



# UNIVERSITY OF WYOMING

*Issued in furtherance of cooperative extension work, acts of May 8 and June 30, 1914, in cooperation with the U.S. Department of Agriculture. Glen Whipple, director, Cooperative Extension Service, University of Wyoming, Laramie, Wyoming 82071.*

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# UW RESEARCH and COOPERATIVE EXTENSION SERVICE NEEDS ASSESSMENT

## PURPOSE AND OVERVIEW

The University of Wyoming has a responsibility to serve the state as a land-grant institution and Wyoming's only state university. The College of Agriculture reflects the land-grant philosophy and tripartite responsibility of instruction, research, and outreach.

The UW Cooperative Extension Service (CES) is the off-campus, informal education arm of the university. With a history of more than 90 years, CES is a part of the system of cooperation involving the nation's landgrant universities, the U.S. Department of Agriculture (USDA), and counties in the state. Its mission is to provide lifelong learning opportunities for the people of Wyoming and to empower them to make choices that will enhance their quality of life.

The Agricultural Experiment Station (AES), in cooperation with USDA, coordinates the research of faculty members in the seven College of Agriculture departments. AES also manages four off-campus research and extension centers. These centers are strategically

located throughout the state at sites with different climatic and agronomic conditions. The centers exist for faculty and staff members to conduct research programs that tackle the state's agricultural problems. The new Sustainable Agriculture Research and Extension Center (SAREC) two miles west of Lingle is under development. SAREC, which is replacing UW centers in Torrington and Archer, includes approximately 3,800 acres of irrigated, dryland, pasture, rangeland, and farmstead areas. It is evolving into a field laboratory for investigating various aspects of crop and livestock production and conducting applied research on agricultural systems.

AES and CES have pledged to meet the state's needs for research, knowledge, and educational programs. Their goal is to enable people to maintain global competition, be economically successful, and keep agriculture environmentally sound in Wyoming. Coexistence with the nonagricultural population requires that educational programs be scientifically sound, socially relevant, and applicable to residents of the state.

Meeting the educational needs of Wyoming's residents serves as the cornerstone of the land-grant mission. Stakeholders play a vital role in the identification and prioritization of needs to ensure that the mission of the college is realized. The College of Agriculture through CES and AES must continuously tailor its research and educational programming, structures, and partnerships to meet the needs and interests of Wyoming residents and communities. Through its strategic plan, CES has identified five program initiatives that have been considered in this needs assessment. They are: sustainable management of rangeland resources, 4-H and youth development, profitable and sustainable agricultural systems, enhancing Wyoming communities and the financial well-being of households, and nutrition and food safety. There are nine multi-county extension areas in Wyoming that emphasize the integration of teamwork and team expertise. Community-based educational programming is available through a variety of resources.

#### ABOUT THE STUDY

A committee comprised of College of Agriculture faculty members and specialists began meeting in early 2002 to assist with the development of a needs assessment instrument. Initiative teams from CES also provided suggestions pertaining to questions and to the direction of the survey. CES and AES engaged the Survey Research Center (SRC) at UW to assist with a needs assessment study in the spring of 2003. The purpose was to obtain comments from key constituency groups and the general public to help set priorities for research and extension activities in the coming years.

The study involved two separate surveys. The first was a mail survey of five groups of constituents. The second was a telephone survey of Wyoming households.

#### THE MAIL SURVEY

The mail questionnaire was pretested in a focus group with representatives from constituents living in Albany and Laramie counties. Results from the focus group session were analyzed, and the mail questionnaire was revised accordingly.

The College of Agriculture provided the SRC with address lists for four of the five constituent groups. These included population lists for the 193 faculty and staff members in the College of Agriculture and the 79 Wyoming county commissioners. A group of 199 teachers and members of the Wyoming Dietetic Association were used to represent family and consumer sciences, and a sample of 198 parents of 4-H club members was also included. The SRC handled all mailings to these groups. Outbound mailings to the fifth group of constituents, a sample of 400 agricultural producers, were the responsibility of the Wyoming Agricultural Statistics Service, as arranged by CES. Approximately 37 percent of those sampled were agriculture producers. This was in part because the College of Agriculture's mission, focus, and staffing patterns give special attention to agriculturalists as one of the constituent groups. A total of 1,069 questionnaires were mailed in August 2003. Two weeks later, a reminder postcard was sent to non-respondents; two weeks after that, a second copy of the questionnaire was mailed to the remain-

ing non-respondents. A cutoff date of October 13 was established, and a total of 501 responses were received by the SRC (46.9 percent). From the original mailing lists, 19 addresses proved to be no longer valid (addressee moved, deceased, etc.). This set the adjusted response rate at 47.7 percent.

The highest response rate was achieved in the Carbon/Albany area in large part because of the 70-percent response from UW faculty and staff members in Albany County. In the other areas and constituency groups, response rates ranged from 34 percent to 50 percent.

### CENSUS POPULATION PROFILES.

Respondent/household profiles for this study should not be expected to be the same as those of the Wyoming population. Yet it is of interest as to how characteristic they are of the general population. Summary tables from the 2000 Census of Populations and Households are displayed in Appendix C. The census data were gathered in the spring of 2000 while the UW research and extension study data were gathered in the fall of 2003. Because adults responded to surveys conducted by the College of Agriculture for their households, census data for adults only are included in several of the census tables.

Table 1. Mail-out response rates by geographic area

Geographic Area	Mailed	Returned	Response Rate
Albany and Carbon counties	174	105	60 %
Lincoln, Sublette, and Teton	94	47	50 %
Goshen, Laramie, and Platte	182	89	49 %
Fremont (including Wind River Reservation)	95	45	47 %
Big Horn, Hot Springs, Park, and Washakie	148	65	44 %
Campbell, Crook, and Weston	117	50	43 %
Converse, Natrona, and Niobrara	105	43	41 %
Johnson and Sheridan	80	30	38 %
Sweetwater and Uinta	74	25	34 %
No geographic code on returned survey	2	2	--
Invalid address	19	--	--
<b>TOTAL VALID ADDRESSES</b>	<b>1,050</b>	<b>501</b>	<b>48 %</b>
ALL	1,069	501	47 %

Respondents by groups mailed surveys

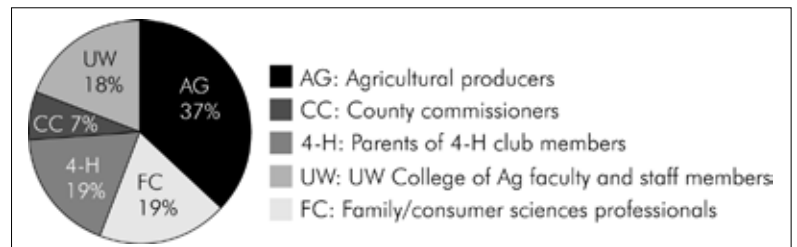
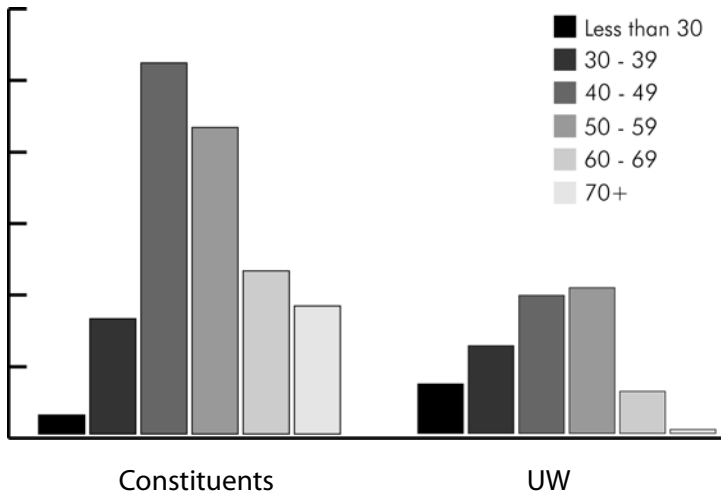


Table 2. Mail-out response rates by constituency group

Constituency Group	Mailed	Returned	Response Rate
FC: Family/consumer sciences professionals	199	84	42 %
UW: Collge of Agriculture faculty and staff members	193	135	70 %
CC: County commissioners	79	33	42 %
4-H: Parents of 4-H club members	198	87	44 %
AG: Agricultural producers	400	160	40 %
No group code on returned survey	2	2	--
Invalid address	19	--	--
<b>TOTAL VALID ADDRESSES</b>	<b>1,050</b>	<b>501</b>	<b>48 %</b>
ALL	1,069	501	47 %

## MAIL-OUT SURVEY DEMOGRAPHICS OF RESPONDENTS

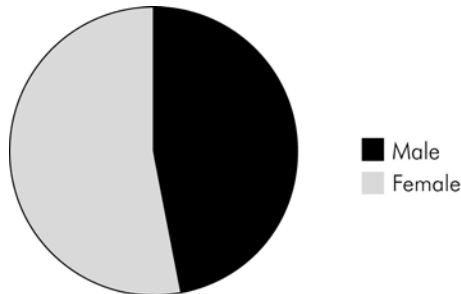
### Age of respondents – Constituents and UW faculty and staff members



Few respondents of the mail survey were under age 30 (about 4.1 percent). About 32.5 percent were between 40 and 49, and 28.7 percent were between 50 and 59. Groups of respondents between 60 and 69 and those over 70 each made up 11 percent of the total responses. The median age of all respondents was 51.

	Constituents	UW
Less than 30	1.7%	10.7%
30 - 39	10.4%	18.9%
40 - 49	33.6%	29.5%
50 - 59	27.8%	31.1%
60 - 69	14.8%	9.0%
70 and older	11.6%	0.8%

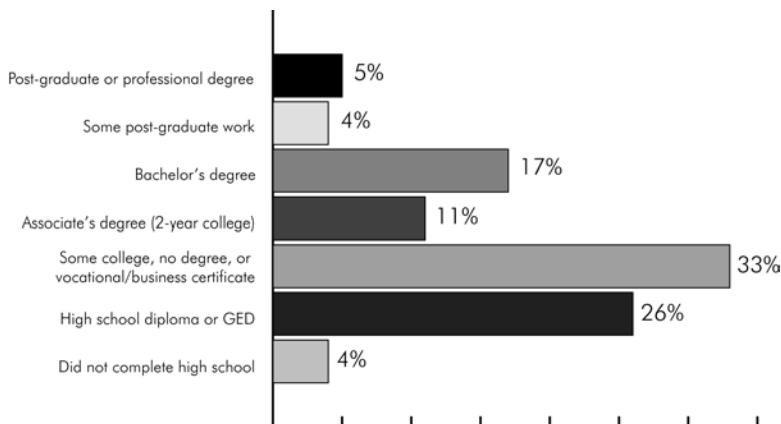
### Sex of constituent respondents



There were slightly more females who answered the mail survey than males. UW faculty and staff members had 52.7-percent male and 47.3-percent female respondents.

Male 47.1%      Female 52.9%

### Schooling completed

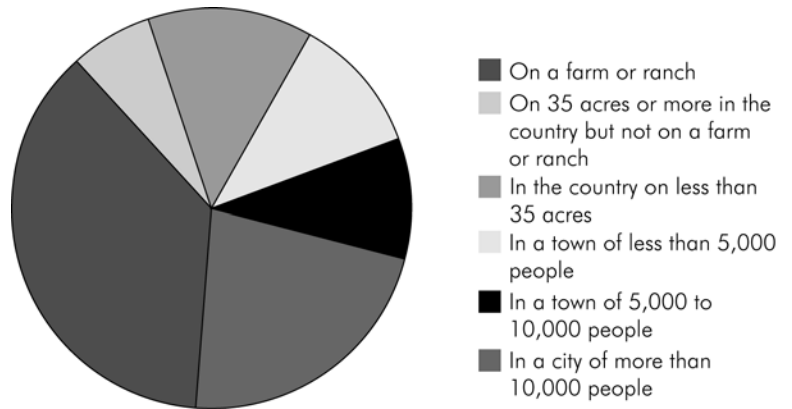


The schooling levels of respondents are displayed in the figure on the left. Almost all have completed high school and continued their education. More than 27 percent have a bachelor's degree while more than 33 percent have a post-graduate or professional degree. The educational level may be reflective of the College of Agriculture faculty and staff members who responded to the survey, though 21 percent of constituents also had post-graduate or professional degrees. The educational level of the respondents is significantly higher than the general population of the state.



### Location of responding households

More than 45 percent of the constituent respondents live on a farm or ranch. This is not surprising considering that more than one-third of all the surveys were mailed to agriculture producers. Another 22 percent lived outside of towns on acreages. Almost 21 percent lived in towns of populations less than 10,000, and 12 percent lived in cities of more than 10,000 people.



### THE TELEPHONE SURVEY

The telephone survey was administered to a random-digit sample of 224 Wyoming households with telephones. At the request of the College of Agriculture, the more urban counties in the state were undersampled (especially Laramie, Natrona, Sweetwater, and Teton, and, to a lesser degree, Albany, Campbell, and Fremont counties). Presumably, many residents in these counties would have little direct experience with the agricultural issues covered in the questionnaire.

The chart at right shows the number of respondents by county.

#### Profiles of telephone survey respondents

Although females were overrepresented as respondents, this is not uncommon for household surveys. Females made up 74 percent of the respondents in the telephone survey.

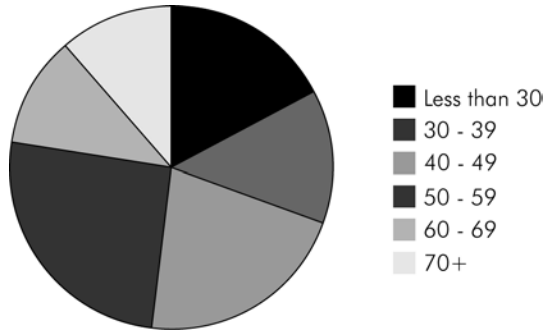
Telephone survey response by county

County	Respondents	County	Respondents
Albany	14	Natrona	3
Big Horn	16	Niobrara	4
Campbell	8	Park	12
Carbon	13	Platte	4
Converse	9	Sheridan	15
Crook	13	Sublette	12
Fremont	12	Sweetwater	3
Goshen	17	Teton	4
Hot Springs	5	Uinta	10
Johnson	16	Washakie	18
Laramie	7	Weston	6
Lincoln	3		

#### GENDER

Females	136 respondents
Male	47
Couldn't tell	1

### AGE OF RESPONDENTS

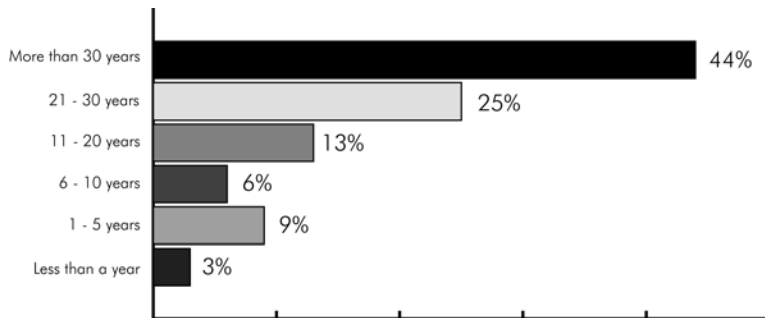


Telephone survey respondents included 17 percent who were less than 30 years old. The percentage of those over 60 was identical to the mail survey. Approximately 48 percent of those who answered the telephone survey were between 40 and 59. This group, as in the mail survey, made up the largest age category.

#### Current Age

Less than 30	17%
30-39	13%
40-49	21%
50-59	25%
60-69	11%
70 +	11%

### HOW LONG HAVE YOU LIVED IN WYOMING?



More than 44 percent of the respondents have lived in Wyoming more than 30 years. Only 3 percent are new to Wyoming, living in the state less than one year. A total of 18 percent have lived in the state for 10 years or less.

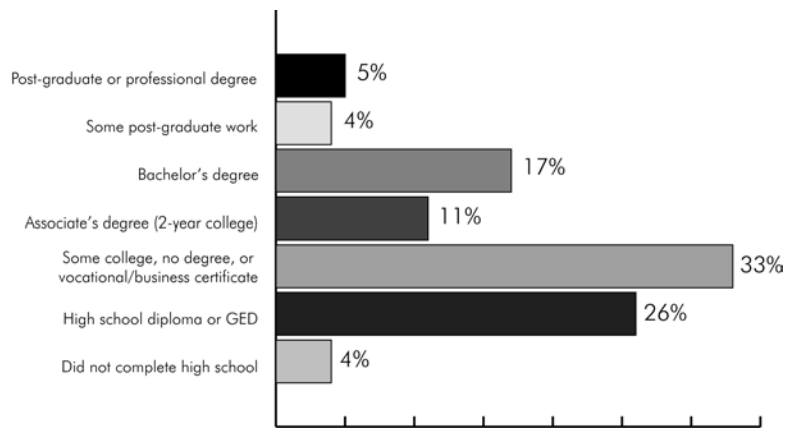
#### How long have you lived in Wyoming?

Less than a year	6 respondents
1-5 years	21
6-10 years	13
11-20 years	30
21-30 years	55
More than 30 years	98
No answer	1

### WHAT IS THE HIGHEST LEVEL OF EDUCATION YOU HAVE COMPLETED?

Did not complete high school	8 respondents
High school diploma or GED	58
Some college, no degree, or vocational/business certificate	74
Associate's degree (two-year college)	25
Bachelor's degree (four-year college)	38
Some post-graduate work	9
Post-graduate or professional degree (master's, law, M.D., Ph.D., etc.)	12

Phone survey respondents' schooling levels are reported in the chart on the right. Approximately 26 percent of those answering the survey had a high school diploma. Thirty-three percent had some vocational school or college but no degree. Seventeen percent had a bachelor's degree. A combined 9 percent had some post-graduate work or a post-graduate or professional degree.



### LOCATION OF WHERE YOU LIVE

The largest group of respondents in the phone survey, 29 percent, lived in a town of less than 5,000 people. Urban counties were undersampled in this survey. Twenty-two percent lived in a city of more than 10,000, and 21 percent lived in a town of 5,000 to 10,000. Only 9 percent of respondents lived on a farm or ranch.

Farm or ranch	9%
35 acres or more but not on farm or ranch	4%
In the country on less than 35 acres	15%
In a town of less than 5,000 people	29%
In a town of 5,000 to 10,000 people	21%
In a city of more than 10,000 people	22%
No answer	(33 respondents)

## WHAT THE MAIL SURVEY TOLD US

The study gathered information from a sample of five constituent groups of CES and the College of Agriculture. It included respondents from every county in the state. The information will be used to guide future efforts of AES and CES.

Respondents rated the following questions according to the priority they felt the College of Agriculture should give each issue during the next three to five years. The following items have been prioritized within each of the five strategic initiatives of CES by the mean score. The scoring rates a 1 as “none” or no priority and a 5 as “maximum” or high priority.

### Sustainable Management of Rangeland Resources and Management of Land and Wildlife

Natural resource issues have a profound influence on the economy, quality of life, and culture of Wyoming communities. Rangeland resource management and associated environmental concerns permeate nearly every aspect of Wyoming life.

Issues rated in order of priority:

Priority Ranking	Issue	Mean Score 1 = none; 5 = high priority	
		Constituents	UW
1	Water quality	4.06	4.00
2	Water resource management	4.05	4.10
3	Maintaining land in agriculture	3.82	3.53
4	Restoring productivity of land	3.80	3.65
5	Weed management	3.71	3.46
6	Insect management	3.62	3.24
7	Managing conflict over resources	3.55	3.60
8	Stewardship of land and resources	3.51	3.54
9	Wildlife habitat	3.46	3.36
10	Management of coal-bed methane	3.44	3.32
11	Forest conservation	3.44	3.15
12	Other land and wildlife issues	3.17	3.01

**Respondents’ comments.** A few respondents added comments and listed more specific land and wildlife concerns. Some examples of comments are paraphrased here:

- Management of wolves, grizzly bears, and other endangered species should be a focus in relation to how they impact deer and elk herds.
- Land-use planning, zoning, and the compatibility of federal and state agencies should be geared toward ensuring sustainability.
- Some of these issues occur through other agencies as well. Both have different perspectives and expertise. Partnership is a must for effectiveness.

#### 4-H and Youth Development

Wyoming's youths are the state's most valuable resource. UW CES has a long-standing commitment to providing young people with the education necessary to prepare them to become contributing citizens with productive, healthy lifestyles. 4-H programs evolve from life skills, self-development, and social interaction involving people of different backgrounds, experiences, and ages. Participants develop good work habits by sharing ideas and helping each other.

Youth issues in order of priority:

Priority Ranking	Issue	Mean Score 1 = none; 5 = high priority	
		Constituents	UW
1	Life skills for youths	3.97	3.88
2	Youth character building	3.93	3.82
3	Education on agriculture and natural resources	3.93	3.69
4	Risky behaviors by youths	3.86	3.50
5	The ability of adults to nurture and guide youths	3.83	3.61
6	Other youth-development issues	3.48	3.24

**Respondents' comments.** Various comments about issues were made by respondents. A few examples are paraphrased below:

- Programs are needed to support career development in agriculture and related areas.
- The state needs to create an economy where youths can come back to farms and ranches to make a living and be stewards of the land.
- Most youth issues listed are social service issues and are very important but are beyond the purpose of the College of Agriculture.
- Leadership in youths and self-worth recognition should be considered.
- Spirituality and morals are important for youths, but promoting them is not the duty of a modern agricultural college. Teaching these values is the responsibility of families, schools, and churches.

#### Profitable and Sustainable Agricultural Systems

The value of agriculture to Wyoming’s economy approaches \$1 billion each year, and agriculture’s contribution to open spaces, wildlife, and recreation is even greater. As agricultural lands are converted into small holdings, information about how to maintain forage-based livestock production in a profitable and sustainable way is needed to help producers face the complex problems that come with change.

Profitable and sustainable agriculture issues ranked by priority:

**Respondents’ comments:** Some respondents added comments on specific agriculture

Priority Ranking	Issue	Mean Score 1 = none; 5 = high priority	
		Constituents	UW
1	Management under drought	3.90	3.84
2	Marketing agricultural products	3.89	3.75
3	Sustainable livestock systems	3.87	3.95
4	Sustainable cropping systems	3.81	3.79
5	Weed management	3.76	3.37
6	Livestock/wildlife diseases	3.73	3.51
7	Farm and ranch management	3.69	3.55
8	Disease management	3.69	3.35
9	Insect management	3.64	3.35
10	Predators	3.64	3.35
11	Livestock pest diseases	3.59	3.26
12	Risk management	3.42	3.31
13	Sustainable horticulture systems	3.40	3.39
14	Alternative food/fiber products	3.31	3.53
15	Alternative forage resources	3.30	3.27
16	Small-acreage management	3.18	3.46
17	Other issues relating to sustainability	3.17	3.11
18	Organic agriculture	3.16	3.29
19	Education on genetically modified organisms	3.08	3.05
20	Genetically developed agricultural products	2.89	2.95

issues. Examples are paraphrased here:

- Alternative agriculture opportunities such as raising goats, offering ranch recreation, and working at home via computers should be explored.
- Farmers and ranchers need education so their operations can coexist with predators and other wildlife and to learn to respect diversity.

Economic and Social Issues: Enhancing Wyoming Communities and Households

The future of Wyoming communities depends on the economic diversity and sustainability of its business climate and its people. Individuals and families are the foundations of strong communities, and, in turn, strong communities strengthen individuals and families.

Issues identified in order of priority:

**Respondents’ comments:** Economic and social issues triggered various comments.

Priority Ranking	Issue	Mean Score 1 = none; 5 = high priority	
		Constituents	UW
1	Affordable health insurance	4.01	3.37
2	Rural health care	3.89	3.37
3	Revitalizing rural communities	3.72	3.65
4	Small business development	3.64	3.44
5	Leadership development	3.58	3.51
6	Estate planning for agricultural families	3.58	3.31
7	Federal land management	3.57	3.30
8	Family financial management	3.56	3.29
9	Retirement planning	3.39	3.10
10	Decision-making skills for consumers/small businesses	3.32	3.22
11	Homeland security	3.22	2.77
12	Other economic and social issues	3.04	2.98

Examples are paraphrased below:

- Help is needed for Wyoming to change with the times.
- CES can’t be all things to all people; we have other state departments to help with estate planning. Eliminate programs that aren’t needed.
- Revitalizing rural communities takes most of the skills described in the next section (decision making, leadership, problem solving, etc.) The UW College of Agriculture in Wyoming must specialize and emphasize what is unique to Wyoming.

The Enhancing Wyoming Communities and Households Initiative Team solicited information about the current level of skills existing in communities, businesses, and families. The following definitions were used to describe these skills:

**Skills**-The capacities through which communities, businesses, and families create a sustainable future as identified in the Wyoming communities and households initiative. These include skills in the following areas:

**Communication**-Information is shared in a timely way through a variety of com-

munication methods with active listening and clearly expressed ideas.

**Decision Making**-Methods of decision making are defined and understood by those involved. Examples include compromise, consensus, majority, one-person rule, and spontaneous agreement.

**Financial**-Financial goals are established with plans for managing debt and/or savings and with provisions for record-keeping, fiscal control, and financial security.

**Goal Achievement**-Goals are clearly defined, priorities are set, planning processes are used to establish a course of action, and progress is made toward accomplishing the goals.

**Leadership Abilities**- Leaders emerge and leadership roles are clarified. Leaders possess both people and process skills, have vision and goals, and can conceptualize ideas.

**Networks**-Connections, collaborations, coalitions, and mutually acceptable working relationships are fostered.

**Problem Solving**-Problems are defined, criteria are developed, alternative solutions are explored and evaluated, and solutions are chosen and monitored.

Skills were rated on a five-point scale with 1 = poor; 5 = excellent.

Mean scores from respondents: (Perception of level of abilities)

**Nutrition and Food Safety**

Important links exist between food, nutrition, and health. Poor nutritional habits con-

**Constituent group responses**

<b>Skills</b>	<b>Community</b>	<b>Business</b>	<b>Family</b>
Communication	2.97	3.32	3.56
Making Decisions	2.91	3.37	3.61
Financial	2.88	3.31	3.58
Achieving Goals	2.84	3.24	3.52
Leadership	2.89	3.37	3.62
Networking	2.79	3.16	3.36
Solving Problems	2.80	3.36	3.66

**UW faculty and staff responses**

<b>Skills</b>	<b>Community</b>	<b>Business</b>	<b>Family</b>
Communication	2.98	3.25	3.59
Making Decisions	2.90	3.14	3.68
Financial	2.69	3.23	3.53
Achieving Goals	2.68	3.29	3.50
Leadership	2.75	3.11	3.55
Networking	2.83	3.23	3.49
Solving Problems	2.77	3.30	3.73



tribute substantially to four of the five leading causes of death and illness nationwide: heart disease, cancer, diabetes, and stroke. Issues identified in order of priority:

**Respondents' comments:** Other issues identified as important and comments in the area of nutrition and food safety are paraphrased below:

Priority Ranking		Mean Score 1 = none; 5 = high priority	
Constituents	Issue	Constituents	UW
1	Safe imported foods	3.88	3.19
2	Nutrition for children	3.80	3.72
3	Safe food supply	3.74	3.48
4	Nutrition and health	3.73	3.60
5	Nutrition during pregnancy	3.71	3.50
6	Nutrition in relation to chronic health conditions	3.67	3.47
7	Nutrition for seniors	3.62	3.44
8	Food safety in the home	3.49	3.29
9	Managing food dollars	3.42	3.30
10	Weight management	3.38	3.51
11	Food preservation	3.28	2.84
12	Dietary supplements	3.12	2.79
13	Other nutrition and safety issues	3.09	2.85

- Food nutrition education for teens is important.
- Food or meal preparation and how to cook should be taught.
- CES has no business in this area. It is personal, and American people are living longer and healthier than ever before.

#### Issues During the Next Three to Five Years

Mail survey respondents, constituent groups, and UW faculty and staff members were asked to list issues they felt would be important during the next three to five years for the College of Agriculture, AES, and CES to tackle. The following is a summary of top responses listed by survey participants.

1. AGRICULTURE
  1. drought
  2. marketing agricultural products
  3. sustainability
  4. water
  5. alternative crops
2. NATURAL RESOURCES
  1. coal-bed methane
  2. water

3. conflict management over natural resource issues
  4. environmental issues
3. RURAL COMMUNITIES AND FAMILIES
1. economic or financial survival
  2. health care accessibility and affordability
  3. how to make a living and stay in rural communities
  4. keeping family farms in business

Preferences for Obtaining Information from UW

	All	FC	UW	CC	4-H	Ag
In-person classes	3.75	4.03	3.86	3.50	3.94	3.45
Newsletters	3.72	3.69	3.64	3.61	3.86	3.77
Newspapers	3.55	3.53	3.70	3.40	3.54	3.49
Web sites or CDs	3.34	3.69	3.58	2.90	3.54	2.93
Radio	3.21	3.22	3.28	3.03	3.24	3.21
Web-based classes	3.20	3.65	3.10	3.13	3.54	2.86
E-mail	3.12	3.35	3.39	3.10	3.09	2.78
Correspondence courses	2.97	3.08	2.67	2.80	3.32	3.04
TV	2.79	2.94	2.85	2.35	2.74	2.80
Video/audio tapes	2.62	2.68	2.50	2.43	2.78	2.63

- Groups:
- All = All groups combined
  - FC = Family and consumer sciences professionals
  - UW = University of Wyoming College of Agriculture faculty and staff members
  - CC = County commissioners
  - 4-H = Parents of 4-H club members
  - Ag = Agricultural producers

## WHAT THE TELEPHONE SURVEY TOLD US

The 224 respondents were asked to rank issues they thought should be high priorities for the College of Agriculture in terms of research funding. Individuals responding were selected from a random digit sample of households with telephones. Individuals first rated each issue as a major concern, minor concern, or of no concern. They were then asked which issues should be high priorities for the college. Issues are listed by the number of most responses.

### Sustainable Management of Rangeland Resources, Land and Wildlife

<b>ISSUES</b>	<b>Total number of Responses</b>
1. Control of diseases and insects in livestock/crops	135
2. Water quality	122
3. Maintaining land in agricultural uses	77
4. Wildlife management on ranches	44
5. None of the above should be a priority	1

### 4-H and Youth Development

<b>ISSUES</b>	<b>Total number of Responses</b>
1. Risky behavior by youths – drugs, alcohol, sex	140
2. Life skills for youths	94
3. Education of youths about agriculture and natural resources	85
4. Ability and willingness of adults to nurture/guide youths	83
5. Youth character building	69
6. None of the above should be a priority	1

### Profitable and Sustainable Agricultural Systems

<b>ISSUES</b>	<b>Total number of Responses</b>
1. Ways to raise crops/stock organically	97
2. Marketing agriculture products	94
3. Developing fiber and food products from Wyoming agriculture	82
4. Farm and ranch profitability	77
5. Farm and ranch management	46
6. Home gardening and lawns	35
7. Managing small farms/ranches less than 35 acres	32
8. None of the above should be a priority	2

## The Economy and Society

<b>ISSUES</b>	<b>Total number of Responses</b>
1. Small-business development	107
2. Diversifying the economy of rural communities	90
3. Family financial management	78
4. Retirement and estate planning	76
5. Developing community leaders	62
6. Analysis of public policies	42
7. Decision-making skills – consumers/small businesses	35
8. None of the above should be a priority	2

## Nutrition and Food Safety

<b>ISSUES</b>	<b>Total number of Responses</b>
1. Healthy diets	114
2. Germs or harmful chemicals in food	98
3. Sound health practices	87
4. Body weight and eating disorders	55
5. Management of food dollar	54
6. Genetically engineered foods	52
7. Food safety in the home	45
8. None of the above should be a priority	3

**Respondents' comments:** Telephone survey respondents were asked if they had other comments for the College of Agriculture and CES. Here is a sample of responses:

- The College of Agriculture's efforts to reach out to communities is appreciated.
- Since funds are limited, the primary focus should be on agriculture. Other secondary issues handled by the College of Agriculture should be left up to the appropriate office or agent.
- The College of Agriculture and CES do an outstanding job. UW is a land-grant institution, and the state must do its best to secure all funding.
- The opinion poll is a good idea. Hopefully the information will lead to improved services.

## Preferred Methods of Obtaining Information from Telephone Survey Respondents

For obtaining information from the University of Wyoming, what method(s) would you prefer?

5 = would like a lot; 1 = wouldn't like it at all

Method	Mean Score
Newspapers	3.76
Newsletters and publications	3.37
Radio	3.32
TV	3.30
Workshops or in-person classes	3.27
Web-based classes on the Internet	3.01
Web sites or computer CD-ROMS	2.92
Correspondence courses by mail	2.68
E-mail	2.66
Videotapes or audiotapes	2.22

One set of questions in the phone survey listed 10 methods of getting information from UW. Survey participants rated their preferred methods based on a five-point scale with 1 = wouldn't like at all to 5 = would like it a lot. The most preferred methods of getting information were in the following order: newspapers, newsletters and publications, radio, TV, workshops or in-person classes offered in the evening, and Web-based classes on the Internet.

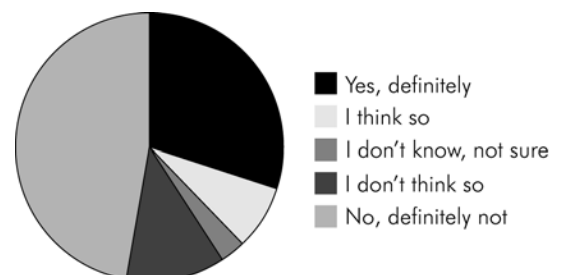
Choices ranking as the least preferred methods of receiving information from UW were videotapes or audiotapes, e-mail, correspondence courses by mail, and Web sites or computer CD-ROMs.

Telephone respondents were also asked the most convenient time of day to hold classes if they were going to attend a workshop or class. Sixty-four percent of respondents indicated evening was the most convenient time. Sixteen percent responded that morning was most convenient, and 14 percent said afternoon was most convenient. Only 6 percent said it made no difference.

Respondents were asked if they had gone to CES for information or help.

### Have you ever received help or information from CES?

Almost half of the phone survey respondents (47 percent) were sure they had never utilized CES for information or help. Thirty percent indicated they had received information or help from CES, and an additional 8 percent thought they had received help from CES. Fifteen percent didn't know or didn't think they had received information from CES in the past.



## SUMMARY

The CES Extension and Research Needs Assessment involved people from every county in Wyoming. For people and communities, there are new challenges and opportunities on the horizon. CES and AES must look to the future, engage constituents, and operate with the interests of the public in mind.

The needs assessment asked five constituent groups of opinion leaders and a random sample of citizens to provide information and advice on issues and programming that should be a priority for the College of Agriculture for the next five years. Adults from 501 households responded to the mail survey, and an additional 224 individuals participated in the phone survey.

As respondents for the needs assessment, these stakeholders gave:

- Information on their personal characteristics and where they live.
- Advice on issues they felt would be important in the next five years.
- Insights on how they would like to access information from UW.

### Direction for Research and Extension

Since survey respondents generally agree on the importance of some complex issues identified by CES and AES, these areas are appropriate ones to emphasize in future research and educational work. Both the mail survey to constituent groups and the phone survey to a random sample of citizens identified similar priorities for the college. To be effective in working with so many complex issues, CES must carefully steward and direct its own resources. It has implemented interdisciplinary teams comprised of faculty members, specialists, and educators located throughout the state who focus on five initiatives covered in the survey. To assist Wyoming and its citizens to meet the challenges ahead, many people and groups must be involved, share ownership, and learn and work together.

Respondents to the needs assessment shared information, advice, and insights. Now, to shape and mobilize action, discussion is needed among staff members of CES and AES, officials and lay citizens from local counties, advisory board members, agency partners, and volunteers who contribute to the two programs.

Mail survey respondents listed issues they felt would be important during the next three to five years for the College of Agriculture to tackle. In agriculture, issues included drought, marketing agricultural products, sustainability, water, and alternative crops. Under the topic of natural resources, respondents identified coal-bed methane, water, conflict management over natural resource issues, and environmental issues as priorities. When asked what issues would be important to rural communities and families, respondents listed economic or financial survival, health care accessibility and affordability, how to make a living and stay in rural communities, and keeping family farms in business.

The following page provides a summary of top issues identified by mail and phone survey respondents. UW faculty and staff member responses were not included in

this summary.

## TOP ISSUES IDENTIFIED

### Mail Survey

### Phone Survey

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#### Sustainable Management of Rangeland Resources: Land and Wildlife

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- Water quality
- Water resource management
- Maintaining land in agriculture
- Restoring the productivity of land
- Weed management
- Control of diseases and insects in stock/crops
- Water quality
- Maintaining land in agricultural uses
- Wildlife management on ranches

#### 4-H and Youth Development

- Life skills for youths
- Youth character building
- Education on agriculture and resources
- Risky behaviors by youths
- Help adults to nurture and guide youths
- Risky behaviors by youths
- Life skills for youths
- Education of youths about agriculture
- Ability of adults to nurture and guide youths
- Youth character building

#### Profitable and Sustainable Agricultural Systems

- Management under drought
- Marketing agriculture products
- Sustainable livestock systems
- Sustainable cropping systems
- Weed management
- Livestock/wildlife diseases
- Ways to raise crops/stock organically
- Marketing agriculture products
- Developing fiber/food products from Wyoming agriculture
- Farm and ranch profitability
- Farm and ranch management

#### Economic and Social Issues: Enhancing Wyoming Communities and Households

- Affordable health insurance
- Rural health care
- Revitalizing rural communities
- Small-business development
- Leadership development
- Estate planning for agricultural families
- Small-business development
- Diversifying the economy of rural communities
- Family financial management
- Retirement and estate planning
- Developing community leaders

#### Nutrition and Food Safety

- Safe imported foods
- Nutrition for children
- Safe food supply
- Nutrition and health
- Nutrition during pregnancy
- Nutrition in relation to chronic conditions
- Healthy diets
- Germs or harmful chemicals in food
- Sound health practices
- Body weight and eating disorders
- Management of the food dollar
- Genetically engineered foods





# APPENDIX A

## Research and Extension Needs Assessment

### SPECIAL THANKS

This needs assessment was the result of a team effort between CES and AES. There are many who cooperated in this study. The thoughtful efforts of all who responded to the surveys are especially appreciated. Likewise, special thanks are extended to the team of faculty members, CES specialists, and the CES initiative team chairs who contributed to the development of the instrument for the study.

### ACKNOWLEDGEMENTS

We Thank the Following Contributors:

Constituent groups who shared time, information, and insights by completing the mail survey questionnaire.

Telephone respondents who agreed to spend time answering questions that prioritized issues of importance for the College of Agriculture.

The panel of citizens who assisted in pretesting the mail questionnaire and staff members of the SRC and Agricultural Statistics Service involved with the study and its follow-through.

**Needs Assessment Team Composition:**

James J. Jacobs, Associate Dean and Director, UW Agricultural Experiment Station

Glen Whipple, Associate Dean and Director, UW Cooperative Extension Service

Ron Delaney, Professor Emeritus and Former Head, Department of Plant Sciences

Sonja Meyer, Associate Professor, Department of Family and Consumer Sciences

Chris Bastian, Marketing Specialist, Department of Agricultural and Applied Economics

Roger Coupal, Associate Professor, Department of Agricultural and Applied Economics

David Taylor, Professor, Department of Agricultural and Applied Economics

Randy Weigel, Professor, Department of Family and Consumer Sciences

Susan James, Federal Relations and Staff Development Coordinator, Cooperative Extension Service

**UW Cooperative Extension Service Initiative Team Chairs**

Warren Crawford, 4-H and Youth Development

Chris Pasley, Nutrition and Food Safety

Eric Peterson, Sustainable Management of Rangeland Resources

Rhonda Shipp, Enhancing Wyoming Communities and Households

Bill Taylor, Profitable and Sustainable Agricultural Systems

**Assistance in Writing the Summary Report**

Laurie Thoman, Graduate Student, Department of Family and Consumer Sciences

# APPENDIX B

Mail Survey Instrument

Telephone Survey Instrument

# UNIVERSITY OF WYOMING

College of Agriculture  
Office of the Dean  
P.O. Box 3354 • Room 158, Ag C Building • Laramie, WY 82071-3354  
(307) 766-4133 • fax (307) 766-4030 • e-mail: agrdean@uwyo.edu • www.uwyo.edu/ag/

August, 2003

Dear Wyoming Opinion Leader:

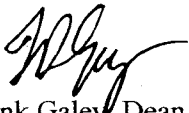
The College of Agriculture at the University of Wyoming needs your help in developing a long-range plan for its research and extension efforts in Wyoming. We would like your views about major priorities and needs affecting Wyoming. Your comments will help to ensure that critical issues facing Wyoming will be addressed in planning and programs.

Enclosed is a short survey about research and extension priorities for the UW College of Agriculture and Cooperative Extension. We are asking you to take a few minutes to complete the survey and return it in the prepaid envelope provided. Your comments along with those from other opinion leaders around the state (including county commissioners, agricultural producers, 4-H parents, family and consumer sciences professionals and teachers) will be used to develop goals and objectives for research and extension programs over the next five years. For those who might like to read more about the Wyoming Agricultural Experiment Station and the Cooperative Extension Service before answering the survey, a short information sheet is provided on the back of this page.

To insure confidentiality of your responses, the survey returns are being handled entirely by the Survey Research Center at the University. Responses will be summarized statistically, and no individual respondents will be identified. You will notice a number on the survey. This code is used to keep track of replies, so that those who have responded need not be bothered with a follow-up mailing.

We hope you can complete and return the questionnaire within the next week or two. If you have questions, feel free to call us at (307) 766-5124 or (307) 766-3667. Again, thanks for your help.

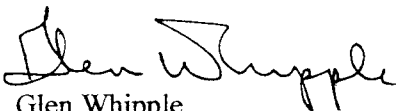
Sincerely,



Frank Galey, Dean  
College of Agriculture



Jim Jacobs  
Associate Dean and Director  
Agricultural Experiment Station



Glen Whipple  
Associate Dean and Director  
Cooperative Extension Service

## **Information Sheet**

College of Agriculture  
Wyoming Agricultural Experiment Station  
University of Wyoming Cooperative Extension Service

The Wyoming Agricultural Experiment Station (WAES) in the College of Agriculture at the University of Wyoming carries out the agricultural research mission of the university as a land grant institution. Just as agriculture is more than just farming, agriculture research is more than increasing yields from crops and livestock. The breadth of the program of the WAES reflects the wide impact of agriculture itself. Agriculture is essential to all consumers, and the well-being of Wyoming agriculture affects all Wyoming residents. The WAES provides strength and vitality for Wyoming agriculture through its continuing research.

The Cooperative Extension Service (CES) is the informal, off-campus educational system of the College of Agriculture at the University of Wyoming. The educational mission of CES is to provide lifelong learning opportunities for the people of Wyoming, empowering them to make choices that enhance their quality of life.

## **The Research and Extension Agenda**

The Wyoming Agricultural Experiment Station and UW Cooperative Extension Service are dynamic, ever-changing organizations pledged to meet the state's needs for research, knowledge and educational programs. Our agenda will enable people of the state to maintain a globally competitive, economically viable and environmentally sound Wyoming agriculture. That in turn involves coexistence with the nonagricultural population for whom issues of consumer well-being, resource distribution, and quality of life are crucial to the practical decisions that can improve their lives. Therefore, research and extension educational programs need to be scientifically-sound, socially relevant, and applicable to residents of the state. Current and emerging issues that will influence research and education include:

- Sustainable Management of Rangeland Resources
- Youth Development
- Profitable and Sustainable Agricultural Systems
- Enhancing Wyoming Communities and the Financial Well-Being of Households
- Nutrition and Food Safety

For further information, please call (307) 766-5124 or (307) 766-3677.

Your time to complete and return the questionnaire that follows will help establish priorities for research and extension over the next five years. Thank you for participating!

## U.W. COLLEGE OF AGRICULTURE RESEARCH & COOPERATIVE EXTENSION SURVEY

Please do not put your name on this form. The Survey Research Center will keep all responses confidential, using only a code number to keep track of replies. Return your completed survey in the prepaid envelope.

**Part A.** Extension and research programs must focus on the needs of Wyoming citizens. Please rate the priority that you believe the University of Wyoming's College of Agriculture and Cooperative Extension Service should give to each of the following issues over the next 3 to 5 years.

(Please mark an **X** inside the appropriate box . Use a #2 pencil, or black or blue ink, but please do not use other colors.)

### PRIORITY

#### **1. Management of Land and Wildlife**

	None	Low	Medium	High	Maximum	(No Opinion)
a) Managing conflict over natural resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Restoring the productivity of soil and land	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Water quality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Water resource management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Stewardship of public & private lands and other natural resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Forest management & conservation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Weed management (rangeland)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Insect management (rangeland)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) Wildlife habitat (human and wildlife interaction)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) Maintaining land in agricultural uses (land subject to development for other uses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k) Management of coalbed methane development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l) Other land and wildlife issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(If other, please specify): \_\_\_\_\_

#### **2. Youth Development**

	None	Low	Medium	High	Maximum	(No Opinion)
a) Youth character-building	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Adults' ability and willingness to nurture and guide youth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Risky behaviors by young people (like drugs, alcohol, sexual activity, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Education on agriculture & natural resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Life skills for youth (preparation for family, work, civic, and student responsibilities)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Other youth development issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(If other, please specify): \_\_\_\_\_

**3. Sustainable Agriculture**

("Sustainable" is defined as economically viable, environmentally sound, and socially responsible.)

**PRIORITY**

	None	Low	Medium	High	Maximum	(No Opinion)
a) Sustainable livestock systems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Sustainable cropping systems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Sustainable horticultural systems (gardening)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Marketing agricultural products	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Developing alternative food/fiber products	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Genetically developed agricultural products	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Organic agriculture (pesticide-free)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Farm & ranch management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) Small acreage management (35 acres or less)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) Management under drought conditions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k) Weed management (crops/horticulture)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l) Disease management (crops/horticulture)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m) Insect management (crops/horticulture)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n) Risk management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o) Education on genetically modified organisms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p) Alternative forage resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q) Livestock pest diseases	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
r) Wildlife diseases that may affect livestock	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
s) Predator issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
t) Other sustainable agriculture issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(If other, please specify): \_\_\_\_\_

**4. Economic and Social Issues**

	None	Low	Medium	High	Maximum	(No Opinion)
a) Revitalizing rural communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Small business development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Leadership development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Family financial management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Estate planning for farm & ranch families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Decision-making skills for consumers and small businesses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Retirement planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Effects of federal land management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) Homeland security (anti-terrorism)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) Affordable health insurance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k) Rural health care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l) Other economic and social issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(If other, please specify): \_\_\_\_\_

**PRIORITY**

**5. Nutrition and Food Safety**

	None	Low	Medium	High	Maximum	(No Opinion)
a) Weight management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Nutrition and health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Nutrition for young children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Nutrition during pregnancy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Nutrition for senior citizens	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Nutrition in relation to chronic conditions (such as heart disease, diabetes, cancer, stroke, osteoporosis, allergies, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Dietary supplements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Management of your food dollar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) Safety of the food supply	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) Safety of imported foods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k) Food safety in the home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l) Food preservation (canning, freezing, drying)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m) Other nutrition or food safety issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(If other, please specify): \_\_\_\_\_

**6. For each topic below, what do you feel will be the most important issues over the next 3 to 5 years:**

a) for Wyoming agriculture? (Issues): \_\_\_\_\_  
\_\_\_\_\_

b) for natural resources in Wyoming? (Issues): \_\_\_\_\_  
\_\_\_\_\_

c) for rural communities and families in Wyoming? (Issues): \_\_\_\_\_  
\_\_\_\_\_

**Definitions.** The following terms are used in Part B of the survey, on the back of this page:

**Skills** – the capacities through which communities, businesses and families create a sustainable future, as identified in the Wyoming Communities and Households Initiative. These include skills in the following areas:

**Communication** – Information is shared in a timely way through a variety of communication methods, with active listening and clearly expressed ideas.

**Decision-Making** – Methods of decision-making are defined and understood by those involved. Examples include compromise, consensus, majority, one-person rule, and spontaneous agreement.

**Financial Skills** – Financial goals are established, with plans for managing debt and/or savings, and with provisions for record keeping, fiscal control, and financial security.

**Goal Achievement** – Goals are clearly defined, priorities are set, planning processes are used to establish a course of action, and progress is made toward accomplishing the goals.

**Leadership Abilities** – Leaders emerge, and leadership roles are clarified. Leaders possess both people and process skills, have vision and goals, and can conceptualize ideas.

**Networks** – Connections, collaborations, coalitions, and mutually acceptable working relationships are fostered.

**Problem-Solving** – Problems are defined, criteria are developed, alternative solutions are explored and evaluated, and solutions are chosen and monitored.



**Part B.** Please rate the skills in your community, your business, and your family, as you see them today, in each of the areas listed. (The different skill areas are defined on the other side of this page.)

(Please mark an **X** inside the appropriate box . Use a scale of 1 to 5, where 1 = poor skills and 5 = excellent skills.)

**7. Skills in your COMMUNITY today**

(Community is the town or city that you live in or near. It can also be your rural area.)

	<b>Poor</b>				<b>Excellent</b>	
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	(Not Applicable)
a) Communication Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Decision-Making Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Financial Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Goal Achievement Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Leadership Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Networking Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Problem-Solving Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**8. Skills in your BUSINESS today**

(Business is how you earn your living, whether you work for someone else or are self-employed.)

	<b>Poor</b>				<b>Excellent</b>	
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	(Not Applicable)
a) Communication Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Decision-Making Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Financial Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Goal Achievement Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Leadership Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Networking Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Problem-Solving Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**9. Skills in your FAMILY today**

(Family includes those living in your household or your extended kin.)

	<b>Poor</b>				<b>Excellent</b>	
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	(Not Applicable)
a) Communication Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Decision-Making Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Financial Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Goal Achievement Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Leadership Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Networking Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Problem-Solving Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Part C.** Finally, here are a few background questions about yourself.

**10. For obtaining information from the University of Wyoming, what method(s) would you prefer?**  
 (Please use a scale of 1 to 5, where 1 = you wouldn't like it at all, and 5 = you would like it a lot.)

	Wouldn't Like		Would Like			(Don't know)
	At All			A Lot		
	1	2	3	4	5	
a) TV	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Radio	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Newspapers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Newsletters & publications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Videotape or audiotape	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) E-mail	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Websites or computer CDs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Web-based (Internet) classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) Correspondence (mail) courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) Workshops and in-person classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**11. What is your gender?**

- Male  Female

**12. What is your current age?** \_\_\_\_\_ years of age

**13. What is the highest level of education you have completed?**

- Less than high school
- High school diploma or GED
- Some college, or vocational/business school training
- Bachelor's degree
- Some post-graduate work
- Post-graduate or professional degree

**14. Which one of the following best describes the location of the place where you live?**

- On a farm or ranch
- On 35 acres or more in the county but not on a farm or ranch
- In the county on less than 35 acres
- In a town of less than 5,000 people
- In a town of 5,000 to 10,000 people
- In a city of more than 10,000 people

**15. Do you have any other comments for the UW College of Agriculture and Cooperative Extension?**

(If so, please use the back of this page for your comments.)

30 Thank you for your time and cooperation in completing this survey! Please return it in the prepaid envelope to: **Survey Research Center, University of Wyoming, Laramie WY 82071-3925.**

# Telephone Survey Instrument

## UNIVERSITY OF WYOMING, COLLEGE OF AGRICULTURE COOPERATIVE EXTENSION AND RESEARCH NEEDS ASSESSMENT TELEPHONE SURVEY (DRAFT 8/1/03)

### INTRO1

Hello, my name is \_\_\_\_\_ (First Name) \_\_\_\_\_, and I'm calling from the Survey Research Center at the University of Wyoming. Your household has been randomly selected for a statewide opinion poll about the environment, food safety, agriculture, and other important issues. The survey only takes about 10 minutes, and your answers will be kept confidential. Would you be able to help me out with this?

Yes (go to Intro2)

No (go to Callback)

### Callback

Would there a better time to call back?

Yes (go to callback assignment screen)

No (go to Thanks1)

### Thanks1

Thanks anyway. Have a nice evening.

### INTRO2

Great! Just to confirm, are you at least 18 years of age?

Yes (go to Intro3)

No (go to Sorry)

### Sorry

I'm sorry, but we're not allowed to interview anyone under 18. Could I speak to someone in the household who is 18 or older, please?

Yes (go to Intro1)

No (go to Callback)

### INTRO3

The information you provide will help the UW College of Agriculture set priorities for Cooperative Extension services and for research. If you want, I can give you a phone number for more information. If I come to a question that you would prefer not to answer, just let me know and I'll skip over it.

(ONLY IF ASKED: You can call Susan James at the UW College of Agriculture, 307-766-3562.)

### INTRO4

I'll start by reading you some issues that have to do with the management of land and wildlife in Wyoming. For each one, I'd like you to tell me how much of a concern that particular issue is to your household.

### [\*\*\*FIRST GROUP OF ITEMS: LAND AND WILDLIFE\*\*\*]

#### Q1

The first issue is:

#### **Water quality**

For your household, would you say that this is ... ?

(Read 3 choices)

(If needed: In other words, do you think this issue is very important, only somewhat important, or not very important at all to you and other members of your household?)

A major concern

A minor concern

Not a concern

(Don't know)

(No answer)

(if needed, read 3 choices)

- A major concern
- A minor concern
- Not a concern
- (Don't know)
- (No answer)

Q13

**Risky behaviors by young people, like drugs, alcohol or sexual activity?**

- A major concern
- A minor concern
- Not a concern
- (Don't know)
- (No answer)

Q14

**Education of young people on agriculture and natural resources?**

- A major concern
- A minor concern
- Not a concern
- (Don't know)
- (No answer))

Q15

**Life skills for youth?**

(If needed: This would include preparation for family, work, civic, and student responsibilities.)

- A major concern
- A minor concern
- Not a concern
- (Don't know)
- (No answer)

Q16

As we discussed, the money available for research is limited. With this in mind, I'd like you to tell me which of the issues related to youth

development should be high priorities for the College of Agriculture. As I read the list again, please pick two or three issues that you think should be the highest priorities in this group for research funding.

(read one at a time; check all that are chosen; maximum of 4 choices)

Youth character-building

Adults' ability and willingness to nurture and guide youth

Risky behaviors by young people, like drugs, alcohol or sexual activity

Education of young people on agriculture and natural resources

Life skills for youth

(None of the above should be a priority)

(Don't know)

(No answer)

**INTRO6**

The next group of issues concerns Wyoming's agriculture. Please tell me how much of a concern each of the following issues is to your household.

**[\*\*\*THIRD GROUP OF ITEMS: SUSTAINABLE AGRICULTURE\*\*\*]**

Q21

**Farm and ranch profitability?**

(If needed, read 3 choices and/or prompt with: In other words, do you think this issue is very important, only somewhat important, or not very important at all to you and other members of your household?)

- A major concern
- A minor concern
- Not a concern
- (Don't know)
- (No answer)

Q22

Q2

The next issue is:

**Wildlife management on ranches**

Is this ...?

(Read 3 choices)

A major concern

A minor concern

Not a concern

(Don't know)

(No answer)

Q3

What about:

**Control of diseases and insects in livestock and crops?**

(if needed, read 3 choices)

A major concern

A minor concern

Not a concern

(Don't know)

(No answer)

Q4

**Maintaining land in agricultural uses, when it could be developed for other uses?**

A major concern

A minor concern

Not a concern

(Don't know)

(No answer)

Q5

**The money available for research on such issues is limited. With this in mind, I'd like you to tell me which of them you think should be high priorities for the UW College of Agriculture. As I read the list again, please pick one or two issues that you think should be the highest priorities to get re-**

**search funding.**

(read one at a time; check all that are chosen; maximum of 3 choices)

Water quality

Wildlife management on ranches

Control of diseases and insects in livestock and crops

Maintaining land in agricultural uses, when it could be developed for other uses

(None of the above should be a priority)

(Don't know)

(No answer/refused)

**INTRO5**

Next I'll read you some issues about youth development in Wyoming. As before, I'd like you to tell me how much of a concern each issue is to your household.

**[\*\*\*SECOND GROUP OF ITEMS: YOUTH DEVELOPMENT\*\*\*]**

Q11

The first one is:

**Youth character-building**

For your household, would you say that this is ... ?

(Read 3 choices)

(If needed: In other words, do you think this issue is very important, only somewhat important, or not very important at all to you and other members of your household?)

A major concern

A minor concern

Not a concern

(Don't know)

(No answer)

Q12

What about:

**Adults' ability and willingness to nurture and guide youth?**

A major concern  
A minor concern  
Not a concern  
(Don't know)  
(No answer)

Q32

**Small business development?**

A major concern  
A minor concern  
Not a concern  
(Don't know)  
(No answer)

Q33

**Developing community leaders?**

A major concern  
A minor concern  
Not a concern  
(Don't know)  
(No answer)

Q34

**Family financial management?**

A major concern  
A minor concern  
Not a concern  
(Don't know)  
(No answer)

Q35

**Decision-making skills for consumers and small businesses?**

A major concern  
A minor concern  
Not a concern  
(Don't know)  
(No answer)

Q36

**Retirement and estate planning?**

A major concern

A minor concern  
Not a concern  
(Don't know)  
(No answer)

Q37

**Analysis of public policies?**

A major concern  
A minor concern  
Not a concern  
(Don't know)  
(No answer)

Q38

**As I read this group again, please pick two or three issues that you think should be the highest priorities for research funding at the College of Agriculture.**

(read one at a time; check all that are chosen; maximum of 6 choices)

Diversifying the economy of rural communities  
Small business development  
Developing community leaders  
Family financial management  
Decision-making skills for consumers and small businesses  
Retirement and estate planning  
Analysis of public policies  
(Don't know)  
(No answer)

INTRO8

**Home gardening and lawns?**

- A major concern
- A minor concern
- Not a concern
- (Don't know)
- (No answer)

Q23

**The marketing of agricultural products?**

- A major concern
- A minor concern
- Not a concern
- (Don't know)
- (No answer)

Q24

**Developing fiber and food products from Wyoming crops or livestock?**

- A major concern
- A minor concern
- Not a concern
- (Don't know)
- (No answer)

Q25

**Ways to raise crops or livestock organically, without pesticides?**

- A major concern
- A minor concern
- Not a concern
- (Don't know)
- (No answer)

Q26

**Farm and ranch management?**

- A major concern
- A minor concern
- Not a concern
- (Don't know)
- (No answer)

Q27

**Managing small farms and ranches of less than 35 acres?**

- A major concern
- A minor concern
- Not a concern
- (Don't know)
- (No answer)

Q28

**Since money for research is limited, I'd like you to tell me which of the issues in this group should be high priorities for the College of Agriculture. Please pick two or three issues that you think should be the highest priorities for research funding.**

(read one at a time; check all that are chosen; maximum of 6 choices)

- Farm and ranch profitability
- Home gardening and lawns
- Marketing of agricultural products
- Developing fiber and food products from Wyoming crops or livestock
- Ways to raise crops or livestock organically, without pesticides
- Farm and ranch management
- Managing small farms and ranches of less than 35 acres
- (None of the above should be a priority)
- (Don't know)
- (No answer)

**INTRO7**

We have two more short groups. This next one includes economic and social issues. Please tell me how much of a concern each of the following is to your household.

[\*\*\*FOURTH GROUP OF ITEMS: ECONOMIC AND SOCIAL ISSUES.\*\*\*]

Q31

**Diversifying the economy of rural communities?**

## INTRO9

We're almost done. Next I want to ask you about how you would prefer to get information about the issues we've discussed from the University of Wyoming. I'll read you several methods that UW might use to distribute information, and I'd like you to tell me how much you would like each method. Please use a 5-point scale, where a 5 means you would like it a lot and a 1 means you wouldn't like it at all.

Q51

**The first method is TV. On a 5-point scale, how much would you like getting the information from UW on TV?**

(If needed, read 5 choices)

1. Wouldn't like it at all
  2. Would dislike it somewhat
  3. Neutral
  4. Would like it somewhat
  5. Would like it a lot
- (Don't know)  
(No answer)

Q52

**What about on the radio?**

(If needed, read 5 choices)

1. Wouldn't like it at all
  2. Would dislike it somewhat
  3. Neutral
  4. Would like it somewhat
  5. Would like it a lot
- (Don't know)  
(No answer)

Q53

**And how about by newspaper?**

(If needed, read 5 choices)

1. Wouldn't like it at all

2. Would dislike it somewhat
  3. Neutral
  4. Would like it somewhat
  5. Would like it a lot
- (Don't know)  
(No answer)

Q54

**Newsletters and publications?**

(If needed, read 5 choices)

1. Wouldn't like it at all
  2. Would dislike it somewhat
  3. Neutral
  4. Would like it somewhat
  5. Would like it a lot
- (Don't know)  
(No answer)

Q55

**Videotape or audiotape?**

(If needed, read 5 choices)

1. Wouldn't like it at all
  2. Would dislike it somewhat
  3. Neutral
  4. Would like it somewhat
  5. Would like it a lot
- (Don't know)  
(No answer)

Q56

**E-mail?**

1. Wouldn't like it at all
  2. Would dislike it somewhat
  3. Neutral
  4. Would like it somewhat
  5. Would like it a lot
- (Don't know)  
(No answer)

Q57

**Websites or computer CD-ROMs?**



And here's the last group of issues, about nutrition and food safety. Please tell me how much of a concern each of the following is to your household.

[\*\*\*FIFTH GROUP OF ITEMS: NUTRITION AND FOOD SAFETY\*\*\*]

Q41

**Body weight and eating disorders**

A major concern  
A minor concern  
Not a concern  
(Don't know)  
(No answer)

Q42

**Healthy diets?**

A major concern  
A minor concern  
Not a concern  
(Don't know)  
(No answer)

Q43

**Sound health practices?**

A major concern  
A minor concern  
Not a concern  
(Don't know)  
(No answer)

Q44

**Management of your food dollar?**

A major concern  
A minor concern

Not a concern  
(Don't know)  
(No answer)

Q45

**Germ or harmful chemicals in food**

A major concern  
A minor concern  
Not a concern  
(Don't know)  
(No answer)

Q46

**Genetically engineered foods?**

A major concern  
A minor concern  
Not a concern  
(Don't know)  
(No answer)

Q47

**Food safety in the home?**

A major concern  
A minor concern  
Not a concern  
(Don't know)  
(No answer)

Q48

**For this last group, please pick two or three issues that you think should be the highest priorities for research funding at the College of Agriculture.**

(read one at a time; check all that are chosen; maximum of 6 choices)

Body weight and eating disorders  
Healthy diets  
Sound health practices  
Management of your food dollar  
Germ or harmful chemicals in food  
Genetically engineered foods  
Food safety in the home  
(Don't know)  
(No answer)

Q72

**How long have you lived in Wyoming?**

(Round down to nearest whole year; if less than 1 year enter zero. Code “all my life” only as a last resort; probe for years or enter age if known.)

\_\_\_\_\_ years

98 “All my life” (years and age refused)

99 No answer

Q73

**Do you consider yourself a year-round resident of Wyoming, or do you usually live somewhere else for part of the year?**

Year-round Wyoming resident (except for vacations, short trips etc.)

Usually live outside of Wyoming for part of the year

Depends, varies from year to year

(Don’t know)

(No answer)

Q74

**What is the highest level of education you have completed?**

(If needed, read choices)

Did not complete high school

High school diploma or GED

Some college, no degree or only a vocational/business certificate

Associate’s degree (2 year college)

Bachelor’s degree (4 year college or university)

Some post-graduate work

Post-graduate or professional degree (Master’s, Law, M.D., Ph.D., etc.)

(Don’t know)

(No answer)

Q75

**Which one of the following best describes the location of the place where you live in Wyoming?**

(Read choices)

On a farm or ranch

On 35 acres or more in the county but not on a farm or ranch

In the county on less than 35 acres

In a town of less than 5,000 people

In a town of 5,000 to 10,000 people

In a city of more than 10,000 people

(Don’t know)

(No answer)

Q76

**That’s all the questions I have for you. Are there any other comments you would like to make for the UW College of Agriculture and Cooperative Extension Service?**

(record response)

Thanks2

Thank you very much for your help. Have a nice evening.

Respondent’s Sex

(Code without asking)

Male

Female

Can’t tell

(If needed, read 5 choices)

1. Wouldn't like it at all
2. Would dislike it somewhat
3. Neutral
4. Would like it somewhat
5. Would like it a lot

(Don't know)

(No answer)

Q58

**Web-based classes, on the Internet?**

(If needed, read 5 choices)

1. Wouldn't like it at all
2. Would dislike it somewhat
3. Neutral
4. Would like it somewhat
5. Would like it a lot

(Don't know)

(No answer)

Q59

**Correspondence courses, by mail?**

(If needed, read 5 choices)

1. Wouldn't like it at all
2. Would dislike it somewhat
3. Neutral
4. Would like it somewhat
5. Would like it a lot

(Don't know)

(No answer)

Q60

**Workshops or in-person classes?**

(If needed, read 5 choices)

1. Wouldn't like it at all
2. Would dislike it somewhat
3. Neutral
4. Would like it somewhat
5. Would like it a lot

(Don't know)

(No answer)

Q61

**If you were going to attend a workshop or class, would the most convenient time of day for you be ...?**

(Read 3 choices)

Morning

Afternoon

Evening

(Makes no difference)

(Don't know)

(No answer)

Q62

**The Cooperative Extension Service is the informal, off-campus educational system of the College of Agriculture at the University of Wyoming. To the best of your recollection, have you ever gotten any help or information from the UW Cooperative Extension Service?**

Yes, definitely

I think so

(Don't know/Not sure/Can't really say)

I don't think so

No, definitely not

(No answer)

INTRO10

And finally I have just a few more questions about yourself, for research purposes only. Remember, all of your responses will be kept confidential.

Q71

**What is your current age?**

(Record years; 98 = 98 or older, 99 = no answer/refused)

# APPENDIX C

## 2000 Census Profiles for Wyoming Adult Population (Selected Characteristics), in Numbers (n) and Percents.

<u>TABLE</u>	Wyoming
<b>2000 POPULATION SIZE</b>	
Total WYO Population (N)	(493,782)
<b>GENDER, AGE 18+ Population, 2000</b>	
Persons 18 and over (N)	(364,909)
% Males	36.9%
(n)	(182,138)
% Females	37 %
(n)	(182,771)
<b>AGE, PERSONS AGE 25+ Population, 2000</b>	
Persons 21 and over (n)	(314,981)
% Age 25 – 44	28%
(n)	(138,619)
% Age 45 – 64	24%
(n)	(118,669)
% Age 65+	11.7%
(n)	(57,693)
Median age (years)	36.2
<b>EDUCATIONAL ATTAINMENT</b>	
Less than High School	17%
(n)	(47,113)
High School Diploma	33%
(n)	(92,081)
Some College, no degree	31%
(n)	(86,380)
Bachelor's Degree	13%
(n)	(36,354)
Graduate or Professional Degree	6%
(n)	(15,841)
Percentage high school graduate or higher	83%
Percentage bachelor's degree or higher	18.8%
<b>URBAN AND RURAL RESIDENCE</b>	
Urban Population	65%
Rural Population	35%
Farm Population	4%

Source: 2000 Census of Population, General Population Characteristics, Bureau of the Census