

Message Design Process:
Orange Home Grown at Chapman University

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SCC 200 at Chapman University



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Team Members and Roles

Project Manager

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Stage 1

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Stage 2

Emmie Farber, Gina Dargen, Bailey Ryan-Beyene

Stage 3

Taylor Collins, Kendall Rhoads, Lauren McNiff, Caitlin Guiao

Stage 4

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Stage 1: Planning and Strategy Development

Mindy Kim, Kaitlyn Kaplan, & Ben Rhein

1. Assess the issue and identify all the components of a possible solution (e.g., communication as well as changes in policy, products, or services).
2. Define communication objectives.
3. Define and learn about intended audiences.
4. Explore settings, channels, and activities best suited to reach said intended audiences.
5. Identify potential partners and develop partnering plans.
6. Develop a communication strategy for each intended audience

Abstract

The first stage of making communication programs work is implementing proper planning and strategy development. Planning is a crucial step and should always be taken seriously, even though developers will often be tempted to overlook it.

Step 1: Identify the issues and identify all components of a possible solution

- Our group believes the largest issue Orange Home Grown faces has to do with the marketing the organization has implemented.
 - We know these issues exist because we held an informal survey in class and found many students we approached on campus had little knowledge about Orange Home Grown.
- We believe we can amplify student support of Orange Home Grown if we increase student awareness that the organization exists.
 - In order to remedy the lack of student knowledge about the organization, we need to review the information available about the prevalence of the problem and who is affected.
 - To understand who is affected we will send a survey to students about Orange Home Grown as part of Step 3 of Stage 1.
 - We would like to make Orange Home Grown a familiar organization on campus.
 - We can do this by printing flyers and posting them in commonly used buildings and maybe even having Orange Home Grown host tabling in the piazza.



Step 2: Define communication objectives

- In order to do this we need to understand how outcomes should be measured and make sure that our goals are supported.
- It is also extremely important that we are specific and measurable so our objectives are easy for Orange Home Grown to follow.
 - We drafted a Communication Program Plan to make this step a bit easier.
 - We have identified the issue to be a lack of knowledge about Orange Home Grown.
 - We have identified evidence of need because we are aware that many Chapman Students do not know about Orange Home Grown despite its proximity.
- The objective of our program is to increase awareness among Chapman students.
 - Posting flyers around the university
 - Tabling in the piazza
 - Partnering with Chapman organizations
- We determined that our communication objective should be encouraging students to immerse themselves in what Orange has to offer.
- Create a measurable objective.
 - Ex: “Our goal is to see a 10% increase of student awareness over the course of this campaign.”

Step 3: Define and Learn about Intended Audiences

- Segment Chapman students based on specific characteristics. The purpose of this is to discover what similar characteristics people have in common that connect them to having awareness about Orange Home Grown. Also discover similar characteristics in students who have actually attended the Saturday farmers market.
- In addition, learn about the Chapman students who are not aware of Orange Home Grown and the Saturday farmers markets, and what certain matching characteristics these type of people have.
- To test these, we have made a survey detailing questions that will put a spotlight on the characteristics we believe are holding people back from knowing about Orange Home Grown, in addition to characteristics that have brought students there already.
- Our secondary intended audience (people who have influence over our intended audience):



- We hope to have Dean Price put a description of the market into the weekly news blast that goes out to all Chapman students, in addition to posting about it on his CU instagram page.
- We want to target parents during orientation and homecoming week to influence their kids into eating healthy while in school. Orange Home Grown would table and market their farmers market and other programs on campus during these weeks.

Step 4: Explore settings, channels, and activities to reach intended audiences

- Interpersonal
 - One-on-one → Stop people walking around campus, personal and meaningful conversations.
- Group
 - Talking to groups of people → Chapman student ambassador for OHG.
- Organizations and Communities
 - Talking with applicable organizations on campus → relevant school clubs, fraternities/sororities, Chapman Student Involvement Fair.
- Mass Media
 - Displaying messages to large groups of audiences → Chapman Radio, Chapman News, Messages displayed on electronic billboard next to football field.
- Interactive Digital Media
 - Displaying messages to large groups of audiences online → Chapman's social media (Snapchat, Instagram, Instagram Stories, Facebook, Twitter), online newsletter.
- Selecting multiple channels is the most effective way at engaging audience!



Step 5: Identify potential partners to enhance OHG credibility and to further disseminate OHG message, especially on Chapman's campus

- Chapman University Program Board (UPB)
 - An organization whose main focus is to implement programs to best fulfill the needs of Chapman students
- Chapman Radio
 - An independent, internet-only radio station run entirely by students at Chapman University. Many Chapman students are listeners.
- Chapman Greek Community
 - 48% of Chapman women are involved in sororities and 25% of Chapman men are involved in fraternities, not counting individuals who are in professional fraternities. This group of individuals is widespread and has great influence in their community.
- Dean Price + his weekly emails
 - Every week, Dean Price sends out emails to the Chapman community to update them about the events going on around campus. Highly regarded by the Chapman community.

Step 6: Communication Strategy

- See example of communication plan.



Communication Program Plan

Overview

Name of Program: Orange Home Grown at Chapman University

Sponsoring Agency: Orange Home Grown and Chapman University

Contact Person: Megan Penn (mpennohg@gmail.com)

Issue or Problem to Be Addressed: The largest issue OHG faces is largely regarding their marketing tactics; they are not reaching audiences that can make a large impact in their organization.

Evidence of Need (why the program is being developed): Orange Home Grown is largely known for their Saturday farmers market but due to their marketing tactics, Chapman University students are not being reached. Upon doing our own informal interviews, most Chapman students are unfamiliar with the name “Orange Home Grown,” and many are unaware of the farmers market.

Program Objective(s): To spread awareness of the organization to the target audience in order to increase student support.

Communication Objective(s): Communicate the organization’s many services; amplify student support (10% increase of student awareness).

Primary Intended Audience(s): Chapman University students (and faculty)

Secondary Intended Audience(s): Dean Price and parents

Market Research

Market Research Plans (including pretesting): send a survey out to Chapman students to gauge their knowledge on Orange Home Grown.

Activities: Process the marketing tactics and consciously decide to visit the Orange Home Grown programs



Messages: Messages depend on the agreed roles and events discussed between partners and Orange Home Grown.

Materials to be Developed: flyers to promote Chapman + OHG events; social media posts

Materials Distribution and Program Promotion

Promotion/Materials Distribution Plan: Printing flyers and posting them in commonly used buildings and maybe having Orange Home Grown table in Chapman's Atallah Plaza.

Key Tasks, Timeline, and Resources Needed: Any flyers should be printed two weeks before any partnership events. Persons responsible will depend on who is responsible for marketing in the partner organizations.

Partnerships

Potential Partner Organizations (describe their roles):

Chapman University Program Board (UPB) - implement programs that best fulfill needs of the students

Chapman Radio - online radio station run by students

Chapman University Greek Life - influential community on campus

Dean Price - Price sends out weekly emails to Chapman students with updates on campus events



Partnership Plan

Program Title: Orange Home Grown at Chapman University

Communication Objective(s): Communicate the organization's many services; amplify student support

Intended Audiences: Chapman students (and faculty)

Potential Partner Organizations (in priority order):

Chapman University Program Board (UPB) - implement programs that best fulfill needs of the students

Chapman Radio - online radio station run by students

Chapman University Greek Life - influential community on campus

Dean Price - Price sends out weekly emails to Chapman students with updates on campus events

Potential Partner Roles/Tasks: Spread awareness through respective platforms, or hold competitions in which some form of motivator is provided (e.g. for Greek Life: competitions between sororities and fraternities in regards to OHG).

Benefits to Partner of Participation in Program: Partners will have content related to Chapman students to promote on social media platforms.

Other Considerations (such as your organization's restraints or policies): Chapman University's policies in regard to marketing (may need approval from the Student Government Association)

Steps Planned to Approach and Engage Potential Partners: Establish a timeline; approach potential partners with clear roles and timelines.

Negotiated Partners / Roles of Each: Hold events on campus to spread awareness of OHG (scholarship information table in the piazza) and spread awareness on their respective platforms.



Mechanisms for Communicating / Working Together: Choosing specific committees to communicate with each organization.

Plans for Measuring Accomplishments: Survey students periodically and provide OHG related incentives to encourage participation.

Plans for Completing (Ending) Partnerships: It may be difficult to complete these partnerships if the goal is to spread awareness of OHG on Chapman campus



Evaluation Plan

Program Name: Orange Home Grown at Chapman University

Communication Objective(s): Communicate the organization's many services; amplify student support (10% awareness increase).

Intended Audiences: Chapman Students (and faculty)

Identify each type of evaluation to be conducted: Process evaluation and outcome evaluation

For each type of evaluation, include:

Evaluation Questions to be Answered:

How many Chapman University students know about the OHG farmers market?

Is Chapman willing to include the farmers market in campus tours and weekend trip events?

After the implementation of the campaign, do more people go to the farmers market?

Do more students know about OHG and the overall campaign?

Data Collection Methods: We want to use Before-and-After Studies as a way of collecting the best and most accurate data. We will be using the same survey sent at the beginning of the campaign for the after survey to see how the results change. Our goal is to increase awareness of OHG and create a better community for them.

Analysis Plan (what you're going to do with the data gathered to answer the questions posed):

We would conduct some data analysis to study the trends of our participants.

Evaluation Products and Use of Evaluation Data (e.g. final report to recommend program revisions, conference presentation to share lessons learned with others): Create final report to recommend program revisions to continue implementing the programs.



Include How You are Going to Get the Evaluation Done (tasks, time schedules, resource requirements, persons responsible, etc.): Surveys can be given to Chapman students through a Google survey or through our partners on Chapman's campus.



Stage 2: Developing and Pretesting Concepts, Messages, and Materials

Emmie Farber, Bailey Ryan-Beyene, & Gina

1. Review Existing Materials
2. Develop and Test Message Concepts
3. Decide What materials to develop
4. Develop messages and materials
5. Pretest messages and materials

Abstract:

Stage 2 is focused on the importance of developing and pretesting concepts, messages, and materials to Orange Home Grown's campaign. This stage includes the general steps to completing the development and pretesting of messaging materials, as well as planning for production, distribution, promotion, and process evaluation.

Step 1: Review existing materials

- Healthy Carolina Farmers Market (University of South Carolina)
 - The staff keeps students coming back by hosting fun activities each week.
 - They have cooking demonstrations, photos with school mascot, and a “bike to market” day where patrons can get a free bike tune-up and win prizes.
 - Part of the partnership with UPB (panther mascot)
 - FYI: When I searched “Best college farmers markets” into Google, OHG comes up!
 - Making a photo wall
 - Hashtags



Step 2: Develop and test message concepts

- Creating Community (bringing our community together through engaging experience that allow people to connect and to feel part of something)
 - Concept Idea: Promote OHG's other programs and activities over the farmer's market (we all know about the farmer's market) or use farmer's market to promote other activities "Come for the Farmer's Market, Stay for the"
- Promoting quality food
 - Concept Idea: Use scientific info to express the need for quality food, Select 5 most harmful hormones and pesticides "Fatal Five", emphasize on the harm of these products, use the bad to promote OHG's good.



- DE is a skincare brand that constantly talks about the danger of the "Suspicious 6" and always mention how they do not use these products.
- Inspiring our community to make healthy lifestyle choices (whether that is taking a yoga class at the farmer's market, helping out at the education farm, picking up seeds from the seed lending library, we want people to get outside, to enjoy the fresh air, and to have a conversation with someone they don't know)- promoting physical, environmental, and mental health.
 - Concept Idea: "Do this not that!" tailored for young students: plant seeds instead of playing video games, do yoga for an hour instead of watching Netflix, say hi to a stranger instead of putting headphones in, etc.
- Making locally grown quality food accessible to our local community (this is why we host the pop-up pay what you can farm stand, we promote EBT and host our Market Match program at the farmer's market, etc).
 - Concept Idea: "Healthy food you can afford on a college budget" ...info on "pay what you can" stand.



- Promoting and supporting our local economy (this is why we pair up with local Orange businesses and nonprofits to host events and program together, along with giving back through our Youth Food Literacy Program and Scholarship program).
 - Concept Idea: Work with Chapman UPB to host events that are accessible to Chapman Students, mini farmer's market on Musco Lawn.

Step 3: Decide what materials to develop

- Organizational
 - Newsletters: Dean Price's weekly newsletters, Dodge newsletter, Chapman Vegan Club email (need to check if they have one)
 - Giveaways: tabling in the Piazza--give info about OHG; big wheel to grab attention, wheel has different prizes like coupons reusable bags, maybe non perishable produce
 - Displays: posters in Starbucks, Argyros Forum, info board, Dodge campus
- Mass Media
 - Chapman Radio: announcements on Fridays before market and about upcoming events
 - Article in the Panther, maybe running ad about market
- Interactive Digital Media
 - Email list at Piazza tabling and Farmer's Market
 - Email every friday to remind about FM with a small story/bio on one vendor, new vendor every week
 - Email to announce upcoming events
 - If budget is big enough: create online game for young kids with cute characters (veggies, fruits) to teach about whole health
 - If budget is too small: online (and printable) mazes, word searches, coloring pages
- Community
 - Storefront displays: sandwich board signs in front of Starbucks, Argyros Forum food/study area, Dodge, through the circle



Step 4: Develop messages and materials

- Ensure message is accurate (and complete)
 - Include the address.
 - Each ad above shows a different amount of information. #1 includes “Old Town Orange” as a general area, #2 has no address, and #3 has the full address. Try to be consistent so people know where exactly to go.
- Be consistent
 - Includes same fonts and same tree.
 - Some discrepancy between ads.
 - The first two are more similar than the last, aim for them to all have noticeable similarities.
- Be clear
 - Messages are clear and evident.
 - Too much text.
 - Maybe only include the absolute relevant information, such as date, time, address, and logo.
 - Focus on Chapman students, maybe include additional information and details on instagram rather than crowding the poster.
- Be relevant
 - Good job of including all the necessary details.
 - Nice inclusion of the short mission statement in ad #2.
- Be appealing
 - Colorful and attention-grabbing.
 - Nice background and tree image.



- Be credible
 - Nice use of logo(s) and further reinforcing the brand name.
 - Clarify the exact logo- is it the tree or the name?
 - Add instagram handle, especially for approaching college students.

Step 5- Pretest messages and materials (8 Sub-Steps)

- **Sub-Step 1: Determine objectives**
 - What we want to learn from our audience: eating habits, knowledge about OHG, etc.
- **Sub-Step 2: Choose methods**
 - Qualitative or quantitative: both will probably be necessary
- **Sub-Step 3: Secure facilities/moderators**
 - Possibly trained professionals, however message design students or higher level communication majors may be suitable.
- **Sub-Step 4: Find respondents**
 - Use audience description from stage 1: Chapman students
- **Sub-Step 5: Draft test instruments**
 - Questionnaires, surveys, discussion guides
- **Sub-Step 6: Conduct testing**
 - Get experts to observe testing
- **Sub-Step 7: Analyze results**
 - Background, highlights, findings, conclusions, recommendations, appendices
- **Sub-Step 8: Make the best use of results**
 - Avoid overgeneralization
- How to pretest:
 - Is it understandable?
 - What are the strong and weak points of the message?
 - How does the audience identify with the message?
 - What, if any, are the controversial, sensitive, and/or confusing elements of the message?
 - Using reviewers
 - Choose your reviewers carefully
 - Explain what you want to do/not to do
 - Don't skip technical reviews
 - Use reviewer's comments
 - Allow sufficient time



Stage 3: Implementing the Program

Taylor Collins, Kendall Rhoads, Lauren McNiff, & Caitlin Guiao

1. Phasing
2. Program Launch + Kickoff Event Tips
3. Audience Appeal
4. Potential Press Conference

Abstract:

Stage 3 is heavily based on phasing and implementation of the concepts developed in the previous stages. It is broken down into simple and concise steps to demonstrate how to launch a program and appeal to the audience.

Step 1: Phasing

- Plans are often presented in phases
 - Target audience = Chapman students
 - Geographic area = Chapman University
 - Objective = raise awareness on campus about OHG
 - Goal = to communicate the organization's many services; amplify student support
 - Stage of change = students showing up
 - Introducing tech = social media platform connecting the two organizations)
 - Price = affordability to students, organic and locally grown food can often be the same cost of grocery store products if not cheaper
 - Distribution Channel = organizational and community channels connection
 - Messages = OHG slogans/communal interaction - local advertisements in newspapers, flyers in restaurants and stores
 - Media Channels = facebook, twitter, Chapman email, get an article in the panther
 - Variety = age, grade, male & female, professor, student, etc.

Step 2: Program Launch + Kickoff Event Tips

- Tie kickoff to other events



- Specifically homecoming, beginning of semesters when students are looking to be involved or become more informed.
 - Tabling in the piazza.
- Tie into community events
 - Communicate with University Program Board (UPB)
- Find partner organizations that have similar audiences
 - UPB
 - Greek-life
- Reach out to media outlets
 - The Panther Online
 - Jerry Price's Weekly Emails
 - Chapman University Program Board (UPB)
 - Student Government Association (SGA)
 - Chapman Radio
- Create media kits
 - Include:
 - Press conference agenda
 - Press release
 - Pretest survey results
 - Background information that is outlined in Stage 1
 - Speaker biographies
 - Contact information for your organization
 - Megan Penn: Mpennohg@gmail.com
- Location should make sense for your purpose and audience
 - Piazza - common area for students to walk or pass by throughout the day
 - Old Town Orange - If they are already in this area frequently then they will be more likely willing to come back for the farmers market.
 - Dorms - Typically new to Chapman and Orange community so more willing to get involved and explore, living close in proximity they may be willing to visit the market, and look for an alternative to cafeteria food.



Kickoff Schedule

Monday	Tabling in the Piazza + Dodge from 10am-1pm
Tuesday	Tabling by Sandhu/Caf from 10am-1pm
Wednesday	Tabling in the Piazza + Dodge from 10am-1pm
Thursday	Tabling by Sandhu/Caf from 10am-1pm
Friday	Tabling in the Piazza + Dodge from 10am-1pm
Saturday	Orange Home Grown Farmers Market from 9am-1pm

Step 3: Audience Appeal

- What do Chapman students like?
 - Stories with audience appeal
 - Attention-getting issues
 - Stories that create higher ratings
 - Fresh angles on issues
- What do Chapman students dislike?
 - Covering old topics
 - Reporting inaccurately
 - People who persist when their story is rejected
 - Duplicating stories
- Things to Monitor During Process Evaluation
 - Amount of time in mass media
 - Readership estimates
 - Size of audience at events
 - How many chapman students are showing up to the tabling events?
 - Number of people visiting website
 - How many people are reacting or visiting OHG/SCC 200 posts online?
 - Allow sufficient time



Step 4: Potential Press Conference

- Holding a News Conference (if applicable may use)
- Invitations
 - Students
 - Professors/faculty
 - OHG community
- Speakers
 - Strategic + Corporate Communication (SCC) 200 Rep
 - OHG Rep
 - University Program Board (UPB) supporter
- Timing
 - Mon-Fri 10 AM - 1 PM
 - “A week of kickoff events”
 - Potential times of the year
 - Late summer, when people are getting back to begin the school year (everyone wants to get involved and it’s the perfect weather to get outside and be healthy).
 - Beginning of semesters or homecoming because people might be more willing to get involved or want to know more information, also new students attend chapman every semester.
- Logistics
 - Include a 'mult box' for connecting directing to sound system



Stage 4: Assessing Effectiveness and Making Refinements

Amber Brinzo, Eli Aizenstat, & Alex Drier

Step 1: Review Outcome Evaluation Plan

Step 2: Conduct Outcome Evaluation

Conduct outcome evaluation by following these sub-steps:

1. Determine what information the evaluation must provide.
2. Define the data to collect.
3. Decide on data collection methods.
4. Develop and pretest data collection instruments.
5. Collect data.
6. Process data.
7. Analyze data to answer the evaluation questions.
8. Write an evaluation report.
9. Disseminate the evaluation report.

Abstract

The first step of Stage 4 is to review the Outcome Evaluation Plan provided in Stage 1. After the campaign has ran for some time, it's important to conduct an outcome evaluation using a 9-step method. The Evaluation Plan will help determine which parts of the campaign were successful and which parts were not successful and need revision. For example, if from the Evaluation Plan we learn that the posters or advertisements were not seen by as many Chapman students as anticipated, we will be able to create a better way to distribute those poster so they are viewed by more students.



Step 1: Review Outcome Evaluation Plan

- Assess how well the Outcome Evaluation Plan developed in Stage 1 met its' goal.
- The Communication Objectives
 - What should the members of the intended audience think, feel, or do as a result of the health communication plan in contrast to what they thought, felt, or did before?
 - Members of the intended audience should know more about the OHG campaign and want to attend the OHG farmers markets for both the food and for the community experience.
 - Members of the intended audience should think about the healthier meal opportunities provided by the OHG farmers markets.
 - How can these changes be measured?
 - Changes will be measured through the data collected after the implementation of the campaign, which will determine the amount of people on the Chapman campus who know about and attend the OHG farmers markets in comparison to the amount of people who knew about OHG prior to the campaign.
 - Will it be slow or rapid? What measurable intermediate outcomes (steps toward the desired behavior) are likely to take place before the behavior change can occur?
 - This campaign will be slow in integrating the knowledge of the OHG farmers market to the intended audience. The amount of timing for this knowledge to become a “trend,” and the amount of time for the intended audience to adjust to the new behaviour, will be lengthy.
- Review Budget and Timing

Step 2: Conducting Outcome Evaluation

- **Sub-Step 1: Determine the information the evaluation must provide.**
 - Our main goal is to increase awareness of the OHG campaign in the Chapman community.
 - How many students of Chapman University know about the Orange Home Grown farmers market prior to implementing the campaign?
 - Is Chapman University willing to include the farmers market in their campus tours and weekend trip events?



- **Sub-Step 2: Define the Data to Collect.**
 - After the implementation of the campaign, do more people go to the farmers market?
 - Do more people (students) know about OHG and the overall campaign?
 - Does the Chapman University administration participate in the spreading awareness of OHG to the students?
- **Sub-Step 3: Decide on Data Collection Methods.**
 - We want to use Before-and-After Studies as a way of collecting the best and most accurate data. We will be using the same survey sent at the beginning of the campaign for the “After” survey to see how the results have changed. Our goal is to increase awareness of OHG and create a better community for them. The questions we craft will provide us with the best data on how to solve our problem.
 - Incorporate into Jerry Price’s weekly email to the entire Chapman University student body.
 - Hand out physical surveys to Chapman students.
 - Set up a physical table in the Piazza at the Chapman University campus to drive awareness and hand out physical surveys.
 - Through the “After” survey, we will be able to determine how well our message has been implemented and how many more people know about and go to the farmers market.
- **Sub-Step 4: Develop and pretest data collection instruments.**
 - Pretest questions by asking a sample group of students prior to sending the survey out to a larger distribution list. We will listen and respond to the qualitative feedback and ensure the questions are sound with minimal bias.
 - Distribute the survey via email to the students of Chapman University by utilizing email distribution lists provided by the University.
 - Google Survey:
 - https://docs.google.com/forms/d/1TvGzCqyOK6cdW_RJU45yv_gTloQ_aKV5R4S-zA4GJ9o/edit



- **Sub-Step 5: Collect data.**
 - Collect and view data from Google Survey by selecting the “Responses” tab on the survey header. The data will be broken down in pie charts that allow you to easily digest the information. If you would like to see individual responses, simply select “Individual” on the header.
- **Sub-Step 6: Process data.**
 - Through the information collected from the Google Survey, we will be able to determine how many people at the Chapman University campus know about, go to, or are involved in the OHG farmers market.
 - The Google Survey provides a fantastic data analysis tool, located in “Responses.” All data will be saved in “Responses” and is easily accessible at any point in time.
 - The data is available to export as a .CSV file for further interpretation.
- **Sub-Step 7: Analyze Data to answer the evaluation questions.**
 - A Chi-square test can be used on the data to see if two categorical variables are related. For example, conducting a Chi-square test on the two questions “Have you ever heard of the farmers market next to dodge” and “Do you cook” can provide useful information on the correlation between these two groups of the sample population.
- **Step 8: Write an Evaluation Report.**
 - (see Evaluation Report on page 27)
 - A report outlining what you did and why you did it, as well as what worked and what should be altered in the future, provides a solid base from which to plan future evaluations. Your program evaluation report explains how your program was effective in achieving its communication objectives and serves as a record of what you learned from both your program’s achievements and shortcomings. Be sure to include any questionnaires or other instruments in the report so that you can find them later.
- **Step 9: Disseminate the evaluation report**
 - Ask selected stakeholders and key individuals to review the evaluation report before it is released so that they can identify concerns that might compromise its impact. If appropriate, use the evaluation report to get recognition of the program’s accomplishments.



Evaluation Report

Program name: Orange Home Grown Farmers Market.

Communication objectives: Determine the number of students at Chapman University who know about OHG and go to the OHG farmers market on Saturday.

Intended audiences: Chapman University students.

Identify each type of evaluation to be conducted: Formative, process, and outcome.

Data collection methods (e.g., telephone surveys, participant evaluation forms in the classroom): We will distribute a Google Survey to Chapman students through email distribution lists. The students who receive the survey will have the option to participate.

Analysis plan (what you are going to do with the data gathered to answer the questions posed): We will use the data gathered to determine the amount of college students who are involved in the OHG farmers market and through that data we will be able to prove the success of the marketing campaign.

Evaluation products and use of evaluation data (e.g., final report to recommend program revisions, conference presentation to share lessons learned with others).

Comparing the “Before and After” data will determine the final report for program revisions.

Include how you are going to get the evaluation done (tasks, time schedule, resource requirements, persons responsible).

We suggest determining a set team of people who will be dedicated to the evaluation plan. This team will be in charge of creating the schedule, time requirements, etc.

