link

Program areas offered by the extension office(descriptions and contact person

i.e. Agriculture, 4-H, Family & Consumer Science, EFNAP, Master Gardener, Tobacco-free

Youth

Each program area should have a page of their own to list their programs, and other information(articles, tips, newsletters)

Staff directory

Calendar of events

links to other related agencies, colleges, or county sites

Address, telephone number, fax number

1. The content should be well thought out and have input from Extension Advisory groups. The purpose is to provide useful information quickly.
2. Concise, not a lot of reading. If the subject requires details, then categorize and subhead to get to the point.
3. Our web page was developed to provide bits of information.
4. The useful information may entail agriculture, if that is the primary function of the County Extension Service. Some counties' emphasis may be 4-H or Community Development.
5. The length of the site may require several pages to cover the material. Ours is >20 pages in order to cover all topics.

6. Include pictures that are small and not too involved. This documents Extension's part. The adults and kids love to see themselves posted on a web site and more over their name. This has almost the same impact as newspapers.

7. Crittenden County posts information in agriculture as:

- Meeting Dates
- Field demonstrations--30 different projects
- Photos of growers
- Field shots
- Irrigation scheduling for row crops
- Other links to the weather, marketing of crops
- Previous temperatures
- Weekly newsletters
- County demographics
- Quorum Court Members

4-H:

- Upcoming meeting of county
- Past county projects
- Photos
- Winners of activities

Family and Consumer Sciences:

- Photos
- News articles

1. How to contact the office and each program staff member
2. An up-to-date listing of programs being offered by the office
3. Background information on all Agent staff
4. Linkage to the land grant university connected with the office
5. Written materials that may be downloaded or printed by the visitor
6. Information that tells the visitor not only what you have available but what you do i.e. it should have some public relations value in addition to raw information
7. A copy of everything that is prepared for distribution to the public should also be posted on the webpage. It is just another way of communicating with a segment of our clientele. No more or less important than mailings, videos, audiotapes, etc.

Physical Location of the office

- Contact information (staff names, phone and fax numbers)
- Current information - a current question that will be updated at least weekly
- A calendar of events
- Relevant content

I think that, first of all, information pertaining to the County office should be available (staff/faculty, office hours, office location, services available, calendar of classes/events). Each program area should have its own page.

Second, links to the State institution are important. It's also nice to include newsletters, links to University approved sites and on-line County publications.

The identity of organization should be promoted on each page throughout site - This includes the county situated in and the University affiliated with.

Sites should contain useful and current content that is intended to educate and inform.
 Links to additional credible educational information.
 Photos and graphics that contribute to overall appearance or are relevant to the content.

Our Pierce County Site includes information in the following categories:

- Information on all our programs, including who manages the program and their e-mail address
- Educational pieces of use to our public
- Learning Center Information - Extended Degree Information
- Mission Statement
- Faculty and Staff Profiles -- with e-mail links
- Our Four Year Plan
- Partnerships
- Links to University Resources
- Links to County Resources
- Map and Directions to office
- Phone and address of Office

-
- an organizational chart or probably better a description of the components of cooperative extension (federal, state and local partners and reference the program areas in extension
 - a description of the local staff, their background and a link to a page for each agent or program staff person at that office
 - a description of upcoming events...workshops, conferences, exhibits, activities, etc.
 - a featured program or project that is responding to a contemporary local need
 - description of how the local extension office works with extension specialists and other university programs
 - if the local office assists in offering university based education programs, describe current courses being offered
 - links, links, links...where ever possible provide links to help clients find their own answers and to help them navigate the resources of the web
 - set all elements of the web page up for scheduled periodic review...some parts of a web page (like upcoming activities) need to be updated probably every few weeks but some parts (like staff and their backgrounds) probably need updating annually, but all parts need to be periodically updated on a schedule

Calendar of Events -- very important to keep current
 Pesticide Info -- new info and changes that have been made in past year
 Pests that particularly affect local crops -- pictures and info
 Links to other offices that can help in areas that are not covered in this county (i.e., the Ag Agent in Richmond County is "expert" on beef cattle -- if somebody wanted info on this -- it would be great to have link to Richmond County from Lancaster County)
 List of brochures/info available in the office
 Place for people to send questions to our email address and possibly a posting of the most asked questions and answers to them

1. Brief page about what Cooperative Extension is and the services offered, office location, hours, phone numbers, email address -- information about all three departments.
2. Information about the most commonly requested services from clientele. i.e. soil tests, insect idea, county hay producers, etc. information will vary by clientele needs.
3. Copies of County based newsletters.
4. Links to University based resources available on the WWW.
5. Page(s) on County based research and extension programs, meeting announcements.
6. Information about leading commodities in the county. Along these lines image pages about weeds or insects specific to various commodities have proven to be popular.
7. Home gardening information for homeowner clientele if appropriate to area. ex. home garden calendar.

 "click here to send email to us" thing

contact info (phone, mail and physical addresses, and email addy)

map & directions to office

pages or sub-sites for 4-H, home ec, and ag (and any others as applicable, like marine sci)

list of services provided and *not* provided (e.g. can ID deer ticks, cannot determine if the deer tick is infected with Lyme; cannot give certain types of commercial referrals; cannot give veterinary advice)

FAQ (content depends on locality and season)

how to contact neighboring counties — phone numbers or links to their websites if any

"make checks payable to" info on upcoming workshops and classes — officially, on "franked" mail you cannot request registration fees or state how checks are to be made payable

non-discrimination statement

****4-H**** pages specifically: (Note some of these are repeats of what is mailed to members. Those are included because members often lose mailings, and having them on the website would provide a handy reference/source of replacement forms.) 4-H pages should include:

clover graphic

basic "what is 4-H" text

list of project areas, with links to descriptions of the project, its activities and shows, relevant press releases, etc.

list of clubs, with links to descriptions of activities, etc.

"please be a volunteer" info: what vols do, how great it is, how to become one, who to contact

latest newsletter(s)

forms (either electronic or for members to print & mail) to sign up for upcoming events (e.g. Public Presentations, or Awards Night RSVPs)

Fair info and entry forms (when available; depends on time of year)

directions and maps for upcoming local and state events
 the county's record book (those sections not specialized for specific projects)
 links to state and national 4-H pages
 guidelines for 4-H club members/leaders who want to make their own 4-H
 or club pages! (could be a link to a statewide guidelines page)
 Camp info and forms, or link to state camp page

- 1) Mission Statement/Purpose of Extension (especially for that county)
 - 2) Various means of contacting the Extension Office (phone, address, fax, county e-mail box, etc.)
 - 3) Identification of primary thrusts of the program in the community
 - 4) Introduction of the agents, background, expertise, programming responsibilities
 - 5) Calendar of events. Link for each event that has additional information if listing is brief. For example, if the calendar says "gardening demonstration" there should be a link that gives the topic, location, time, who is presenting, brief explanation of what is going to be covered. Needs to be kept current, at least 1 month out
 - 6) Publication information, whether it is readily available there through downloads, screen prints, or link to where one goes for publication info. Include downloadable copies of newsletters that are mailed out
 - 7) Subject matter. May be timely tips, update of insect situation, or anything else that may be seasonal or not. Needs to provide some sort of subject matter information
 - 8) Links to other sources of reliable information
 - 9) Recap of some recent successful events and impact on audience
 - 10) Last minute info that people could check. For example, where they could check if the weather is bad to see if an event has been canceled, postponed or changed.
 - 11) E-mail options to submit questions, such as for food safety, home horticulture, etc.
-

1. pages should be easy to load as there are still slower computers accessing the internet.
 2. have a link so that people can e-mail you a question if they have one.
 3. have a separate page for each major department: 4-H, Horticulture, Entomology, etc.
 4. have separate links so that people can e-mail each department directly.
 5. have some pictures to make the site interesting and not boring.
 6. have links to the university to whom the extension office is under.
 7. have a way to contact all educators and assistants.
 8. have a short URL so that it is easy to remember as in www."your extension".edu
- Recent Newsletters from each Extension area
 Calendar of Events
 Links to agent and office e-mail accounts
 Pictures of county office staff
 Meetings and Workshops offered to county residents
 Details on state-wide events, including Farm Science Review
 Program area info Agriculture & Natural Resources, Family & Consumer Sciences, 4-H Youth Development, Community Development

Link to Ohionline, Factsheets, Bulletins

Links to local interest sites: i.e. Chamber of Commerce, Soil & Water Conservation

4-H Enrollment forms and activity registration forms i.e. 4-H Camp application, Jr. Fair Board job description, qualifications, and application form, scholarship application

4-H School Enrichment program opportunities

Community Service idea resources

Links to sites with related information and organizations i.e. links from the Family and Consumer Sciences page to USDA and FDA websites; also links to reputable commercial sites (include disclaimer)

links from 4-H page to Cloverbud Connections Newsletter

Committee members

4-H Endowment — instructions on how to make donations to the Fund, how the Fund is used in the county, etc.

New Programming i.e. Money 2000, Youth Starts with You

Date page was updated

1. Logo/Identification
2. Hours
3. Location/Map
4. Contact Information / E-Mail / Phone
5. Mission Statement
6. Specialties of local staff/faculty and programs available - in other words, "what can you do for me?" be specific
7. Newsletters/Publications - local, regional, statewide, etc. or links to them.
8. Calendar of events and upcoming programs
9. Discrimination Statement
10. Links to local agencies, county gov't, libraries, and Extension related and specialty related sites
11. Independent Study info if applicable
12. General listing of all staff - including clerical support
13. How to get info on Extension topics not directly provided in county by local staff - or links to their sites or info. i.e. Housing person in another county that serves the county or would have info.
14. Web pages created for specific programs that would be useful to the public in general
15. Questions and Answers pages
16. Topic specific directories - i.e. "Hay Directory" or other service directories if available

17. It is important to create pages that actually have usable content rather than just general information about the office. You want to give users a reason to come back, such as monthly newsletters and webpages that provide helpful services and links and/or downloadable files.

1. Office staff / contact information (ie. phone, fax, email addresses).
 2. Local event information (ie. calendar of events, newsletters,)
 3. Explanation of the CES organization - mission, programs, services, etc.
 4. Links to the sponsoring university (departments, programs, etc.)
-

Office location and hours

Program areas, such as consumer and family, ag, 4-h, community dev

Listing of office staff and e-mail addresses (possibly photos too)

Links to other sites of interest, both general and program specific

Current programs

Calendar of upcoming events

Links to county information (population, basic statistics)

Listing of outcomes of previous programs

- 1) Profile (overview of program, what services, information and programs are available)
 - 2) Contact information (staff, location, phone, fax, email)
 - 3) Content (publications, information)
 - 4) Programs
 - 5) Events (upcoming opportunities)
 - 6) Links
-

When we set our web site up, our first target audience was influential people in the community who might come across our site, or look to see if we were using the technology. Therefore, we announced workshops, and gave a nice write-up of results of workshops.

For ag audiences, we provided links to lots of other resources. I also took information gathered in workshops we gave and put that on the web. For instance, we held a series of workshops on livestock marketing. For the workshops we compiled information on regulations and contacts on slaughtering, butchering, selling meat, etc. This information was put on the web where it can be kept up to date, or outdated handouts are not likely to be given out.

We have an "Ag in the Classroom" program targeted to teachers. The web site lists all the materials available on loan from our office, as well as links to other information.

results of local demonstrations and research

contact information for local (and not local) resources

fact sheets on various topics of local interest/use

links to other resources

how to get to the office, office hours, fax number, email link, etc

description of staff and what they do

If the target audience is inclined toward it, a website for a group activity, such as farmers involved in small group on-farm data gathering and demonstrations could share information with each other, or upload information to the website manager for inclusion on the website.

One strength of the web is its ability to show graphics. Make appropriate use of that.

County extension web sites should include information to meet public needs for their client area.

As a minimum, each department should have an overview of what they offer, a contact telephone number, address and an e-mail address.

Information would be best if it is not dated, unless it is updated in a timely manner.

Links are important to include to their home - grant University web information.

JUST AS AN ASIDE . . .

It would be beneficial to have a central location for all County Extension Web Sites to be listed and contact information for all offices throughout the USA and Canada.

A web site should contain more than one page and should contain info on what extension is, staff with a listing of expertise and e-mail,

office location with local directions, a listing of available programs that are upcoming, also links to other local and statewide URL's of interest.

Also make the pages user friendly and easy to follow

APPENDIX D

STAGE TWO INSTRUMENT

6. Date page was updated
 None Little Moderate High
7. Discrimination and ADA statements
 None Little Moderate High
8. Copyright statement
 None Little Moderate High
9. Mission Statement
 None Little Moderate High
10. Author of page and "clickable" email
 None Little Moderate High
11. Same format for all state's extension offices so it is recognizable
 None Little Moderate High

Speed of Loading

12. Simple format for a fast load time
 None Little Moderate High
13. Graphics should be small and/or low resolution to speed loading
 None Little Moderate High
14. Few animated .gif files to speed loading
 None Little Moderate High
15. A Text-only version for slow connections or computers
 None Little Moderate High
16. Several pages to break up a lengthy site
 None Little Moderate High

Function of the Site

17. Key words and/or meta tags for major search engines
 None Little Moderate High
18. Search engine for the county site
 None Little Moderate High

19. Simple pages, not huge databases that would require frequent updates

None Little Moderate High

20. Set all elements of the web page up for scheduled periodic review

None Little Moderate High

21. Have a short URL so that it is easy to remember as in
www."your extension".edu

None Little Moderate High

Staff (information for individual county staff members)

22. Professional staff names

None Little Moderate High

23. Clerical staff names

None Little Moderate High

24. Location

None Little Moderate High

25. "Clickable" e-mail addresses

None Little Moderate High

26. Specialties of local staff/faculty

None Little Moderate High

27. Staff photos

None Little Moderate High

28. Websites should have frequent mentions of e-mail addresses so that clientele can correspond with those involved.

None Little Moderate High

29. Background of county staff

None Little Moderate High

Office (attributes of the county office)

30. Address

None Little Moderate High

31. Phone

None Little Moderate High

32. Fax
 None Little Moderate High

33. Office location with local directions
 None Little Moderate High

34. Map locating the office
 None Little Moderate High

35. Picture of county office
 None Little Moderate High

36. Office hours
 None Little Moderate High

37. "Clickable" county email address
 None Little Moderate High

General Website Contents

Items 38 - 69 may be on a general page or separate pages for program areas.

38. Up-to-date calendar of classes/events offered by that office
 with dates, times and locations
 None Little Moderate High

39. Link for each event that has additional information if
 listing is brief.
 None Little Moderate High

40. Registration information for events including forms and who
 to make checks payable to
 None Little Moderate High

41. Calendar of local, state and national Extension activities
 None Little Moderate High

42. Last minute information that people could check (cancellations,
 site changes, etc.)
 None Little Moderate High

43. Details on state-wide events
 None Little Moderate High

44. Key dates (like 4-H enrollment deadlines)
 None Little Moderate High
45. Tip(s) of the week/month
 None Little Moderate High
46. Current information - a current question that will be updated at least weekly/monthly
 None Little Moderate High
47. Frequently Asked Questions (content depends on locality and season)
 None Little Moderate High
48. Recent Newsletters from each Extension program area
 None Little Moderate High
49. Newsletter subscription instructions
 None Little Moderate High
50. Newsletters need to be separated into articles that are still valid. Articles need to appear under their name
 None Little Moderate High
51. Links to public newsletters available from other levels of the extension service
 None Little Moderate High
52. Brief page about what Cooperative Extension is
 None Little Moderate High
53. "What's New" section
 None Little Moderate High
54. Wherever possible provide links to help clients find their own answers and to help them navigate the resources of the web
 None Little Moderate High
55. Link to the land-grant university
 None Little Moderate High
56. Link to the state's fact sheets
 None Little Moderate High
57. Link to USDA
 None Little Moderate High

58. Links to reputable commercial sites (include disclaimer)
 None Little Moderate High
59. Programmatic/subject matter links to information applicable to geographic region.
 None Little Moderate High
60. If the local office assists in offering university based education programs, describe current courses being offered
 None Little Moderate High
61. Four Year Plan
 None Little Moderate High
62. Program impacts
 None Little Moderate High
63. Recent news releases
 None Little Moderate High
64. Identification of primary thrusts of the program in the community
 None Little Moderate High
65. Committee members
 None Little Moderate High
66. Input from Extension Advisory groups
 None Little Moderate High
67. List of brochures/info available in the office
 None Little Moderate High
68. List of services offered (soil testing, etc.)
 None Little Moderate High
69. Separate pages for each program area
 None Little Moderate High

These next items were targeted to specific program areas

Agriculture

70. Gardening/homeowner page
 None Little Moderate High

71. Farm page
 None Little Moderate High
72. Weather information
 None Little Moderate High
73. A link to the National Radar Weather
 None Little Moderate High
74. Ag Market information links as applicable to each locale
 None Little Moderate High
75. Pesticide Info -- new info and changes that have been made
in past year
 None Little Moderate High
76. Information about leading commodities in the county
 None Little Moderate High
77. Pests that particularly affect local crops -- pictures and info
 None Little Moderate High
78. Field demonstrations
 None Little Moderate High
79. Results of local demonstrations and research
 None Little Moderate High
80. Topic specific directories - i.e. "Hay Directory" or other
service directories if available
 None Little Moderate High
81. A page for a group activity, such as farmers involved in
small group on-farm data gathering and demonstrations
could share information with each other, or upload
information to the website manager for inclusion on the website.
 None Little Moderate High

FCS

82. Links to nutrition resources
 None Little Moderate High
83. Links to money management resources
 None Little Moderate High

84. Links to parenting resources
 None Little Moderate High
85. Leader lessons for FCE
 None Little Moderate High
- 4-H
86. Basic "what is 4-H" text
 None Little Moderate High
87. How to volunteer
 None Little Moderate High
88. Summer activities (camps) page
 None Little Moderate High
89. Registration forms (either electronic or for members to print & mail) for camps, activities, workshops, etc.
 None Little Moderate High
90. Instructional materials of regular or cyclical use (Record Book Do's & Don'ts Manual, Taming the Demonstration Lion, etc.)
 None Little Moderate High
91. List of clubs, with links to descriptions of activities, etc.
 None Little Moderate High
92. List of project areas, with links to descriptions of the project, its activities and shows, relevant press releases, etc.
 None Little Moderate High
93. Photos (winners of activities, etc.)
 None Little Moderate High
94. 4-H School Enrichment program opportunities
 None Little Moderate High
95. 4-H Endowment - instructions on how to make donations to the Fund, how the Fund is used in the county, etc.
 None Little Moderate High

96. Links to state and national 4-H pages
 None Little Moderate High
97. Fair info and entry forms (when available; depends on time of year)
 None Little Moderate High
98. Directions and maps for upcoming local and state events
 None Little Moderate High

RD/CD

99. Community Service idea resources
 None Little Moderate High
100. Links to cities or towns in the county
 None Little Moderate High
101. Links to County Resources
 None Little Moderate High
102. Links to other county sites (school boards, county commission, tourism, libraries, Chambers of Commerce, Farm Bureau, etc.)
 None Little Moderate High
103. Graphics of points of interest within the county
 None Little Moderate High
104. Links to county information (population, basic statistics, etc.)
 None Little Moderate High

Other

105. Special pages for programs that the office works with (Science & Technology page, Internet education page, etc.)
 None Little Moderate High
106. Water Quality
 None Little Moderate High
107. K-12 Teacher Education
 None Little Moderate High

APPENDIX E

COMMENTS ON THE STAGE TWO INSTRUMENT

Basics for a Home Page

4. Photos of people putting knowledge to work

Basically because of liability issues - getting permission, etc

photographs in general: They do add visual interest, but often may not be worth the load time.

7. Discrimination and ADA statements

although legally this would have to rate high, to most people it means little or nothing.

10. Author of page and "clickable" email

The clickable email is far more important than the author info - unless of course it is important for "career" moves

11. Same format for all state's extension offices so it is recognizable

only if someone else is creating them!

Speed of Loading

13. Graphics should be small and/or low resolution to speed loading

should be either/or: if you make the page fast-loading, a text-only version is unnecessary; but if you do choose big and fancy and slow, then you need a second version. I prefer to keep it simple in the first place.

15. A Text-only version for slow connections or computers

should be either/or: if you make the page fast-loading, a text-only version is unnecessary; but if you do choose big and fancy and slow, then you need a second version. I prefer to keep it simple in the first place.

Function of the Site

17. Key words and/or meta tags for major search engines

not too concerned about international access

I don't know how to designate key words for search engines, or what meta tags are.

18. Search engine for the county site

if the site is well organized then an internal search engine is relatively unnecessary (unless you've got a lot of fact sheets, like a big ag site could have).

19. Simple pages, not huge databases that would require frequent updates

Depends on the resources of the county

20. Set all elements of the web page up for scheduled periodic review

Unless under the duties of a particular staff member

both frequent updates and scheduled review would be nice if you had the manpower. I don't.

21. Have a short URL so that it is easy to remember as in www."your extension".edu

EDU is only available to Univ. not to Extension

nice in theory, difficult in practice

In some cases, the site may be provided "free" through county library systems - or other sponsorship - and the organization may not have the liberty to provide a short URL - in best cases, I would agree moderately

Short URL is nice, if you have a choice. I expect most don't.

Staff (information for individual county staff members)

25. "Clickable" e-mail addresses

clickable E-mails are so important to me, but since we last talked, I found out that at least a couple of people delete requests for information if they come from outside the area! Without answering! This is totally horrible to me, and feel that in that case, you are better off not providing an E-mail.

What I am including in my new web site here is if you would like to e-mail a question to someone all you do is click on a image and then it will link you to a page which is set up as a form where the person can then type in a paragraph of questions or comments along with their information on how to contact them with the answer (ie. telephone number, e-mail address, home address, etc.). This way you do not need a e-mail program to send a question.

28. Web sites should have frequent mentions of e-mail addresses so that clientele can correspond with those involved.

IF you have the resources to deal with the individual email - if not don't set it up to get email

Be sure staff is assigned to respond promptly.

29. Background of county staff

Important but keep short, cover areas of expertise that is

related to their work at the county.

Office (attributes of the county office)

31. Phone

IF you have the resources to answer the phone calls - otherwise don't over publicize the number

Only if there will be someone to respond to requests. Otherwise the phone should be de-emphasized. This decision will require a county staff meeting to determine purpose of site. Will it replace part of the traditional county role of answering questions?

33. Office location with local directions

Again, be sure all staff is prepared to respond to "walk-ins".

34. Map locating the office

not as easy as it sounds. Our office is difficult to find with a map.

35. Picture of county office

Picture of county office is only really important if it is necessary to help people *find* the place. My office, for example, is nestled in a cluster of county buildings and we *always* have to give people directions. I'd like to have several photos on our county site showing the turns to get in here.

37. "Clickable" county email address

Would prefer to have people address their mail to an individual or department rather than all mail to the county to be sorted at one address.

assume that "None" means "No", people have email addresses, not counties!

General Web Site Contents

38. Up-to-date calendar of classes/events offered by that office with dates, times and locations

Calendars of events. They are wonderful, great, etc., IF they are kept updated. Otherwise, they are an embarrassment.

39. Link for each event that has additional information if listing is brief.

A website is not the only activity of a County Extension Director!

40. Registration information for events including forms and who to make checks payable to

websites are still minor notification tools, newsletters provide this

If staff is aware and assigned to respond promptly.

online registration with the ability to take credit cards

printable or downloadable forms

41. Calendar of local, state and national Extension activities

Make links where possible.

Calendar of local and possible state Extension activities (4-H state contests, Master Gardener state conference, etc.--not Extension annual conference and staff meetings.

42. Last minute information that people could check (cancellations, site changes, etc.)

telephones are better for this

Be sure there is staff to do this.

(Little) unless there is a dedicated staff person to this responsibility

43. Details on state-wide events

or a link to statewide info

my website is a local website, not one for the entire state. I link to the state site.

Link to details on state site, so not repeat.

provide links in most cases

44. Key dates (like 4-H enrollment deadlines)

4H newsletter performs better here

45 Tip(s) of the week/month

This will ensure repeat if really reliable.

THERE ISN'T ENOUGH TIME EACH WEEK TO DO THIS IN THE LOCAL OFFICE. IF A STATE SPECIALIST DID THIS FOR EACH COUNTY THAT WOULD BE GREAT.

48. Recent Newsletters from each Extension program area

This is time intensive be sure there is staff time. There is no bigger turn off than a so-called newsletter that is six months old.

IN PDF. FORMAT

49. Newsletter subscription instructions

should be included in the newsletters that are on-line

Depends on access by county audience. It would save time and funds to concentrate of getting updates on site rather than producing a hard copy newsletter for each department.

depends on who you *want* getting the newsletter, how much you want to spend on printing & postage for people who may not really be using your information (like a blueberry grower's newsletter, for example).

50. Newsletters need to be separated into articles that are still valid. Articles need to appear under their name

Offering the latest newsletter is also wonderful, but from there, they need to be stored under topic

are we going to hire full-time Internet coordinators?

some info from newsletters is not appropriate for web use. Last names of 4-H'ers who won contests, for example, or photographs of kids.

51. Links to public newsletters available from other levels of the extension service

on our state-wide website

Check links to be sure the newsletters and info are up to date.

main link

53. "What's New" section

Or link to state page with that info

Make sure that it is really new.

54. Wherever possible provide links to help clients find their own answers and to help them navigate the resources of the web

quality control issue

Need staff time to check links.

with youth development programs - linkages should be limited to prevent possible relationship with an "undesirable" site

THIS ONE IS ONE TO THINK ABOUT. THE EXTENSION SERVICE IS PROUD OF IT'S WAY OF DOING BUSINESS--PERSONALLY WITH THE GENERAL PUBLIC. THAT KEEPS US LINKED WITH THE LOCAL PUBLIC AND KEEPS US VERY POWERFUL. BUT ON THE OTHER HAND, THERE ARE MANY, MANY QUESTIONS THAT WE HAVE TO ANSWER OVER AND OVER AGAIN--I WOULD LOVE FOLKS TO BE ABLE TO FIND THEIR OWN ANSWERS TO THESE. I TEACH ADULTS HERE HOW TO USE THE INTERNET AND HAVE FOR OVER TWO YEARS BECAUSE MY EXTENSION SERVICE COMMITTEE SAW THAT AS A NEED--KIDS WERE LEARNING, BUT ADULTS WERE BEING LEFT BEHIND. I HAVE DEVELOPED A MASTER BROWSER PROGRAM THAT

IS VERY SUCCESSFUL AS WELL. THE KEY TO THIS IS CREATING A WEBSITE THAT THE GENERAL PUBLIC WILL START WITH WHEN THEY NEED AN ANSWER AND THEN CHARTING THOSE HITS--OR PROVIDING THE STAFF TO KEEP THE WEBSITE UP-TO-DATE AND CURRENT SO PEOPLE WILL KNOW IT'S THERE WITH VERY GOOD INFORMATION--JUST LIKE THE EXTENSION OFFICE ITSELF. OHIO HAS A TECHNOLOGY PERSON IN EVERY DISTRICT OFFICE, JUST TO MAINTAIN AND UPGRADE WEBSITES AND FIX COMPUTERS. WV IS NOT SO LUCKY, AS ARE MOST OTHER STATES.

56. Link to the state's fact sheets

via state-wide website

57. Link to USDA

should be provided as link from statewide extension site

58. Links to reputable commercial sites (include disclaimer)

Absolutely not!

not in youth development, however it might be useful in ag dept

Who decides what is reputable? This can get sticky.

links to reputable commercial sites *can* be extremely valuable, or not useful at all. Remember also to have links to good non-profit sites, too -- our county has a lot of Seeing Eye puppy raisers, and has a brief mention of it on our site. If you click for more information, we link you straight to The Seeing Eye, Inc.,'s page on puppy raising. Why reinvent the wheel?

59. Programmatic/subject matter links to information applicable to geographic region.

not if not part of state-wide website

60. If the local office assists in offering university based education programs, describe current courses being offered

linked via state-wide website

63. Recent news releases

most are linked via state-wide website

Link where possible to original source or newspaper that has published articles or news.

66. Input from Extension Advisory groups

depends on type of site

67. List of brochures/info available in the office

available via state-wide website

or available for online ordering

69. Separate pages for each program area

I don't want to be a full-time webmaster!

We're getting a little too involved here! The following items, #70+, would be nice additions, if anyone really used our local website. Creating and maintaining such a rich site would also prevent me from performing numerous other duties, including sleeping.

Hopefully program areas coordinate and partner and this should be reflected on web site.

Would depend a lot on a) how closely the the departments work together/potential overlap of information, and b) organizational considerations: who is doing each page, whose approval is required for new content, paid people (work on it during day) vs. volunteers (work on it in evenings), how stuffy (and how organized) the state organization is, and even how well the people doing the pages in the county get along. Also whether there is someone in each department who *can* write html, or whether it were all being done by one person anyway. Smaller teams might be able to work faster.

Agriculture

72. Weather information

Must be kept up to date or will lose credibility. Better not to have it or connect to a phone message.

75. Pesticide Info -- new info and changes that have been made in past year

And include recent environmental research.

A LINK TO THIS PAGE, BUT NOT MAINTAINED BY THE COUNTY OFFICE BECAUSE THERE ARE SO MANY CHANGES EACH YEAR.

80. Topic specific directories - i.e. "Hay Directory" or other service directories if available

Links

4-H

93. Photos (winners of activities, etc.)

Parents may not want photos of children on site. Be sure to ask permission.

Probably could publish if had releases, but that's

probably too much trouble.

94. 4-H School Enrichment program opportunities

via our annual report

RD/CD

104. Links to county information (population, basic statistics, etc.)

via our state website

Other

106. Water Quality

Link to volunteer monitoring activities

107. K-12 Teacher Education

Lots of link possibilities here. Can link to state education standards and point out how they relate to 4-H and other education programs.

Additions

Grant and fundraising opportunities.

APPENDIX F

STAGE THREE INSTRUMENT

To: County Website Developers and Maintainers
From: Mark S. Gregory
Area Extension Agronomy Specialist
and Graduate Student
Oklahoma State University
Re: Stage 3 of County Extension Website Survey

Dear :

Thank you for your response to the first two stages of this study of county extension websites. This is the third and final stage of the study. In this final stage, you will be asked if the previously rated items should be included on a county extension website or discarded.

The items are separated by asterisks and exclamation points. Please note the specific instructions given at these breaks. If you answer no on an item, I would ask that you explain why you disagree. Comments submitted with stage two have been compiled and noted. Comments frequently dealt with links from the item to a university maintained page, thereby eliminating the duplication of information already available through the university page. Please infer that on any items where it seems appropriate.

On Stage 2, descriptive terms of value were assigned the scores given as follows:

- 1 - None
- 2 - Little
- 3 - Moderate
- 4 - High

Mean scores have been calculated and your initial scores are reported for your use. Mean score is the average of numerically assigned scores from all responses given.

I thank you for your tremendous response to the first two instruments. This final stage is slightly longer pagewise, but should require less time because yes/no responses are being used with comments requested on no responses. Please return your ratings by September 2, 1999.

Instructions: Use the reply feature of your email software. Place an X in the set of brackets to the left of the rating you are choosing for each response. Again, please note the change in instructions as separated by asterisks and exclamation points. Please respond to all items, even though some may not fall within your program area.

Please provide the following information:

Which is the major program area of responsibility in your extension employment

- 4-H Youth Development
- Agriculture
- Family and Consumer Sciences
- Rural Development/Community Development
- Other Specify:

In which of the following extension regions of the U.S. do you reside

- Northeast
- North Central
- Southern
- Western

Please indicate the number of years for the following two items:

- Number of years in Extension
- Number of years involved in web page development/maintenance

Basics for a Home Page

Mean scores at or above 2.51 on items 1-10 indicate these items are of MODERATE or HIGH value to a county extension website and should be included.

1. Name of affiliated institution Mean score 3.84 Your score
Should this item be included on a
county extension website? Yes No
If your response is no, please explain why?
2. University logo Mean score 3.71 Your score
Should this item be included on a
county extension website? Yes No
If your response is no, please explain why?
3. Author of page and "clickable" email Mean score 3.54 Your score
Should this item be included on a
county extension website? Yes No
If your response is no, please explain why?
4. Official name of the county site Mean score 3.51 Your score
Should this item be included on a
county extension website? Yes No
If your response is no, please explain why?

5. Date page was updated Mean score 3.35 Your score
Should this item be included on a
county extension website? Yes No
If your response is no, please explain why?
6. Discrimination and ADA statements Mean score 3.16 Your score
Should this item be included on a
county extension website? Yes No
If your response is no, please explain why?
7. Mission Statement Mean score 2.89 Your score
Should this item be included on a
county extension website? Yes No
If your response is no, please explain why?
8. Same format for all state's extension Mean score 2.71 Your score
offices so it is recognizable
Should this item be included on a
county extension website? Yes No
If your response is no, please explain why?
9. Copyright statement Mean score 2.68 Your score
Should this item be included on a
county extension website? Yes No
If your response is no, please explain why?
10. State map with the county highlighted Mean score 2.58 Your score
Should this item be included on a
county extension website? Yes No
If your response is no, please explain why?

A mean score at or below 2.50 on item 11 indicates this item is of LITTLE or NO value to a county extension website and should not be included.

11. Photos of people putting Mean score 2.50 Your score
knowledge to work
Should this item be discarded? Yes No
If your response is no, please explain why

Speed of Loading

Mean scores at or above 2.51 on items 12-16 indicate these items are of MODERATE or HIGH value to a county extension website and should be included.

12. Several pages to break up a lengthy site Mean score 3.68 Your score
Should this item be included on a county extension website? Yes No
If your response is no, please explain why?
13. Simple format for a fast load time Mean score 3.66 Your score
Should this item be included on a county extension website? Yes No
If your response is no, please explain why?
14. Few animated .gif files to speed loading Mean score 3.58 Your score
Should this item be included on a county extension website? Yes No
If your response is no, please explain why?
15. Graphics should be small and/or low resolution to speed loading Mean score 3.53 Your score
Should this item be included on a county extension website? Yes No
If your response is no, please explain why?
16. A Text-only version for slow connections or computers Mean score 2.84 Your score
Should this item be included on a county extension website? Yes No
If your response is no, please explain why?

Function of the Site

Mean scores at or above 2.51 on items 17-21 indicate these items are of MODERATE or HIGH value to a county extension website and should be included.

17. Set all elements of the web page up for scheduled periodic review Mean score 3.63 Your score
Should this item be included on a county extension website? Yes No
If your response is no, please explain why?

18. Key words and/or meta tags for major search engines Mean score 3.46 Your score
Should this item be included on a county extension website? Yes No
If your response is no, please explain why?
19. Simple pages, not huge databases that would require frequent updates Mean score 3.34 Your score
Should this item be included on a county extension website? Yes No
If your response is no, please explain why?
20. Have a short URL so that it is easy to remember as in www."your extension".edu Mean score 3.32 Your score
Should this item be included on a county extension website? Yes No
If your response is no, please explain why?
21. Search engine for the county site Mean score 2.65 Your score
Should this item be included on a county extension website? Yes No
If your response is no, please explain why?

Staff (information for individual county staff members)

Mean scores at or above 2.51 on items 22-27 indicate these items are of MODERATE or HIGH value to a county extension website and should be included.

22. Location Mean score 3.84 Your score
Should this item be included on a county extension website? Yes No
If your response is no, please explain why?
23. Clickable e-mail addresses Mean score 3.81 Your score
Should this item be included on a county extension website? Yes No
If your response is no, please explain why?
24. Specialties of local staff/faculty Mean score 3.71 Your score
Should this item be included on a county extension website? Yes No
If your response is no, please explain why?

25. Professional staff names Mean score 3.63 Your score
Should this item be included on a
county extension website? Yes No
If your response is no, please explain why?
26. Websites should have frequent Mean score 3.37 Your score
mentions of e-mail addresses so that
clientele can correspond with those
involved
Should this item be included on a
county extension website? Yes No
If your response is no, please explain why?
27. Clerical staff names Mean score 3.16 Your score
Should this item be included on a
county extension website? Yes No
If your response is no, please explain why?

Mean scores at or below 2.50 on items 28-29 indicate these items are of LITTLE or NO value to a county extension website and should not be included.

28. Background of county staff Mean score 2.49 Your score
Should this item be discarded? Yes No
If your response is no, please explain why?
29. Staff photos Mean score 2.39 Your score
Should this item be discarded? Yes No
If your response is no, please explain why?

Office (attributes of the county office)

Mean scores at or above 2.51 on items 30-36 indicate these items are of MODERATE or HIGH value to a county extension website and should be included.

30. Phone Mean score 3.95 Your score
Should this item be included on a
county extension website? Yes No
If your response is no, please explain why?
31. Address Mean score 3.87 Your score
Should this item be included on a
county extension website? Yes No
If your response is no, please explain why?

32. Fax Mean score 3.76 Your score
Should this item be included on a
county extension website? Yes No
If your response is no, please explain why?
33. Office hours Mean score 3.66 Your score
Should this item be included on a
county extension website? Yes No
If your response is no, please explain why?
34. Office location with local directions Mean score 3.65 Your score
Should this item be included on a
county extension website? Yes No
If your response is no, please explain why?
35. Clickable county email address Mean score 3.42 Your score
Should this item be included on a
county extension website? Yes No
If your response is no, please explain why?
36. Map locating the office Mean score 3.16 Your score
Should this item be included on a
county extension website? Yes No
If your response is no, please explain why?

A mean score at or below 2.50 on item 37 indicates this item is of LITTLE or NO value to a county extension website and should not be included.

37. Picture of county office Mean score 2.16 Your score
Should this item be discarded? Yes No
If your response is no, please explain why?

General Website Contents

Items 38 - 69 may be on a general page or separate pages for program areas.

Mean scores at or above 2.51 on items 38-65 indicate these items are of MODERATE or HIGH value to a county extension website and should be included.

38. Link to the land-grant university Mean score 3.76 Your score
Should this item be included on a
county extension website? Yes No
If your response is no, please explain why?

39. Separate pages for each program area Mean score 3.76 Your score
Should this item be included on a
county extension website? Yes No
If your response is no, please explain why?
40. Up-to-date calendar of classes/events Mean score 3.71 Your score
offered by that office with dates,
times and locations
Should this item be included on a
county extension website? Yes No
If your response is no, please explain why?
41. Wherever possible provide links to Mean score 3.63 Your score
help clients find their own answers
and to help them navigate the
resources of the web
Should this item be included on a
county extension website? Yes No
If your response is no, please explain why?
42. List of services offered Mean score 3.63 Your score
(soil testing, etc.)
Should this item be included on a
county extension website? Yes No
If your response is no, please explain why?
43. Key dates Mean score 3.55 Your score
(like 4-H enrollment deadlines)
Should this item be included on a
county extension website? Yes No
If your response is no, please explain why?
44. Link to the state's fact sheets Mean score 3.53 Your score
Should this item be included on a
county extension website? Yes No
If your response is no, please explain why?
45. Frequently Asked Questions Mean score 3.42 Your score
(content depends on locality and season)
Should this item be included on a
county extension website? Yes No
If your response is no, please explain why?

46. If the local office assists in offering university based education programs, describe current courses being offered
 Mean score 3.39 Your score
 Should this item be included on a county extension website? Yes No
 If your response is no, please explain why?
47. Brief page about what Cooperative Extension is
 Mean score 3.37 Your score
 Should this item be included on a county extension website? Yes No
 If your response is no, please explain why?
48. Newsletter subscription instructions
 Mean score 3.34 Your score
 Should this item be included on a county extension website? Yes No
 If your response is no, please explain why?
49. Programmatic/subject matter links to information applicable to geographic region
 Mean score 3.34 Your score
 Should this item be included on a county extension website? Yes No
 If your response is no, please explain why?
50. Registration information for events including forms and who to make checks payable to
 Mean score 3.30 Your score
 Should this item be included on a county extension website? Yes No
 If your response is no, please explain why?
51. What's New section
 Mean score 3.24 Your score
 Should this item be included on a county extension website? Yes No
 If your response is no, please explain why?
52. Calendar of local, state and national Extension activities
 Mean score 3.21 Your score
 Should this item be included on a county extension website? Yes No
 If your response is no, please explain why?

53. Recent Newsletters from each Extension program area
Should this item be included on a county extension website? Yes No
If your response is no, please explain why? Mean score 3.19 Your score
54. Link for each event that has additional information if listing is brief
Should this item be included on a county extension website? Yes No
If your response is no, please explain why? Mean score 3.18 Your score
55. List of brochures/info available in the office
Should this item be included on a county extension website? Yes No
If your response is no, please explain why? Mean score 3.17 Your score
56. Links to public newsletters available from other levels of the extension service
Should this item be included on a county extension website? Yes No
If your response is no, please explain why? Mean score 3.14 Your score
57. Recent news releases
Should this item be included on a county extension website? Yes No
If your response is no, please explain why? Mean score 3.13 Your score
58. Identification of primary thrusts of the program in the community
Should this item be included on a county extension website? Yes No
If your response is no, please explain why? Mean score 3.11 Your score
59. Newsletters need to be separated into articles that are still valid. Articles need to appear under their name
Should this item be included on a county extension website? Yes No
If your response is no, please explain why? Mean score 3.03 Your score

60. Last minute information that people could check (cancellations, site changes, etc.) Mean score 3.03 Your score
Should this item be included on a county extension website? Yes No
If your response is no, please explain why?

61. Current information - a current question that will be updated at least weekly/monthly Mean score 3.03 Your score
Should this item be included on a county extension website? Yes No
If your response is no, please explain why?

62. Details on state-wide events Mean score 2.84 Your score
Should this item be included on a county extension website? Yes No
If your response is no, please explain why?

63. Tip(s) of the week/month Mean score 2.84 Your score
Should this item be included on a county extension website? Yes No
If your response is no, please explain why?

64. Link to USDA Mean score 2.82 Your score
Should this item be included on a county extension website? Yes No
If your response is no, please explain why?

65. Program impacts Mean score 2.58 Your score
Should this item be included on a county extension website? Yes No
If your response is no, please explain why?

Mean scores at or below 2.50 on items 66-69 indicate these items are of LITTLE or NO value to a county extension website and should not be included.

66. Input from Extension Advisory groups Mean score 2.46 Your score
Should this item be discarded? Yes No
If your response is no, please explain why?

67. Committee members Mean score 2.25 Your score
Should this item be discarded? Yes No
If your response is no, please explain why?

68. Links to reputable commercial sites Mean score 2.24 Your score
(include disclaimer)

Should this item be discarded? Yes No

If your response is no, please explain why?

69. Four Year Plan Mean score 1.87 Your score 2

Should this item be discarded? Yes No

If your response is no, please explain why?

These next items were targeted to specific program areas.

Agriculture

Mean scores at or above 2.51 on items 70-81 indicate these items are of MODERATE or HIGH value to a county extension website and should be included.

70. Gardening/homeowner page Mean score 3.79 Your score

Should this item be included on a
county extension website? Yes No

If your response is no, please explain why?

71. Farm page Mean score 3.71 Your score

Should this item be included on a
county extension website? Yes No

If your response is no, please explain why?

72. Results of local demonstrations Mean score 3.60 Your score
and research

Should this item be included on a
county extension website? Yes No

If your response is no, please explain why?

73. Pests that particularly affect local Mean score 3.49 Your score
crops -- pictures and info

Should this item be included on a
county extension website? Yes No

If your response is no, please explain why?

74. Ag Market information links as Mean score 3.32 Your score
applicable to each locale

Should this item be included on a
county extension website? Yes No

If your response is no, please explain why?

75. Topic specific directories Mean score 3.24 Your score
i.e. "Hay Directory" or other service
directories if available
Should this item be included on a
county extension website? Yes No
If your response is no, please explain why?
76. Pesticide Info -- new info and Mean score 3.20 Your score
changes that have been made in
past year
Should this item be included on a
county extension website? Yes No
If your response is no, please explain why?
77. Field demonstrations Mean score 3.17 Your score
Should this item be included on a
county extension website? Yes No
If your response is no, please explain why?
78. Information about leading commodities Mean score 3.09 Your score
in the county
Should this item be included on a
county extension website? Yes No
If your response is no, please explain why?
79. A link to the National Radar Weather Mean score 3.00 Your score
Should this item be included on a
county extension website? Yes No
If your response is no, please explain why?
80. A page for a group activity, such as Mean score 2.97 Your score
farmers involved in small group on-farm
data gathering and demonstrations could
share information with each other, or
upload information to the website
manager for inclusion on the website
Should this item be included on a
county extension website? Yes No
If your response is no, please explain why?
81. Weather information Mean score 2.60 Your score
Should this item be included on a
county extension website? Yes No
If your response is no, please explain why?

FCS

Mean scores at or above 2.51 on items 82-85 indicate these items are of MODERATE or HIGH value to a county extension website and should be included.

82. Links to nutrition resources Mean score 3.45 Your score
Should this item be included on a
county extension website? Yes No
If your response is no, please explain why?
83. Links to money management resources Mean score 3.42 Your score
Should this item be included on a
county extension website? Yes No
If your response is no, please explain why?
84. Links to parenting resources Mean score 3.42 Your score
Should this item be included on a
county extension website? Yes No
If your response is no, please explain why?
85. Leader lessons for FCE Mean score 2.97 Your score
Should this item be included on a
county extension website? Yes No
If your response is no, please explain why?

4-H

Mean scores at or above 2.51 on items 86-98 indicate these items are of MODERATE or HIGH value to a county extension website and should be included.

86. How to volunteer Mean score 3.81 Your score
Should this item be included on a
county extension website? Yes No
If your response is no, please explain why?
87. Basic "what is 4-H" text Mean score 3.76 Your score
Should this item be included on a
county extension website? Yes No
If your response is no, please explain why?

88. Summer activities (camps) page Mean score 3.76 Your score
Should this item be included on a
county extension website? Yes No
If your response is no, please explain why?
89. Links to state and national 4-H pages Mean score 3.59 Your score
Should this item be included on a
county extension website? Yes No
If your response is no, please explain why?
90. Registration forms (either electronic Mean score 3.57 Your score
or for members to print & mail) for
camps, activities, workshops, etc.
Should this item be included on a
county extension website? Yes No
If your response is no, please explain why?
91. 4-H School Enrichment program Mean score 3.42 Your score
opportunities
Should this item be included on a
county extension website? Yes No
If your response is no, please explain why?
92. List of project areas, with links to Mean score 3.39 Your score
descriptions of the project, its
activities and shows, relevant
press releases, etc.
Should this item be included on a
county extension website? Yes No
If your response is no, please explain why?
93. Fair info and entry forms Mean score 3.32 Your score
(when available; depends on time of year)
Should this item be included on a
county extension website? Yes No
If your response is no, please explain why?
94. Instructional materials of regular Mean score 3.27 Your score
or cyclical use (Record Book Do's
& Don'ts Manual, Taming the
Demonstration Lion, etc.)
Should this item be included on a
county extension website? Yes No
If your response is no, please explain why?

95. List of clubs, with links to descriptions of activities, etc. Mean score 3.27 Your score
Should this item be included on a county extension website? Yes No
If your response is no, please explain why?
96. 4-H Endowment - instructions on how to make donations to the Fund, how the fund is used in the county, etc. Mean score 3.24 Your score
Should this item be included on a county extension website? Yes No
If your response is no, please explain why?
97. Directions and maps for upcoming local and state events Mean score 3.14 Your score
Should this item be included on a county extension website? Yes No
If your response is no, please explain why?
98. Photos (winners of activities, etc.) Mean score 2.92 Your score
Should this item be included on a county extension website? Yes No
If your response is no, please explain why?

RD/CD

Mean scores at or above 2.51 on items 99-103 indicate these items are of MODERATE or HIGH value to a county extension website and should be included.

99. Links to County Resources Mean score 3.26 Your score
Should this item be included on a county extension website? Yes No
If your response is no, please explain why?
100. Community Service idea resources Mean score 3.15 Your score
Should this item be included on a county extension website? Yes No
If your response is no, please explain why?

101. Links to other county sites (school boards, county commission, tourism, libraries, Chambers of Commerce, Farm Bureau, etc.) Mean score 3.12 Your score
 Should this item be included on a county extension website? Yes No
 If your response is no, please explain why?

102. Links to county information (population, basic statistics, etc.) Mean score 3.03 Your score
 Should this item be included on a county extension website? Yes No
 If your response is no, please explain why?

103. Links to cities or towns in the county Mean score 2.94 Your score
 Should this item be included on a county extension website? Yes No
 If your response is no, please explain why?

A mean score at or below 2.50 on item 104 indicates this item is of LITTLE or NO value to a county extension website and should not be included.

104. Graphics of points of interest within the county Mean score 2.49 Your score
 Should this item be discarded? Yes No
 If your response is no, please explain why?

Other

Mean scores at or above 2.51 on items 105-107 indicate these items are of MODERATE or HIGH value to a county extension website and should be included.

105. Water Quality Mean score 3.19 Your score
 Should this item be included on a county extension website? Yes No
 If your response is no, please explain why?

106. Special pages for programs that the office works with (Science & Technology page, Internet education page, etc.) Mean score 3.14 Your score
 Should this item be included on a county extension website? Yes No
 If your response is no, please explain why?

107. K-12 Teacher Education Mean score 2.69 Your score
Should this item be included on a
county extension website? Yes No
If your response is no, please explain why?

APPENDIX G

COMMENTS ON THE STAGE THREE INSTRUMENT

(Yes) indicates that the respondent actually answered yes to the question asked.

2. University logo

(Yes) However, we don't have a Cornell "logo" available. The logo was being reproduced at small sizes that some office didn't think was clear enough, so no one can use it anymore. In lieu of a "logo" we need some good identifier.

3. Author of page and "clickable" email

If all the different pages of the site have different authors this might be very confusing. If there is only one author or only one person responsible for all the pages than it should be included.

4. Official name of the county site

Does this mean "Anyplace County Extension Office"? Yes, this should be on it. Does it mean "Courthouse Annex" -name of building, no this shouldn't be on it.

5. Date page was updated

(Yes) Many people say No because the page quickly becomes dated, because the update may just have been a tiny tweak, not an evaluation and update of the content.

6. Discrimination and ADA statements

I realize that we have to put disclaimers on everything, so if they have to be there, should be small and buried, not prominent to take up people's time and memory.

It would probably be good to have it on the home page, or linked from the home page, but the state/college one might do. Need to avoid screen clutter.

This may be a legal issue that really isn't up for discussion. Personally I feel it is more important to show these things, like having photos that show diversity, making sure the page is accessible to the disabled, than merely putting in a statement.

Not of interest to general public and since not using penalty mail, inclusionary statements can be made within the text of the page itself.

Takes up space and lowers the key word value with search engines

7. Mission Statement

Can be linked from University page.

This just takes up time and space.

The information on a web page needs to be eye-catching. Often times, mission statements can be boring and too difficult to understand for people outside the industry. You could be turning people away before they get to see your important info.

Generally these words don't mean much to the general public.

(Yes) If it is included, make it inconspicuous. Some mission statements look like such a bunch of drivel that it could turn people off.

BUT NOT ON THE HOME PAGE

Nobody reads that stuff, there looking for answers

At some point too much information can be posted to a site making it too cluttered.

I don't think anyone actually reads them. It should be available on request if someone wants it but it should not be a prominent part of the homepage.

8. Same format for all state's extension offices so it is recognizable

Recognizable could translate to "once you've seen one, you've seen them all". May cause people to not check out multiple county sites.

LIMITS ABILITY TO BE CREATIVE. SAME FORMAT MAY NOT FIT ALL SITUATIONS.

Each county office may have a different emphasis on the way programs/information is presented.

Cooperative Extension is about individuality and creativity. We have so much to offer because so many people offer their insight and ideas. If we force them to one format, we limit our web page's appeal and may be missing out on innovating ideas.

reduces creativity

Some basic rules should be adhered to, but otherwise let creativity show.

Each extension office would serve a different client base, thus providing different information possibly. This would impact the page design required to present the information. Additionally time needed to develop web pages would be impacted if requirements were beyond the employee's skill level. Quality, not complete conformity should be the goal.

Too boring and constricting of creativity. Needs to be some consistency so it is obvious they are connected but not exact same format.

Four concerns, the main one being excessive development time. By the time you get agreement from all the counties, Curriculum Development Specialists, and everyone else, the page design would be obsolete. Second, different counties may want to emphasize different programs or may have different resources which would not fit in a standard format. Third, different counties' sites may be written and maintained by people with widely varying skill levels on computers with vastly different capabilities -- a standard format would be beyond some people/equipment and fail to put the abilities of others to good use. Finally, in my county, at least, the web page is maintained by a volunteer. If a volunteer is given too hard a time about formatting, or if the volunteer is capable of doing something that looks better and more interesting but is restricted to a rigid, unappealing format, the volunteer is likely to resign the position. Our university does require one of three official logos at the top of all pages or all home pages, don't remember which. That's OK; it's wide but short & doesn't take up too much room.

While there is some benefit to consistency across the state, the web page should be a creative expression of the programs in that county and a reflection of the people in that county. A template structure might be easier but I'm not sure it contributes to the usefulness or the value of the site.

CUTS DOWN ON CREATIVITY AND FOR SOMEONE VIEWING VARIOUS STATE COUNTY WEB PAGES, IT IS BORING.

uniformity wont increase use

Yes, for the first page into the county site, but sub pages can vary in format to make it more interesting for the person seeking knowledge.

Who wants to look at the same thing over and over

9. Copyright statement

Can be linked from University site.

I didn't think Extension stuff could be copyrighted...

In order to facilitate use of the information provided it would most likely be of greater ease without having to add copyright issues

Not sure exactly what the questions means. If it means what I think, I do not think any materials developed with Federal or other taxpayer funds should be copyrighted.

It is my opinion (and I believe our University's policy?) that our materials are considered "public domain" and therefore not copyrighted. If it is the policy of the institution to copyright their material, then they ought to include this statement on their web pages, but we do not have that policy, at least to my knowledge.

consider site to be in public domain

My understanding is that materials produced by tax dollars are not to be copyrighted.

Copyrights are not a big thing in Extension as few things are actually copyrighted. I could only see copyright statements if there is a substantial amount of copyrighted material on the site that needs protection.

EXTENSION MATERIAL IS NOT COPYWRITED

Aren't Extension publications public domain information and therefore not copyrighted?

Those wishing to copy the clover graphic - in my opinion - would be those involved in the 4-H program and should be award of the copyrighted use of the emblem.

Again you can not put everything on a site, it becomes too crowded.

All our information is free.

10. State map with the county highlighted

(Yes) Small, so not to take up space and memory.

Not a necessary component and takes much more time to load.

Nice to have but not necessary

Not bad, but on our system this is on the state page to help people find us. Once they have found us, if we want to spend time with them they better already know where we are.

It might be helpful to have a map giving directions to the office - for visitors or campus specialists giving a program there, but a general map only showing county location would be of little value.

no strong feeling, but on state site

A state map could be linked or used to bring people to the county page.

In a large state, yes. but we have only have 3 counties... a number of "county" programs are really statewide. What we may consider is a map of the U.S. with DELAWARE (Dela-WHERE?) highlighted! Even if I could afford to maintain "luxury" pages, a state map would be a low priority.

I could probably go either way on this, but I would see this as an optional feature depending on the county needs (is geographical location really important to them?)

NOT ON HOME PAGE, BUT SOMEWHERE IN THE WEB SITE

We have a state 4-H page that has this already.

each site should be different if they are interested in where you are at they will look it up on the map.

Most people visiting the site will have an idea where you are located.

11. Photos of people putting knowledge to work

I don't particularly like the "portrait-type" pics that are linked on the homepage. I would rather see a picture of the agent/staff "doing" something.

(Yes) Photo's are interesting to the people who live there and should be changed often. But you can't put names with photos, so this one isn't a high priority item.

Although not necessary, it should be up to the individual and/or office. I think it adds a personal touch to a web page.

Need to keep page loading times fast, so few photos, but I am neutral on this.

Photos should be used if they communicate important information to clients, information that is not possible to convey quickly by text alone. Each photo should be evaluated for content. Photos that educate, promote the Extension/client connection, or extend the organization's mission should be considered for use on the site.

I believe a photo of the educators makes the site more friendly and the clients will be more willing to contact the educators (unless they are ugly....ha ha).

If you are publishing a report to stakeholders then yes, I would make it an optional item, not a requirement on a web page. Some photos get too big and really slow down the loading.

It's important for Extension to put faces to the work being done. All our paid staff are pictured in "mug shots." Many of our volunteers have are a click away from international notoriety. I am just now approaching the volunteers about having their photos next to their listings as officers or chairpersons.

Just depends on the purpose of the site. This could make for a very cluttered busy site, which I would think is undesirable. However, it is good for building credibility & showing accountability.

A great deal of Extension "work" is completed by volunteers - (ie: 4-H) A simple photo of that "work" would support their efforts. It is important that model releases be obtained.

***** #11 Should be optional *****

If done right it doesn't increase the load time that much and greatly improve our ability to tell our story

NOT WITH ALL THE PREVERTS AROUND

Shouldn't be discarded, but of little importance to our page because of time involved with waiver statements mandated by our university's Risk Management.

It's good to see people putting knowledge to work, maybe someone's interest will be sparked if they see another person doing what they would like to do.

12. Several pages to break up a lengthy site

- Ok for occasional page to be long. Not the whole site however
13. Simple format for a fast load time
- (Yes) But don't limit picture or graphics. Offer a text only version.
- Simple format as an option, not necessarily the only offering. Simplicity helps broaden the potential audience. Some pizzazz is good P.R. and a way to get people coming back to see what's new. They may even learn something while they're having fun!
- A complex format can load just as quickly as a simple format and provide more visual appeal.
14. Few animated .gif files to speed loading
- As an option... see #13.
- To cut down on the speed of loading.
15. Graphics should be small and/or low resolution to speed loading
- SOMETIMES GRAPHICS ARE IMPORTANT TO TELL THE STORY. WE'VE REACHED THE POINT WHERE WE CAN'T CATER TO THE 14.4 MODEMS AT THE EXPENSE OF THE 56K+.
- There are instances like for plant or pest id that higher resolution is necessary -- in this case using thumbnails is a good idea.
- As a general rule, I agree that graphics should be small and/or low resolution to speed loading. However, occasionally a detailed, high resolution graphic is needed to convey accurate information (for example: a plant hardiness zone map of the state). When large graphics are used, they should be placed on a separate web page and linked to the main article. The size of the graphic file should be stated near the link so the client can decide if the download is worth the wait.
- Simple format as an option, not necessarily the only offering. Simplicity helps broaden the potential audience. Some pizzazz is good P.R. and a way to get people coming back to see what's new. They may even learn something while they're having fun!
- Optional as most Web browsers have the capability of opening a Web site on text only anyway.
16. A Text-only version for slow connections or computers
- If resources are an issue, this may be a waste of them.
- Actually I think it is an excellent idea, but becoming less of an issue than a couple of years ago. However, we do our county pages with county staff, and keeping a separate version in text only is added work. In addition to me ag duties, I do the web pages for 2 counties - all program areas. I am not doing much fancy at this point because of time.
- Most people have capability to use a browser capable of graphic, etc. and if there use is limited this should not present a problem. Also makes development of the site easier with only one format.
- If the web site has been designed for maximum client usability (i.e. it's simple, with bells and whistles kept to a minimum), there is no need for a text-only version. In my opinion, if you suspect your site needs an alternate text-only version, perhaps you need to redesign your site.

I believe most Internet users now have browsers capable of handling standard web pages. Making text-only versions would be added work and not utilized by the vast majority of clients, if not all.

can be achieved by assigning labels to images

If this is needed, then you haven't been following the previous instructions. If it is needed, it tells you that you better redesign your web page or you are going to be short of viewers.

In viewing the statistics most surfers desire an entertainment element to a site. Providing the site development has included "alt" tags someone wishing to view in text-only they would not lose any comprehension.

WITH Y2K, EVERYONE WILL HAVE TO GET A FASTER COMPUTER

Difficult enough to get the updates done in a timely fashion as it is let alone trying to develop two separate editions.

If you are careful in the use of graphics and breaking the site up into many pages the speed of loading should be fast enough.

I suspect this would be extra work to reach a limited number of people. If you make your graphics lean, it should not be a problem for the vast majority of computers and connection modes.

I have changed my response due to older computers becoming obsolete. Most people who are surfing the web have at least a Pentium or above and can handle small amounts of graphics.

17. Set all elements of the web page up for scheduled periodic review

(Yes) Whoa, this would be wonderful, but I am not sure will realistically happen, unless periodic is every three years or so.

Again I do not understand the exact nature of the question. Do you mean a review would be done inhouse or a review somehow put on the WEB PAGE?

(Yes) I really wish I had the resources to do this.....

18. Key words and/or meta tags for major search engines

AGAIN, NOTHING WRONG WITH THIS BUT MOST ENGINES WILL FIND YOU ANYWAY

People can find search engines everywhere. Search engines should be site specific if included.

Want to avoid endorsing one search engine over another and there is the possibility of leaving one out

not concerned about major search engines

don't know what meta tags are, or how search engines pick out key words

(Yes) I need to learn how to do this.

19. Simple pages, not huge databases that would require frequent updates

DEPENDS ON THE SITUATION AND PURPOSE

Data bases are an excellent approach to organizing/presenting complex information. They are much easier to update than html coded documents.

Databases are the only way to go. Once they have been set up they are much easier to maintain than a collection of individual HTML pages.

Actually, databases of web pages can be used to simplify updating across multiple links.

If the page is to replace information formerly given by agents the databases are necessary. With simple access and explanation for use.

Only if this serves a purpose of providing complex content not possible in other ways. Again, see #13 for simple vs. complex debate.

Databases can be a much more effective way to locate information, doesn't mean they are any harder to keep updated.

Keep the big pages separate from home pages so items can be easily updated without the whole page being done.

20. Have a short URL so that it is easy to remember as in [www."your extension".edu](http://www.)

This is not really a necessity - the page can be bookmarked easily for future reference.

IT'S NICE, BUT MOST OF US DON'T HAVE AN OPTION ON NAME IF SPACE IS PROVIDED BY HOME INSTITUTION.

not worth the expense

(Yes) We have no control over this, however, so our URL is nightmarish in length!

Optional. Since long names can become links that people click on, long names are Okay.

There are only so many "easy to remember" names. Once a site is set up it is hard to change the name and make sure everyone who has linked to your page knows about the name change.

21. Search engine for the county site

If information is organized into a simple and straightforward format, a search engine for the individual county sites should not be necessary. Web-site users should be able to navigate through the site to find needed information without the aid of a search engine.

Depends on complexity of site.

It is anticipated that at the county level a site would not be of a complicated enough nature to require a search engine

Most county sites will not have enough information and/or pages to make a "site searcher" worth the trouble.

overkill

Links to common engines reduce the programming needs.

Search engines often are ineffective. It becomes more effective for a client to browse the site. A site map should be included to assist with navigation.

I don't know how to make one. Anyway, I think most Extension sites will be small enough not to need one. If in doubt, provide a "map" or outline of the pages on the site

USE THE UNIVERSITY SEARCH PROGRAM

plenty of places they are available

Isn't needed. The link to the university's web site would be a better location for a search engine...alternatively a link to the university's search engine would work.

(Yes) Again, something I need to learn.

Most Extension web pages will contain basic information and should not be to elaborate so that you can maintain the page.

22. Location

We have a separate office location as compared to our clubs' meeting location and event center.

23. Clickable e-mail addresses

E-mail addresses should definitely be included. However, I'd rather see the actual e-mail address than a clickable link on a person's name or, worse yet, on a generic phrase such as "Mail Us." Often clients (including me) print hard copies of web pages to be referenced later on. If the actual e-mail address is not spelled out on the page, that valuable contact information is not unavailable on a print out.

(Yes) But remember that someone has to be available to respond promptly each day, should be part of someone's job description.

24. Specialties of local staff/faculty

Included on state page

25. Professional staff names

(Yes) If you mean title only such as 4-H educator or plant scientist etc.

26. Web sites should have frequent mentions of e-mail addresses so that clientele can correspond with those involved.

I think this would be overkill. A link to an e-mail address on the homepage by the agent/staff name should suffice.

Also need a way to filter messages so we know they came from the web page.

Otherwise, if we don't recognize them and there is not a good subject line and they are mixed in among a lot of other messages, we may delete them without reading. Also, some staff only check their email weekly or less.

(Yes) All those with email

addresses need to be committed to responding promptly and notifying someone when on vacation or leave.

(Yes) I qualify this with determining whether personal email addresses for faculty/staff would be the most efficient use of their time. We use alias emails to direct inquiries for gardening and 4-H questions to the currently assigned contacts (unknown to the public, whether it be volunteer or staff). Our Ag and home ec agents choose to have their personal email addresses as the main contact, because they have relatively fewer demands on their time from individuals.

27. Clerical staff names

I think it is important for people to know the professional and to ask for them.

Sometimes the clerical staff does not give out the most accurate information. Or sometime you have people who call and ask for the secretary and never talk to the professional in that field.

(Yes) I wish you had put Yes, No, Neutral. I really don't care on this one and many of the others. But, for instance, office manager, bookkeeper, and 4H secretary can be very useful.

No need for any names only titles and clerical would only be important for registration for courses or subscriptions online.

Included in our newsletter to 4-H families - not relevant to purpose of our web site.

only if they are associated with the site

28. Background of county staff

Sometimes historical perspective is valuable way of promoting the role of Extension.

And if the past stayed the past in would not need to be updated frequently.

Not required, but if someone is a certified nutritionist or certified crop advisor, why not include it?

Again background of title on person's name.

I think the more info the clients have on a staff member, the more readily they will contact the person.

We need to give evidence of why we're the "experts."

Not a vita, but a paragraph would be helpful

current work is important, past less so

29. Staff photos

Photos are are great resource for getting to know colleagues across the sate. Including photos staff seem approachable.

People may see staff at meetings and be unaware of their association with extension.

Neutral. Don't know that it is necessary, but also not objectionable.

(Yes) Only exception might be top person, only if they agree.

Again, I feel the client will more likely feel comfortable contacting the staff and the site will come across as "friendly" if photos are included.

There's that human touch thing again.....

What someone looks like has no pertinence to their job.

Makes more personal/accessible. Help folks recognize you

No, mostly from the standpoint of having a quicker, more reasily downloaded web site.

Inclusion of photos wouldn't create a problem with me. It'll just slow downloading.

30. Phone

The phone needs to be included only for special project where time is of essence. I would say rarely.

32. Fax

Do not want to encourage clientele to submit unsolicited faxes

33. Office hours

Optional

34. Office location with local directions

Optional

a map would be better in most instances than verbal directions

35. Clickable county email address

As long as the educators/staff have email addresses listed/clickable, and/or the webmaster is also, there is no need for a office or county email address separate.

county doesn't have an email address, staff do!

36. Map locating the office

If directions are included elsewhere, a map is redundant and not necessary.

our office is difficult to find by map, due to terrain (roads not going through)

(Yes) However, the map should be a link to speed up the overall web page downloading

Included on state site

37. Picture of county office

Picture of county office could be included, but is not necessary. Address should be sufficient for locating the office.

Only if building paints a positive visual picture. Many CE offices are ugly however.

It is a nice addition to the pages.

Although I have seen a page where this looked very nice. The page was not following state formatting though.

A photo can help a first-time client locate the county office. Unless the office is hideously ugly, it's worth including at least a small shot of the building's exterior.

Optional

Help people recognize it.

This is important to MY office because it is in a cluster of county buildings and very hard to find. We are always giving people directions (once I even talked someone on a car phone through finding our building from elsewhere in the complex -- Finally I saw her car approaching, and I could tell her "Yes, I see you, make the next right..." etc.). I would very much like to include both a scanned diagram of how to get to our building, AND a scanned photo of how our building looks as you approach it (from the rear) on the new (now the only) driveway.

courthouse offices have little to show

39. Separate pages for each program area

too much work

(Yes) However, some offices may not have all program areas represented. If a program isn't represented than a link to another program area web site would make more sense than having someone make up a page for a program that doesn't exist in the office and which is outside of their area of expertise.

40. Up-to-date calendar of classes/events offered by that office with dates, times and locations

(Yes) I would like to make a response though. Not all counties offer the same things and if you start putting all events on a calendar people may wonder why this county is not doing this or that?

(Yes) But must be maintained

(Yes) Need someone in charge of this. A neglected calendar is worse than no calendar.

we have a link to a state calendar that list by county

- We can now link to a searchable state-wide calendar.
41. Wherever possible provide links to help clients find their own answers and to help them navigate the resources of the web
- (Yes) Only if we can count the number of hits on the website. Extension needs to keep the people-touch that we have. We don't want the internet and computers to replace us.
- not purpose of site
- Not permitted under current NJ 4-H policy due to limitations in providing links to "secure sites" safe for young people to access
44. Link to the state's fact sheets
- Not necessary. Can be linked from University homepage if needed.
- County fact sheets would be more appropriate
- This data is boring and hard to keep up to date.
- we link to state site
45. Frequently Asked Questions (content depends on locality and season)
- Great but not necessary
- not enough use to justify
- Depends on expertise available.
- FAQs are a nicety I can't take on. However, it is possible to incorporate this info in the program pages themselves, rather than have to create and maintain extra pages.
- There is so much other stuff, I don't have time to prepare this also.
46. If the local office assists in offering university based education programs, describe current courses being offered
- NO, link to that university page.
- This information is time consuming to maintain and duplicates the efforts of the university's web team. Link to the university's course information instead.
- (Yes) A link when possible rather than repeat.
- handled by state site
- Should be link to University page of course offerings.
- Link to the descriptions on University's registration pages--don't reinvent the wheel!
- Though a link to the university
- they have their own site maybe a link but not all the information
47. Brief page about what Cooperative Extension is
- No, link to that page at CSREES
- USUALLY CAN BE FOUND ON STATE EXTENSION PAGE
- At most a link to a state-wide What is Extension page.
- This should be covered to some extent by the mission statement.
- don't think people are looking to county pages for this

- information
48. Newsletter subscription instructions
 Nice but not necessary
 not sure that it is a viable method
 Internal information only is included in our newsletter - items for public events are publicized in a different manner
49. Programmatic/subject matter links to information applicable to geographic region.
 not purpose of site
50. Registration information for events including forms and who to make checks payable to
 I think this would be hard to manage and each county does things their own way.
 Would need to have strong support in place to manage this aspect. If so that would be great.
 (Yes) Would be nice, but not necessary and would not see a lot of use at this point.
 too much work, handled by other methods
51. What's New section
 Too vague of a title for clients
 (Yes) Nice, but not necessary.
 This is not needed as calendars and program pages should list events and changes or updates as appropriate. A "what's new" section get's ignored too often, or over-used, and should not be used to introduce everything.
 no interest
 (Yes) If I could take this on, I would..... (I have a really long wish list!)
 This could become a time intensive section - also repetitive of pages created with new information.
 There may not be anything new, or no time to update frequently enough to keep it interesting
 Again, its a matter of time to post stuff on the web. No time to do this.
52. Calendar of local, state and national Extension activities
 (Yes) This would be hard to keep updated and it could be lengthy.
 Great but not necessary. Who would update state and national events?
 maybe - somebody has to take time to do it though
 Only local Extension activities should go on county pages.
 Link to state-wide calendar
 Local definitely; state maybe; national ??? and probably only if we were directly involved. I'd rather provide plenty of links to national organizations, and let the surfer take it upon himself to keep in touch for the latest happenings there.
 Included with state site
 No time to do this. If someone else had this information, we could link to it.
53. Recent Newsletters from each Extension program area

If these are print publications they would need to be vastly reworked to be on much use on the web.

(Yes) but takes time

Too much work to keep these updated and current. Include info on how to get on a mailing list or to subscribe, but don't try to put everything on the web.

not worth effort

Include as a link.

***** Yes and no. Would be nice to have last or most current newsletter, but should file the rest of the newsletters by article topic rather than by date.

brief information about activities should be enough

54. Link for each event that has additional information if listing is brief.

May be too time consuming

weigh benefits with cost

Clients can request info if needed. Web pages should be kept brief.

not used

On state-wide calendar.

55. List of brochures/info available in the office

Link to University Extension Publication list.

MUCH TOO LENGTHY AND A BURDEN TO KEEP CURRENT. LINK TO STATE PUBS

Too time consuming

Clickable links can be made for accessing university publications, but we should not list every resource we have in our offices as this is constantly changing and lists will get outdated.

too long a list and too difficult to keep updated

On State Extension page.

Not if the University has a central listing I can link to.... this is an inventory an update nightmare.

These are generally available at the University. A link to the available listing would be appropriate.

list too extensive, where do you start and stop

our state office has online publications catalog that we link to.

56. Links to public newsletters available from other levels of the extension service

ONLY IF APPLICATION SPECIFIC

If these are print publications they would need to be vastly reworked to be on much use on the web.

(Yes) let someone at the state level do this, and just provide a link to it on state site

There is a point where you are offering too much information and this particular link would be an easy way for people to leave your site and move on when that is not your intention.

Included with state page

57. Recent news releases

Where is the maybe box? Nice, but takes time.

not enough use

You have calendar links to cover meeting announcements, it would just be a waste of time and space.

That is information for another media. If that is current, relevant info, it should be incorporated elsewhere.

This service is covered under our county's public library web site

58. Identification of primary thrusts of the program in the community

But will they care or read it?

EVIDENT FROM OTHER INFORMATION ON SITE

Don't know what you're referring to here.

General public cares what your programming is. Not what your thrusts are. They can determine that by the list of programs.

No time to incorporate this.

59. Newsletters need to be separated into articles that are still valid. Articles need to appear under their name

I could use some clarification on this one. Not exactly sure what this item means.

Too time consuming to manage. Just replace old newsletter with new

If these are print publications they would need to be vastly reworked to be on much use on the web.

don't understand question - why would I put an article in the newsletter that wasn't valid?

Do not want to have to incur time necessary to edit newsletters

I don't think we need to post our newsletters up on web as long as we have info on how to subscribe.

no interest

HUH??

I would prefer from a management standpoint to keep the newsletter intact with a really good index or TOC to make individual articles accessible.

I guess to save time I would leave them as presented on the date presented. Newer issues will be more current.

A nice feature but would be excessively time consuming in the long run.

Time constraint

I would just include the newsletter as mailed in an archive area. They can tell by the date that the material may be out of date.

60. Last minute information that people could check (cancellations, site changes, etc.)

Very difficult to update this via our current system...we create pages and university posts them.

THESE TYPES OF CHANGES ARE BETTER SUITED FOR WIDER ACCESS MEDIA

Depends on focus of office. Not applicable for most I'd imagine.

It will be difficult for the extension staff to be constantly updating the information especially if they are not permitted to upload onto the server directly.

(Yes) Only if there is someone to monitor this. Remember not all people will have access so should also be notified in traditional way. Perhaps have a list of those who do not have access.

Timely info such as these are difficult to get posted and updated. (ie Chances are if we have a snowstorm and a meeting is canceled, I can't get to my office to update our web page anyway.)

not viable method

For now, no. Maybe yes in a few years.

We would do this in the best of all possible worlds.... We use our voice mail system--it's easier to access and update by everyone in the office. I'm the only Web person, and emergent last minute notices have a slim chance of being posted in time.

Can't update that quickly due to lack of county staff

61. Current information - a current question that will be updated at least weekly/monthly

(Yes) If someone has the time to do this.

NOT NECESSARY, BUT OK

Not really necessary...adds to the clutter.

Nice, but not a "should"

no interest

Depends on the audience. If they are savvy, then yes. If none have Internet capabilities, then no.

Unless each staffer will get these to you in time and regularly! They have the option to do this with the phone system, but they don't....so I'm not likely to have any more success at getting stuff from them to maintain a "tip o' the ---" page!

I don't know that there's much value in this.

(Yes) I'll say yes but the reality of my workload is that I'd probably not get around to even monthly questions.

No time.

62. Details on state-wide events

Link to it.

build a link to them instead

Could be provided as a link on state page

Only local events should be posted on local sites. Links to the state office or university can provide info on state-wide events.

on state site

Link to state-wide events page.

Link to the state site.

Unless state-wide events are connected to county extension involvement.

Should just link to state page rather than each county doing page on state event

Only through a link, we don't have time to put it together.

63. Tip(s) of the week/month

(Yes) Again, only if someone has the time to update it.

NOT NECESSARY, BUT OK

May not have time to manage

no interest

Hokey.

Unless each staffer will get these to you in time and regularly! They have the option to do this with the phone system, but they don't....so I'm not likely to have any more success at getting stuff from them to maintain a "tip o' the ---" page!

This is a good idea only if people change the tip of the week / month on a regular basis too general, what would it be?

Don't think I'd remember to do a weekly / monthly tip

Staffing limitations

Time issue

64. Link to USDA

Can be linked from University. Although links to specific pubs that we make available that originate from USDA could be linked from our site.

NOT NECESSARY, BUT OK

Probably more appropriate for state page

whatever for?

Available from state page.

I doubt if the USDA site will have much information for a person looking at a county site

65. Program impacts

I don't think they will care!!

PAGE SHOULD BE AN INFORMATION SOURCE, NOT A REPORT

Unless program impacts are stated briefly and in popular language, there are more appropriate places to state impacts (i.e., Extension intranet site, reports to state legislature, reports to university trustees, reports to federal partners, etc. -- each tailored to the appropriate audience).

Mission statements can provide info on what we do. I don't think our clients will review our "impact statements" on the web.

Who would read it?

(Yes) *If* they give you the info!

As with mission statements, these can look so mushy and irritating (and self-serving) that they could turn people off.

I don't believe people are wanting to know that kind of information. They are looking to get help or information themselves, not to see if you've helped someone else.

Doubt that anyone other than the OMB would care and probably even fewer would understand. Extension is like the water company. no one cares about the operation as long as water is running from the faucet.

Time issue

66. Input from Extension Advisory groups

Meaning what? Adv Council meeting minutes, news, activities? that's a perfectly good P.R. and volunteer development function. Or Adv council input to the Web page design, management, etc? I can't work in a vacuum; they could help with content review, and test surfing the site for accessibility, functionality and usability.

I feel this goes back to our accountability & showing that we listen to the local needs. It should provide a sense of ownership for the community.

They are an important part of extension-that should be honored on the website

BASICALLY GPRA REQUIRES THAT WE PLAN IN ACCORDANCE WITH
STAKEHOLDERS...INCLUDING INPUT FROM EXTENSION ADVISORY
GOUPS IS AN EASY WAY TO PROVIDE STAKEHOLDER INPUT

67. Committee members

This can provide means for local individuals to provide input.

If point of the committee is to represent the public, then helpful for them to be accessible

These are the backbone of Extension Program Areas. Show them off as being important.

public should know who helps make program/policy decisions

68. Links to reputable commercial sites (include disclaimer)

Sometimes commercial sites are the only source of available information. If the information is accurate, it is to our clients' benefit.

If the commercial site has further information that will help the user, why not be the one to help your users, they will appreciate it.

We don't have a corner on the information market.

Let's face it--corporate America has some darn good information on the Web. We can't possibly cover all the bases. Extension has always worked side-by-side with companies anyway--with the disclaimers.

Optional, with disclaimer

I'm not sure about commercial sites, but certainly links to outside organizations is extraordinarily useful. Why should I try to write something about raising a Seeing Eye puppy, when I can link to The Seeing Eye's puppy-raising info page and offer my site's visitors the information direct from the source, without possible misinterpretation? Some commercial sites might be useful, too. Our county's Ag office has a handout listing local pick-your-own farms and cut-your-own Christmas tree plantations. There is a difference between a pamphlet and a web link, yes -- but how much of a difference? I can't name any commercial sites

that I would like to link my 4-H site to, but I wouldn't want to be excluded from the possibility in the future.

69. Four Year Plan

Summarize and include in each program description.

This helps "keep us honest" and focused--I think--and is good P.R. for our public.

This goes back to program emphasis, accountability, etc.

(Yes) very limited audience interested in this, they would contact us directly for such information

70. Gardening/homeowner page

May Be better off pointing to statewide page built around program area which has a county section. Easier to maintain/develop as a shared resource.

71. Farm page

May Be better off pointing to statewide page built around program area which has a county section. Easier to maintain/develop as a shared resource.

We are in a metro area which does not have a lot of farms so this information wouldn't be worth putting on our page, maybe on some other extension office's page.

73. Pests that particularly affect local crops -- pictures and info

May Be better off pointing to statewide page built around program area which has a county section. Easier to maintain/develop as a shared resource.

Expect to be able to link to a regional or state site.

(Yes) Only if a link to the state pest office.

74. Ag Market information links as applicable to each locale

May Be better off pointing to statewide page built around program area which has a county section. Easier to maintain/develop as a shared resource.

Expect to be able to link to a regional or state site.

We don't have local ag market information available in the state.

Farmers already have a place to check local market prices, I'd hate to have the wrong market information put on a web page that may cause a farmer to make an improper judgement call because of improper information.

75. Topic specific directories - i.e. "Hay Directory" or other service directories if available

Not applicable in many counties

Expect to be able to link to a regional or state site.

This can easily get into endorsements and hassles about who/what to include

The page should be setup so that people will know where to go to get information needed.

76. Pesticide Info -- new info and changes that have been made in past year

May Be better off pointing to statewide page built around this interest area . Easier to maintain/develop as a shared resource. Must be current.

Probably better on stste wide page that can be linked to

This would be state-wide and a link to the appropriate info source could be made rather than placing info on local page.

Link to someone else's page.

Would be best if this was a state site rather than having each county do it

(Yes) though links to state specialists

77. Field demonstrations

Only local ones or ones that would be pertinent to the county--but a link to these reported somewhere else would suffice.

Not always applicable

Expect to be able to link to a regional or state site.

78. Information about leading commodities in the county

(Yes) Point to them

Unless it can be presented in an interesting fashion, not columns of data.

Link to organization.

Link to someone else's page.

No time to do this.

79. A link to the National Radar Weather

I would agree with an item showing total rainfall for specific periods and first/last frost dates (see item 81), but I don't think a link to the NRW site is necessary.

Nice but not mandatory

Let them watch tv for their local weather.

80. A page for a group activity, such as farmers involved in small group on-farm data gathering and demonstrations could share information with each other, or upload information to the website manager for inclusion on the website.

NOT NECESSARY, BUT OK

Great idea but only if applicable in own county

this may complicate maintenance of page

Too difficult to monitor and keep current / updated.

It would be fun... I'll add it to my wish list.

While it might be nice I'm not convinced it would be worth the time and effort to make it happen and maintain

Small group activities would be better addressed through a list serve.

Not enough time.

81. Weather information

Great idea but not necessary

Needs updating to often. Make links to state weather station instead.

Expect to be able to link to a regional or state site.

Lots of sites have weather info. Let's put our effort where we can make a difference, not make a duplicate, unless you're thinking of a type of weather info that is not commonly available.

This information is available elsewhere. The only reason to include is if formatted in a way that is significantly different and therefore more useful to the local clientele

THEY CAN USE A LISTSERVER

duplicative

A link to a weather site might be good but not a web page on weather.

85. Leader lessons for FCE

I have seen where the agent is excluded in programming when certain info is made available to the public. The agent loses actual contacts in providing the info.

links to the university listings

Specialy area -- only include if program in your county

May be appropriate for a statewide page

I would post leader lessons on the Extension intranet site, as opposed to the Internet site.

Not a programming area.

Unless there is a strong need for such and the resources to do it. Expect to be able to link to a regional or state site.

90. Registration forms (either electronic or for members to print & mail) for camps, activities, workshops, etc.

Must have capability to generate.

Teh office needs a personal contact

91. School Enrichment program opportunities

It's not open to general public.

92. List of project areas, with links to descriptions of the project, its activities and shows, relevent press releases, etc.

Put this on the state page, with a link to it on the county page.

Great if you have lots of resources for maintaning but not necessary.

Let State office list the available projects. County offices can advertise local activites and events.

Who will put them on? And maintain the list?

93. Fair info and entry forms (when available; depends on time of year)

Great if you have lots of resources for maintaning but not necessary.

Fair info, yes. Forms, no.

Let State manage a site for state functions. county site can link to them. county office can offer own forms and info.

Our fair is limited to 4-H members only

94. Instructional materials of regular or cyclical use (Record Book Do's & Don'ts Manual, Taming the Demonstration Lion, etc.)

Each county is differnet and it might not be good to list those.

This is another case where I believe the info should be provided directly by the agent, not accessed by the public.

Link to it on university site

Great if you have lots of resources for maintaining but not necessary.

Included on state site

No time to do it.

95. List of clubs, with links to descriptions of activities, etc.

Great if you have lots of resources for maintaining but not necessary.

Have to be aware of privacy issues and use of names.

96. Endowment - instructions on how to make donations to the Fund, how the Fund is used in the county, etc.

We are not suppose to use public funds to solicit for money.

97. Directions and maps for upcoming local and state events

Great if you have lots of resources for maintaining but not necessary.

Link to State pages. Provide county pages for local events.

98. Photos (winners of activities, etc.)

Same concern about download time for photographs as well as privacy issue.

NOT NECESSARY, BUT OK

Include these only if shot for the web and not for print. Must be very small file sizes and of interest to a large number of people, not just Mom and Dad.

Could require excessive maintenance and space requirements

For safety reasons, photographs and other information identifying minors should NOT be posted on the Internet!!!!

Be aware of privacy issues.

Photo release/liability too great for children.

(Yes) This was a close call for me -- photos are a lot of trouble to deal with.

TO MANY PERVERTS OUT THERE

reduce photos to increase download time.

Risk Management issue of obtaining waivers

(Yes) If available.

100. Community Service idea resources

There are too many agencies to try to play a clearinghouse role for them.

Who is going to put this together?

101. Links to other county sites (school boards, county commission, tourism, libraries, Chambers of Commerce, Farm Bureau, etc.)

At some point you have to draw the line.

want to avoid unintended endorsements

Cooperative Extension is not a yellow pages.

(Yes) **Depends on what other county sites there are. Extension needn't be a central clearinghouse for county sites if there is another county site

doing it already.

Would be OK but this would be a maintenance problem and of limited value

102. Links to county information (population, basic statistics, etc.)

Probably better suited to county gov't page

Cooperative Extension is not a census bureau.

103. Links to cities or towns in the county

With all the info already included, the page is becoming ungainly and city/town info is readily accessible through search engines.

At some point you have to draw the line.

probably more appropriate for county gov't page

Cooperative Extension is not an atlas.

Don't see that as the purpose of the county web page.

104. Graphics of points of interest within the county

Graphics are a good way of capturing your audience.

Cooperative Extension is not a tourist bureau.

That's what the tourism board is for

105. Water Quality

If program in your office

What are you going to say, based on what information?

Water quality statements are sent out by each municipality which supplies it.

No time.

106. Special pages for programs that the office works with (Science & Technology page, Internet education page, etc.)

This information duplicates the efforts of university's web team. Link to the departmental information instead.

No time.

107. Teacher Education

Personally, I fail to make the connection or see the relevancy.

uncertain what this is referring to

There's plenty to post to an Extension site and to maintain without adding teacher education materials. Cooperative Extension does not need to be all things to all people.

I know of no such programs that would be appropriate at this time.

County offices don't work with this area.

(Yes) Mostly if this is a thrust in the county. Otherwise it is a "no"

No time.

I don't see the direct connection to Extension work.

Additional comments

For all of the remaining items (item 70 and beyond), mark my response as "No." At this point in time, our website doesn't receive enough traffic to justify the effort required for this kind of detail. Telephone, mailed newsletters and news releases are still more practical means of informing the public. Wish it wasn't so!

This was a much harder survey to complete. A lot of things should be optional rather than a NO. If I left blank, it should be ready OPTIONAL rather than NO. WHY? Because Web pages that are too large are difficult to open and download, and readers may leave in frustration before completing the download. Important choices need to be made, and this list in itself, when your research is published, will be of great utility to us here in California--I hope you will share your results with us.

Mark, there are a couple of areas where I have changed my mind over the last 6 months.

First: E-mail link. I thought this was a 100% must-be-included item. But after talking to some County Agents who DISCARD E-mails unanswered if they come from outside their county area, something that really shocked me, I would say: "The ideal is to include an E-mail link for correspondence, but only if you answer all E-mails regardless of whether they are out of county, out of state, or even out of nation." The only thing worse than not having an E-mail link, is having one but ignoring the E-mails.

Second: I used to be set against newsletters because as a reader I am interested in a given topic and do not want to venture through all the newsletters trying to find the article I am interested in. The ideal, of course, would be to have the most recent newsletter available and then when the new one comes along, filing the last one under a topic (or if space is available, they could be filed by topic and by date, I suppose). But this takes time and commitment.

Having listed yes to so many of the above, I do admit that any web site I'd develop would have significantly fewer items on it. Why? we don't have the resources to (1) develop and manage web sites on a regular basis and (2) provide follow up to questions outside of our individual staff areas of expertise. However, web sites are a great way to reach a segment of the population.

APPENDIX H

WOODS COUNTY EXTENSION WEBSITE INITIAL

PAGE/CONSENT FORM

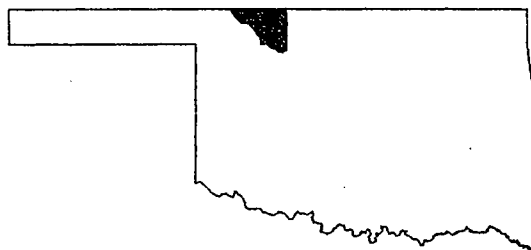
Woods

County

Extension

Web

Site



Thanks for contacting the Woods County Extension Web Site. We are in the process of conducting a study of what should be included on a county extension web site.

We have asked a group of experts what should a county web site contain, and, based on their response, have created this site. Now we want to know what you think of what we have created and how useful it is to you.

We are asking you to submit your correct email address, so that in just a few weeks, we may send you an evaluation form so that you can tell us what you think of our site. Let us assure you that your email address will be used for no other reason but this specific project. After this project is completed, your address will be deleted from our database. I hope you will choose to participate and assist us in this effort.

In submitting your email address, you are consenting to participate in a future evaluation of this web site. You will be asked questions involving your perception of this web site.

Email Address:

All information will be submitted and delivered by e-mail. The information you provide on this e-mail survey will be kept strictly confidential. A coding system will be used on the e-mail form for follow-up purposes only and will be used only by the researchers. The information will be reported in the aggregate with no identification of you in the thesis, which will be a result of the study. Any risk involved with this research will be minimal. If you have any questions concerning this research, you may contact any of the researchers at the addresses or phone below, or Gay Clarkson, the Oklahoma State University Institutional Review Board secretary at 305 Whitehurst, OSU, Stillwater OK 74078, ph. (405) 744-5700.

James P. Key
Professor
450 Ag Hall
Oklahoma State
University
Stillwater, OK
74078
405/744-8136

Mark S. Gregory
Area Extension Agronomy
Specialist
and Graduate Student
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Cordell, OK 73632
580/832-3356
gregorm@okstate.edu

Bob LeValley
County Extension Director
Woods County
407 Government St.
Alva, OK 73717-2246
580/327-2786
blevalley@alvant.alva.ok.us

APPENDIX I

MAJOR PAGES OF THE WOODS COUNTY

EXTENSION WEBSITE

Woods County Oklahoma Cooperative Extension Service

USDA Oklahoma State University and State and Local Governments Cooperating



407 Government St., Alva 73717-2246
(580)327-2786 * FAX: (580)327-2791
Hours: 8:00 am - 5:00 pm

4-H & Youth Development
Agriculture/Natural Resources
Lawn & Garden
Family & Consumer Sciences
Rural & Community Development
Fact Sheet Library
Services Offered
Office Directions

Woods County Extension Staff

Bob LeValley
Extension Educator, Agriculture/4-H, C.E.D

Karen Armbruster
Extension Educator, Family & Consumer Sciences/4-H

Barbara Case, Donna Morrow
Secretaries

We are a part of the Division of Agricultural Sciences and Natural Resources at Oklahoma State University. The purpose of the Oklahoma Cooperative Extension Service is to provide research-based information and education to help Oklahomans make their lives better.

[\[4-H & Youth Development\]](#) [\[Agriculture/Natural Resources\]](#) [\[Lawn & Garden\]](#) [\[Family & Consumer Sciences\]](#) [\[Rural & Community Development\]](#)
[\[Fact Sheet Library\]](#) [\[Services Offered\]](#) [\[Office Directions\]](#)

This internet resource is provided in furtherance of Cooperative Extension Work, U.S. Department of Agriculture, Oklahoma State University, and County Commissioners cooperating. The Oklahoma Cooperative Extension Service offers its programs to all eligible persons, regardless of race, color, national origin, religion, sex, age, or disability, and is an Equal Opportunity Employer. Products mentioned on this page or in pages accessed through this site are for informational purposes only. No endorsement is implied or intended.




Updated: March 10, 2000
Created by Mark S. Gregory

Woods County Cooperative Extension Service

4-H & Youth Development



4-H is the largest youth organization in Oklahoma and around the world. All 50 states and more than 80 countries worldwide have 4-H programs. Open to all youth between the ages of 9 and 19, 4-H offers hands-on, informal educational activities to help young people develop as individuals and responsible, productive citizens. In addition, 4-H offers "Cloverbuds" for 5 to 8 year-olds to introduce 4-H learning experiences through a non-competitive educational program.

County 4-H Clubs	4-H Newsletter  Download Acrobat Reader	Calendar of Events
RAM Form 	County Activity Guide 	Parents and Leaders Council 4-H Officers
State 4-H Home Page	School Enrichment	4-H Volunteers
4-H Foundation	Projects	National 4-H Council

[Oklahoma Cooperative Extension Service](#)
[Woods County Extension Home Page](#)

For more information related to this page

Contact: [Bob LeValley](#)

Updated: March 10, 2000

Woods County Cooperative Extension Service

Agriculture



[Calendar of Ag Events](#)

[Agriculture Newsletter](#)

[County Demonstration Activities](#)

Commodity Information

[Market Information](#)

[Pesticide Information](#)

[Cow Calf Corner](#)

Crop Production

[Alfalfa](#)

[Wheat](#)

[K State Wheat Page](#)

[OSU Wheat Improvement Page](#)

[Wheat Variety Descriptions](#)

[Southwestern Oklahoma Insect Update](#)

[Cotton](#)

[Plant Disease Newsletter](#)

[Oklahoma Cooperative Extension Service](#)

[Woods County Extension Home Page](#)

For more information related to this page

Contact: [Bob LeValley](#)

Updated: March 21, 2000

Woods County Cooperative Extension Service

Lawn and Garden



[Oklahoma Gardening](#)

[Horticultural and Environmental Guide](#)

[Lawn and Garden Fact Sheets](#)

[Insect and Disease Photos and Information](#)

[Aggie Horticulture \(Texas A&M\)](#)

[Washington State's Stewardship Gardening](#)

[Oklahoma Cooperative Extension Service](#)

[Woods County Extension Home Page](#)



For more information related to this page

Contact: [Bob LeValley](#)

Updated: March 21, 2000

Woods County Cooperative Extension Service
*Family and Consumer
 Sciences*



Parenting Resources	Foods & Nutrition Resources
Money Management Resources	Calendar of Family & Consumer Sciences Events
Family and Consumer Science Newsletter	OSU Fact Sheets Library
 Download Acrobat Reader	 Download Acrobat Reader

[Oklahoma Cooperative Extension Service](#)
[Woods County Extension Home Page](#)

For more information related to this page
 Contact: [Karen Armbruster](#)

Updated: March 21, 2000

Woods County Cooperative Extension Service
*Rural and Community
Development*



County Statistics

[U.S. Census Bureau Information for Woods County](#)

Cities and Schools

[Alva Public Schools](#)

[City of Alva](#)

[Alva Chamber of Commerce](#)

Tourism

[Cherokee Strip Museum](#)

[Little Sahara State Park](#)

[Waynoka Historical Society](#)

[Oklahoma Cooperative Extension Service](#)
[Woods County Extension Home Page](#)

For more information related to this page
Contact: [Bob LeValley](#)
Updated: February 11, 2000



OCES Home Page



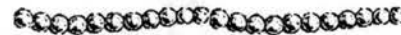
Topics:

- [Ⓞ Agricultural Economics](#)
- [Ⓞ Animal Science](#)
- [Ⓞ Aquaculture](#)
- [Ⓞ Biosystems Agricultural Engineering](#)
- [Ⓞ Dairy](#)
- [Ⓞ Family and Consumer Information](#)
- [Ⓞ Food & Agricultural Products](#)
- [Ⓞ Forestry](#)
- [Ⓞ Four-H Literature](#)
- [Ⓞ Horticulture](#)
- [Ⓞ Insects](#)
- [Ⓞ Pesticide Applicators Training Manuals](#)
- [Ⓞ Plant and Soil Sciences](#)
- [Ⓞ Plant Diseases](#)
- [Ⓞ Poultry](#)
- [Ⓞ Range Management](#)
- [Ⓞ Veterinary Medicine](#)
- [Ⓞ Waste Management](#)
- [Ⓞ Water Quality Series](#)



PETE'S ELECTRONIC ARCHIVE AND RESOURCE LIBRARY

A semi-precious gem in a sea of home pages.



Publications are organized according to the topics on the left.

Welcome to the Oklahoma Cooperative Extension Service's online publications library. Our publications are available for online viewing as **Adobe Acrobat PDF files**. Most publications

Woods County Extension Home Page

Other States' Publications

Woods County Cooperative Extension Service

Services Offered



Information sources available in the office

Soil Testing (Refer to L-241 and FS 2207)

Routine Analysis \$10 (Others Available)

Soil needs to be collected in a plastic bucket from approximately 15-18 different areas and thoroughly mixed together to form one sample. One quart of soil in a paper sack is an adequate amount to submit for analysis. Soil probes, to assist in the sampling process, are available for checkout from the office.

Forage Testing (Refer to L-241 and FS 3015)

Basic Analysis \$6 (Others Available)

A forage probe, to assist in the sampling process, is available for checkout from the office. A sample would contain as many as 12 core samples from a single lot of hay. (a lot would be single cuttings or other conditions to cause a differences in quality)

Water Testing (Refer to L-241)

Livestock \$6, Household \$10, Irrigation\$12

Water bottles are available . Running water supplies (faucets or hydrants) should be turned on for at least 30 seconds before catching the sample.

4-H & Youth

A Youth organization for youth 9 through 19 whether they live in rural areas or in our small towns. 4-H develops life skills and provide opportunities to youth of all ages. 4-Hers work in educational project areas that interest them. 4-H provides opportunities to meet new people from your community, other counties across Oklahoma and the nation. 4-H is a family affair

with sisters and brothers enrolling in 4-H and Mom and Dad becoming volunteers along with friends in the community. 4-H is for everyone and has something just right for you. Educational programs and workshops are offered throughout the year to residents.

Diagnosis of Agriculture and Horticulture Problems

Staff are available for insect, disease, weed, etc. problem diagnosis of crops or forage as well as homes, lawns, or gardens. Educational programs and workshops are offered throughout the year to residents.

Family and Consumer Sciences

Enhancing the economic well being and life skills through community & family educational classes and workshops. Educational programs are offered in family life skills, food & nutrition, parenting, leadership development and money management.

Oklahoma Cooperative Extension Service
Woods County Extension Home Page

For more information related to this page
Contact: Bob LeValley
Updated: March 21, 2000

Woods County Cooperative Extension Service

Office Directions



The Woods County OSU Extension Center is located on the ground floor of the Woods County Courthouse, in the center of the downtown square in Alva.

[Oklahoma Cooperative Extension Service](#)
[Woods County Extension Home Page](#)

For more information related to this page

Contact: [Bob LeValley](#)

Updated: January 1, 2000

APPENDIX J

COUNTY EXTENSION WEBSITE SURVEY

To: Woods County Extension Website Visitors
From: Mark S. Gregory
Area Extension Agronomy Specialist
and Graduate Student
Re: Woods County Extension Website Survey

Thank you for agreeing to participate in an evaluation of the Woods County Extension Website. Your input will help us to better match the needs of the residents of Woods County. If you need to look at the web site again in order to reacquaint yourself and better answer these questions, the address is:

<http://agweb.okstate.edu/woods/index3.htm>

Instructions: Use the reply feature of your email software. Click on the reply button of your email software or choose reply in the file menu of your email software. This allows you to make your responses on this form.

****Don't forget that you need to click on reply before you can mark your responses.****

If you prefer, this form can be printed, filled in and mailed to:

Mark Gregory
125 W. Main
Cordell, OK 73632

My phone number is: 580/832-3356

Please place an X within the set of brackets to the left of the rating you are choosing for each response. For longer response items, please place your response within the brackets provided. Feel free to include comments you feel important even if comments on that particular item are not requested.

 * Please return by Wednesday, March 8, 2000. *

 County Website Evaluation

Select the category that best identifies you.

- Agricultural Producer
 4-H parent/leader
 4-H member
 Homemaker
 Gardener
 Other (Please Specify)

Please list the year in which you were born

Which of the following program areas that extension offers are you most interested in?

- Agriculture/Natural Resources (including Lawn and Garden)
 4H & Youth Development
 Family and Consumer Sciences
 Rural Development/Community Development

Did you find the information you were looking for?

Yes No

What comments would you make to improve the site (adding information, removing information, etc.)?

What is not there that you expected?

Rate the following components of the website:

Woods County Home Page (first page with all staff names, office hours, etc. and program area buttons: 4-H, Agriculture, Lawn & garden, etc.)

- Very helpful
- Helpful
- Somewhat helpful
- Not helpful

Staff information (who they are, how to contact them, etc.)

- Very useful
- Useful
- Somewhat useful
- Not useful

Office information (location, phone and fax numbers, hours, etc.)

- Very useful
- Useful
- Somewhat useful
- Not useful

Local office offerings (services, printed materials, other information)

- Very useful
- Useful
- Somewhat useful
- Not useful

General website contents

- Very useful
- Useful
- Somewhat useful
- Not useful

Agriculture items
(including Lawn and Garden)

- Very useful
- Useful
- Somewhat useful
- Not useful

Family and Consumer Science items

- Very useful
 Useful
 Somewhat useful
 Not useful

4-H items

- Very useful
 Useful
 Somewhat useful
 Not useful

Rural and Community Development items

- Very useful
 Useful
 Somewhat useful
 Not useful

How would you consider the overall speed of loading for the Woods County Extension Website?

- Very satisfactory
 Satisfactory
 Unsatisfactory
 Very unsatisfactory

List in order (most important first) the three most useful components of this website.

[]

Thank you for taking time to complete this. Your input will be extremely valuable in helping us to tailor this site to the needs of Woods County.

* Please return by Wednesday, March 8, 2000. *

APPENDIX K

INSTITUTIONAL REVIEW BOARD

APPROVAL FORM

OKLAHOMA STATE UNIVERSITY
INSTITUTIONAL REVIEW BOARD

DATE: 11-24-98

IRB #: AG-99-009

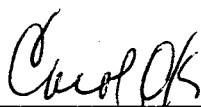
**Proposal Title: USING THE INTERNET TO DELIVER INFORMATION AND
NONFORMAL EDUCATION THROUGH COUNTY EXTENSION OFFICES IN
OKLAHOMA**

Principal Investigator(s): James P. Key, Mark S. Gregory

Reviewed and Processed as: Expedited

Approval Status Recommended by Reviewer(s): Approved

Signature:




Date: December 9, 1998

Carol Olson, Director of University Research Compliance

cc: Mark S. Gregory

Approvals are valid for one calendar year, after which time a request for continuation must be submitted. Any modification to the research project approved by the IRB must be submitted for approval. Approved projects are subject to monitoring by the IRB. Expedited and exempt projects may be reviewed by the full Institutional Review Board.

VITA

Mark S. Gregory 

Candidate for the Degree of

Doctor of Philosophy

Thesis: IDENTIFICATION AND EVALUATION OF ELEMENTS NEEDED FOR A
COUNTRY EXTENSION WEBSITE

Major Field: Agricultural Education

Biographical:

Education: Received Bachelor of Science degree in General Agriculture from Tarleton State University, Stephenville, Texas in May 1980; received Master of Science degree in Crop Production and Physiology from Iowa State University, Ames, Iowa in May 1985. Completed the requirements for the Doctor of Philosophy degree with a major in Agricultural Education at Oklahoma State University, Stillwater, Oklahoma in May 2000.

Experience: County Extension Agent-Agriculture for Texas Agricultural Extension Service, Waco, Texas from September 1980 through November 1981; Research Assistant at Iowa State University, Ames, Iowa from July 1982 through January 1985; Area Extension Agronomy Specialist and Extension Agent At Large for Oklahoma Cooperative Extension Service at various locations throughout Oklahoma state from January 1985 to present.

Professional Memberships: American Society of Agronomy, Oklahoma Association of Extension Agriculture Agents.