

# CAMP EVALUATION FORM

Group: \_\_\_\_\_

Date of Camp: \_\_\_\_\_

We value the feedback of our campers and strive to meet your needs to make your camping experience pleasant. Please complete and return this evaluation form to us at your earliest convenience. Thank you for your valuable feedback.

## **1. Camp Facilities:**

How did you find the facilities (i.e. amenities, hall, kitchen)?

Very Good ☐      Good ☐      Average ☐      Needs attention ☐

Comments: \_\_\_\_\_

\_\_\_\_\_

## **2. Camp Catering (if applicable):**

How did you find the catering (i.e. variety / portion sizes / menu)?

Very Good ☐      Good ☐      Average ☐      Needs attention ☐

Comments: \_\_\_\_\_

\_\_\_\_\_

## **3. Camp Accommodation:**

How did you find the accommodation?

Very Good ☐      Good ☐      Average ☐      Needs attention ☐

Comments: \_\_\_\_\_

\_\_\_\_\_

## **4. Programmed Activities (if applicable):**

How would you rate the activities during the program?

Very Good ☐      Good ☐      Average ☐      Needs attention ☐

Comments: \_\_\_\_\_

\_\_\_\_\_

## **5. Staff**

How would you rate your experience with our staff?

Very Good ☐      Good ☐      Average ☐      Needs attention ☐

Comments: \_\_\_\_\_

# Evaluations For Summer Camp Staff

**Kathleen C. Hayes**



## **Evaluations For Summer Camp Staff:**

Day Camp Programming and Administration Jill Moffitt, 2011 More and more recreation and fitness professionals are called on to create day camps for children in facilities that have traditionally been geared to recreation and fitness users. New programming and operational challenges arise as professionals are asked to serve a different population with innovative programs through these camps. You can overcome those challenges with Day Camp Programming and Administration: Core Skills and Practices. This handy reference, which is geared toward new professionals, will help you conduct a needs analysis and prepare a proposal for a facility-based camp regardless of your setting, develop business and marketing plans for your camp, manage risk and generate money through your camp, and manage programming, staff training, and administrative processes from conception through evaluation. The book comes with a CD-ROM that supplies you with a comprehensive set of worksheets and forms to assist you in planning, operating, and evaluating your camp. You can use these printable tools as the book guides you step by step through the camp management process. You will be exposed to an array of program choices and training and administrative tasks that will help you run successful camps. The author draws on her 12 years of experience in running day camps to help you plan your camp. You will learn how to gather information in making wise decisions as you get started, how to plan for safety and comply with health and safety standards, and how to develop camp policies and communicate with parents. You will then be guided through organizing the camp structure, including registration, the business plan, and the daily schedule. You will explore how to hire, train, develop, and evaluate staff, and you will examine common camp programs and discover how to select and implement your own program. Finally, you will learn how to evaluate your program and use that evaluation in preparing future camps. Day Camp Programming and Administration: Core Skills and Practices covers all you need to know to operate your own facility-based day camp, whether you are a professional in a municipal recreation department, a fitness owner looking to branch out, or a campus recreation professional. This guide addresses challenges you will face as a new day camp provider through practical examples, tried and true suggestions, and tips that will help you fulfill your community's needs, increase your bottom line, and provide fruitful experiences for your day campers.

**Implementation, Monitoring, and Process Evaluation** Ruth P. Saunders, 2015-04-01 This practical guide helps readers understand and use the steps that program planners and evaluators take in implementing and monitoring a new program, policy, or practice in an organizational setting. The book covers the entire process from planning to carrying out the plan and summarizing, reporting, and using the results. A wide range of real-world examples in the book are drawn from health, education, non-profit organizations, and public administration, and an extended case study, *Your Turn*, boxes, and worksheet templates help readers apply concepts to their own projects. Ideal for practitioners, researchers, and students, this book can be used as a primary text for a process evaluation or an implementation/monitoring course, or as a supplemental text in a broader program evaluation course.

**Evaluation Strategies for Communicating and Reporting** Rosalie T.

Torres, Hallie Preskill, Mary E. Piontek, 2005 Rosalie Torres Hallie Preskill and Mary Piontek have furnished a text that is not only thorough but also easily accessible to both the beginner and the experienced practitioner alike. Not only are they masters at writing with jargon free clarity what they have to say demonstrates their apparent underlying methodological grasp of the field. They have succeeded in practicing what they preach. John Scougall Western Australia Institute for Sustainable Technology and Policy at Murdoch University. This is a book that addresses some of the overlooked taken for granted aspects involved with the planning conducting and reporting of good evaluation. This book helps evaluators improve the utilization of evaluation results by using an ongoing integrative collaborative learning approach with project stakeholders. Through the use of collaborative techniques and emphasis on various communicating and reporting formats evaluators gain knowledge and skills that will assist them in helping organizations learn grow and improve. Steven R Aragon Human Resource Education University of Illinois at Urbana Champaign. This is among the most thorough and practically applicable texts written about communicating and reporting evaluation findings. The additions of the new sections in this edition reflect the changing nature of work related communication in general of which evaluators need to be aware and take advantage. This is a significant contribution to our practice. Jennifer Martineau Center for Creative Leadership. Do your communicating and reporting strategies seem outdated. Are you looking for ways to communicate more effectively. The Second Edition of Evaluation Strategies for Communicating and Reporting Enhancing Learning in Organizations helps full time evaluators and those with evaluation responsibilities successfully plan conduct communicate and report the findings of evaluations using creative techniques. This comprehensive book is designed to help evaluators facilitate understanding learning and evaluation use among individuals groups and organizations by communicating and reporting more effectively. It guides the reader through the phases of an evaluation from early planning stages through the final reporting and follow up. Evaluation Strategies for Communicating and Reporting has been thoroughly revised and updated creating 75% new material and 34 new case examples. The Second Edition provides worksheets and instructions for creating a detailed communicating and reporting plan based on audience needs and characteristics. Authors Rosalie T Torres Hallie Preskill and Mary E Piontek cover advances in technology including Web site communications Web and videoconferencing and Internet chat rooms. Also mentioned are several additional topics for consideration including communicating and reporting for diverse audiences and for multi site evaluations. This book is intended for graduate program evaluation students in departments of education public policy and organizational studies. Managers researchers practitioners and anyone responsible for designing conducting or managing evaluations will find this book invaluable. New to this Edition. New creative coverage of communicating and reporting techniques by way of photography cartoons poetry and drama in formative evaluations. New coverage of how to communicate evaluation processes and interim findings to stakeholders during the evaluation. New coverage of the use of technology in communicating and reporting evaluations illustrated with examples and complimented by guidelines tips and

cautions for using these high tech formats Actual examples from well known evaluators that illustrate various communicating and reporting techniques A recap of how the latest information on learning processes mediates the way that readers and stakeholders assimilate and use information     *Handbook on Student Development* Mark E. Ware, Richard J.

Millard, 2013-02-01 Because this book's main objective is to foster and promote student development it should appeal to those who advise counsel and teach undergraduate and graduate students particularly those in psychology education and other social sciences Along with a plethora of stimulating ideas for practice and research the book contains the results of research having immediate applications to students educational and career direction needs Readers will find more than 90 articles in this book distributed across three significant challenges to students development the academic occupational and personal Further the material presented has been organized around three distinct approaches to these challenges advising career development and field placement activities The source for these articles is the official journal Teaching of Psychology of Division Two of the American Psychological Association     [4hprk](#) Kathleen C. Hayes, 1988     [A Practitioner's Guide to Public Archaeology](#) Elizabeth C. Reetz, Stephanie T. Sperling, 2024-08-19 Many archaeologists learn by trial and error while developing public programs and events and are mostly unaware that others in the profession are undergoing the same challenges Archaeologists seldom receive professional development on K 12 pedagogy public engagement program design or assessment For many in the field public outreach is often an under funded and under resourced extension of an already overwhelming workload yet this work is incredibly important In *A Practitioner's Guide to Public Archaeology* Intentional Programming for Effective Outreach more than thirty public archaeology practitioners will help you reduce the guesswork and stress behind program planning in this engaging and reader friendly handbook A complement to the growing library of public archaeology publications the authors exclusively focus on key components of planning implementing and assessing public archaeology programming Learn how to connect with your audience build an accessibility mindset create intentional goals and outcomes identify resources collaborators and other logistical needs and conduct assessments to better understand your impact Discover ideas and techniques for all ages programming like public excavations site tours festivals and lectures K 12 presentations and events including formal and nonformal educational programs that occur inside and outside of a classroom and community based heritage management programs that include those designed for recurring participation by active trained volunteers Throughout the book curated case study excerpts provide a diversity of perspectives and offer practical insights The book concludes with a collection of logistics templates and real world examples to help you streamline your program preparation Drawing from decades of experience you ll discover guidance on navigating challenges celebrating successes and lessons learned Whether you are new to public archaeology or a seasoned expert this book offers valuable insights for all practitioners     **Program Evaluation in Practice** Dean T. Spaulding, 2008-02-25 The lack of teaching cases in program evaluation is often cited as a gap in the field This ground breaking book fills this gap covering the essentials of

program evaluation as it is used in education and with a wide variety of evaluation projects to be discussed analyzed and reflected upon The book covers the essentials of program evaluation including foundation and types of evaluation tools for collecting data writing of reports and sharing of findings Individual cases cover classroom instruction community based program teacher training professional development a secondary school based program after school program reading achievement school improvement grant and confidentiality Each case is structured to include learning objectives program description evaluation plan summary of evaluation activities and findings key concepts discussion questions class activities and suggested reading As useful for students as it is for evaluators in training Program Evaluation in Practice is a must have for those aspiring to become effective evaluators

**Evaluation in Rural Communities** Allyson Kelley, 2018-12-12 Does a program work What is the value How do we know These are questions that keep evaluators up at night Continued rural community funding employment health and justice depend on our answers to these questions For evaluators working in rural communities the task is great but the return is even greater Now more than ever before evaluators have an opportunity to impact social change in rural America Beginning with an introduction of rural community evaluation Evaluation in Rural Communities highlights the differences in approaches to evaluation in rural areas supported by case studies that illustrate key themes and objectives It explores a number of issues including sustainability policy cost benefit analysis rural community evaluation as a platform to support social change In particular readers will also learn how to overcome rural community challenges such as limited resources the digital divide limited funding lower employment and educational attainment limited opportunities for social interactions and the distrust of outsiders Blending aspects of community based participatory research empowerment evaluation and program evaluation methods this book is an accessible yet nuanced guide that integrates critical thinking problem solving social and political contexts and outcomes related to evidence based evaluation

Resources in Education , 2001-04      *Global Perspectives on Childhood Obesity* Debasis Bagchi, 2019-02-06 Global Perspectives on Childhood Obesity Current Status Consequences and Prevention Second Edition examines the current childhood obesity epidemic outlines the consequences of this crisis and develops strategies to forestall and prevent it This book provides a thorough investigation of the causes of childhood obesity and more importantly offers specific prevention strategies that can be used by medical and mental health professionals policymakers community organizers and individuals New chapters on BMI and cardiovascular disease exercise neurotransmitters neurocognition nutrigenomics and combined prevention strategies are included making this a solid introduction on the childhood obesity crisis Researchers practitioners and advanced students in public health health policy and health economics as well those working in medicine pharmacy nutrition school health physiology and neuroscience related to obesity will find this to be a comprehensive resource Covers the multifaceted factors contributing to the rapidly growing childhood obesity epidemic Includes new chapters on BMI and cardiovascular disease exercise neurotransmitters self regulation and prevention strategies Examines strategies for

childhood obesity prevention and treatment such as physical activity and exercise personalized nutrition plans and school and community involvement      **Before the Singing** Barbara Tagg, 2013-04-25 Written for the collaborative community that supports children's choirs in school church and community contexts Before the Singing is appropriate for artistic directors conductors music educators board members volunteers administrators staff and university students studying music education or nonprofit arts management      *Federal Program Evaluations* United States. General Accounting Office. Office of Program Analysis, 1976 Contains an inventory of evaluation reports produced by and for selected Federal agencies including GAO evaluation reports that relate to the programs of those agencies      **The Model Cities Program** Marshall Kaplan, Gans, and Kahn, United States. Office of Community Development, United States. Office of Community Development. Evaluation Division, United States. Department of Housing and Urban Development, 1973 Describes the characteristics of a wide variety of rodents mice rats squirrels marmots prairie dogs lemmings beavers and others and discusses their suitability as pets

**The Model Cities Program; a Series of Analyses**. Marshall Kaplan, Gans, and Kahn, 1973      Evaluation Handbook ,  
**Panel Evaluation of 19 Pre-college Curriculum Development Projects, December 12-15, 1975** National Science Foundation (U.S.), 1976      An Evaluation of the Camping Experiences and Interests of 683 Future Farmers of America as a Basis for the Improvement of the New York State Camping Program Harold Leslie Noakes, 1951      **Program Evaluation Theory and Practice** Donna M. Mertens, Amy T. Wilson, 2012-02-20 This engaging text takes an evenhanded approach to major theoretical paradigms in evaluation and builds a bridge from them to evaluation practice Featuring helpful checklists procedural steps provocative questions that invite readers to explore their own theoretical assumptions and practical exercises the book provides concrete guidance for conducting large and small scale evaluations Numerous sample studies many with reflective commentary from the evaluators reveal the process through which an evaluator incorporates a paradigm into an actual research project The book shows how theory informs methodological choices the specifics of planning implementing and using evaluations It offers balanced coverage of quantitative qualitative and mixed methods approaches Useful pedagogical features include Examples of large and small scale evaluations from multiple disciplines Beginning of chapter reflection questions that set the stage for the material covered Extending your thinking questions and practical activities that help readers apply particular theoretical paradigms in their own evaluation projects Relevant Web links including pathways to more details about sampling data collection and analysis Boxes offering a closer look at key evaluation concepts and additional studies Checklists for readers to determine if they have followed recommended practice A companion website with resources for further learning      **Research in Education** , 1970      PA. , 1972

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