Handbook for UI Extension Programming in Idaho

Guidelines for University of Idaho Extension Professionals – Planning, Implementation, Evaluation, and Reporting

By Paul F. McCawley

University of Idaho Extension

Mark Your Calendar

TOPIC TEAM DEADLINES

November 1 through October 31
Planning and reporting year.

September through November
Topic team planning meetings.

October 31
Gather and document stakeholder input up until this date.

October 31
All individual contributions to topic team reports are to be completed; late contributions will not be included in the statewide report.

January to February
Topic team plan finalized.

February 28
Topic team 5-year plan updates due to UI Extension Associate Director Paul McCawley online (see work plans under Resources).

INDIVIDUAL DEADLINES

November
Individual accomplishment reports and updated CVs are due to district offices (some variation among districts and academic departments).

December 31
Individual position descriptions due to unit administrators.

Resources

TOPIC TEAMS

Work plans. Find UI CALS topic team latest 5-year work plans and reports at http://sdg.ag.uidaho.edu/CalsPlan. On first visit you'll have to register for a user name and password.

GENERAL

Curriculum vitae (CVs) – To be updated by each November. See University of Idaho CV expectations at http://www.webs.uidaho.edu/facultysecretary/.
Note: You'll see two different CV forms—one specific to UI Extension educators.

CV: Track your accomplishments – A new database helps you track faculty accomplishments. Use Digital Measures Curriculum Vitae or http://www.vice-provost.uidaho.edu/default.aspx?pid=96744 to record information about your specific outputs/products—titles of classes, presentations, publications, field days, etc.

Human subjects approval. When conducting human research, get approval from UI's institutional review board: at http://www.uro.uidaho.edu/committees/hac.

Idaho-wide survey of needs. UI Extension published results and analyses from a 2005 statewide survey, *Your Idaho Community: Current and future needs*, free at http://www.extension.uidaho.edu/admin/Idaho-Community-Survey-Results.pdf.

Needs assessment help. Find *Methods for Conducting an Educational Needs Assessments–Guidelines for UI Extension Professionals* at http://info.ag.uidaho.edu/pdf/BUL/BUL0870.pdf.

Publishing with UI CALS and UI Extension. Find required proposal forms to submit for publication with Educational Communications at http://info.ag.uidaho.edu/services.html. Select "Publishing/publication proposal forms."

Publications catalog. Includes more than 1,000 titles in 20 categories, most written by UI CALS/UI Extension faculty and staff: http://info.ag.uidaho.edu:591/catalog/default.htm. Titles are listed by topic. The site is searchable.

CONTENTS

Operation: Military Kids camp attendees scale the rock wall.

ABOUT THE AUTHOR

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UNIVERSITY OF IDAHO EXTENSION PROGRAMS

Mission and responses

University of Idaho Extension improves people's lives by engaging the university and our communities through research-based education. Our areas of expertise are agriculture, community development, family and consumer sciences, natural resources, and youth development.

UI Extension fulfills its mission by first identifying priority needs of targeted audiences and then developing and delivering educational programs to meet those needs. UI Extension professionals plan their educational programs with other faculty and with cooperators, and they evaluate the success of their efforts through program assessments and evaluation.

The important point here is that UI Extension programs are *outcome-based*. We conduct programs that are designed to *produce specific changes for our clientele*. We do not conduct programs simply because we have information that is important!

What is a program?

A *UI Extension program* is a multi-tiered series of activities, events, and products designed to help learners gain relevant knowledge and, ultimately, to use that knowledge to make better decisions and to solve problems. This definition of a *UI Extension program* is also referred to as a *major program*. Find comprehensive UI Extension program examples on page 25 and 26.

Single event vs. program. Although it is common to refer to a single event as a program, to be considered a major program, an event must contribute to a comprehensive approach to changing knowledge, behavior, and conditions. A single event is more properly referred to as a workshop, a class, a field day, etc. (See definitions p. 26) To avoid confusion, don't call a single event a program.

At the most basic level, a *major program* includes creating, organizing, advertising, delivering, and evaluating a single educational event such as a workshop. More commonly, however, a *major program* involves multiple methods to reach a specific audience;

- Beginning with efforts to build awareness,
- Continuing with events and products to transfer skills and knowledge,
- Followed by activities and efforts to motivate learners to take action or adopt behaviors, incorporating new knowledge and skills.
- Evaluation. A comprehensive *UI Extension program* also includes evaluation of the program effectiveness. Did it succeed in causing learning to occur and in changing behaviors and conditions?

Activities to create, conduct, evaluate, and report a major UI Extension program, when fully completed, are consistent with the process of performing extension scholarship.

For new UI Extension professionals, the variety of issues and challenges that present themselves can be startling. Various approaches and methods used to bring knowledge and change to stakeholders is equally variable. Merrill Ewert, past dean and director of extension at Cornell University, is credited with creating a useful model to help us visualize how our approaches differ, depending on the nature of the issue and the clientele. Ewert's model depicts our work in two dimensions, shown in Figure 1.[1]

Various issues are effectively addressed in each quadrant of Ewert's model. For complex issues, however, extension professionals are in a unique position to create a major program that brings both research-based knowledge and the required social process skills into play, effectively causing real change for learners and communities.

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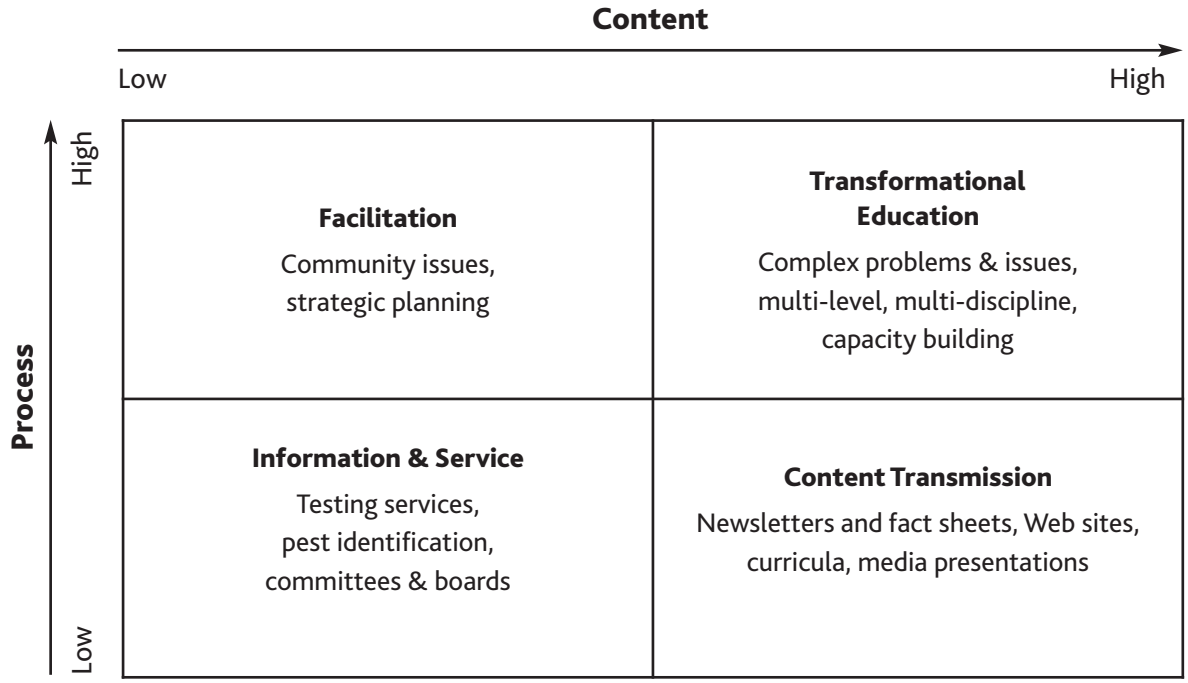
[1] Discussions of Ewert's work can be found in 1) Franz, Nancy K. and Lisa Towson, 2008. T*he nature of complex organizations: The case of Cooperative Extension*. In M.T. Braverman, M. Engle, M.E. Arnold, and R.A. Rennekamp (Eds.), *Program evaluation in a complex organizational system: Lessons from Cooperative Extension*. New Directions for Evaluation, 120, 5-14., and 2) Blewett, Thomas J., Ann Keim, James Leser, and Larry Jones. 2008. Defining a transformational education model for the engaged university. *Journal of Extension* [online] 46(3) available at http://www.joe.org/joe/2008june/comm1.php.

Figure 1. Model of the relationship between process and content as each contributes to UI Extension education.



PROGRAM PLANNING SUMMARY

UI Extension planning schedule

- September through November – Topic team planning meetings.
- November 1 through October 31 – Planning and reporting year.
- October 31 – Gather stakeholder input up until this date.
- December 31 – Individual position descriptions due to unit administrators.
- February 28 – Topic team plan updates due to associate director online.

Planning/logic model

UI Extension uses a logic model to design and communicate program plans, evaluation studies, and accomplishments. The integrity of a logic model is based on logical linkages between what we do and what we want to happen. For example, ***IF*** we want people to adopt a certain behavior, ***THEN*** we need to teach them why and how to take that action; or ***IF*** people adopt a certain practice, ***THEN*** their condition will improve in a predictable way. Key components of a logic model include:

1. ***Situation statement***: Describe the current situation in such a manner as to
   - Clearly define and communicate the problem
   - Explain the importance of the problem or issue, and also to
   - Establish a baseline against which progress can be measured.
2. ***Desired impact***: The impact describes what will be different when the program has been successfully completed. These are program goals that can be explained to stakeholders. The desired impact is closely linked—and may be identical to—the long-term outcomes.[2] The logic model connects program outputs and outcomes to the desired future status.

[2] E.g., Current situation: Farmers do not receive best prices because they do not have access to reliable information about overseas markets for unprocessed grains; only 8% of Idaho farmers are selling a combined $18 million in grains to Asian markets. Planned output: a self-maintained Web site will be created to provide real-time access to reliable information about markets in the Pacific Rim. Impact: farmers make more profit because they benefit from timely information about the demand in Asian markets. Evaluation: Number of Idaho farmers selling to Asian markets; value of Idaho grain exported to Asian markets.

3. ***Long-term outcomes***: Describe the changes in social, political, economic, or environmental conditions that occur as a result of people adopting new practices or changing behaviors.
4. ***Medium-term outcomes***: Describe changes in practices, behaviors, and policies that are necessary to achieve long-term outcomes. These changes result when program participants act upon the knowledge gained through an educational program.
5. ***Short-term outcomes***: Describe the learning that must take place, in terms of knowledge gained, skills acquired, motivation gained, attitude changed, or perceptions changed, in order for people to adopt new behaviors. This learning is the object of the educational program.

   Chain of Outcomes—Example:

   - Short-term: Clientele learn the importance of planning weekly menus and shopping from a grocery list.
   - Medium-term: Clientele practice planning weekly menus and creating grocery shopping lists.
   - Long-term: Clientele spend fewer dollars on groceries and eat more nutritious meals.
   - Impact: Clientele have more money left over after grocery shopping and have reduced nutrition-related health problems.
6. ***Intended outputs***: Describe the products to be developed including courses or workshops, publications, demonstrations, tours, and other extension educational events and products. These outputs are intended to cause the learning described as a short-term outcome.
7. ***Target audience***: Describe specifically whom the program is going to reach—those who will gain knowledge and adopt behaviors promoted by the educational program. The target audience will be those who are measured to determine whether the program achieved its intended outcomes.
8. ***Program inputs***: Describe, in qualitative and quantitative terms, the human, fiscal, and knowledge resources necessary to deliver the programs and products described in the plan.
9. ***Evaluation study***: Describe the methods and data to be collected as part of the formative assessment (measures of performance to deliver inputs and outputs) and summative assessment (indicators that short-, medium-, and long-term outcomes have been achieved) of the program.

For more information about logic models: http://info.ag.uidaho.edu/pdf/CIS/CIS1097.pdf.

The logic model is typically presented in graphic form, Figure 2 for example. Inputs, outputs, and outcomes—model components–are important features, adding value to the model as a communication device. For each component, Figure 2 lists kinds of inputs, outputs, and outcomes a program plan might include. Figure 3 fills in each component—an example of one specific program plan using the logic model.

A UI Extension nutrition advisor helps a sensior citizen consider nutritious food choices.

Figure 2. Logic model provides a program performance framework.

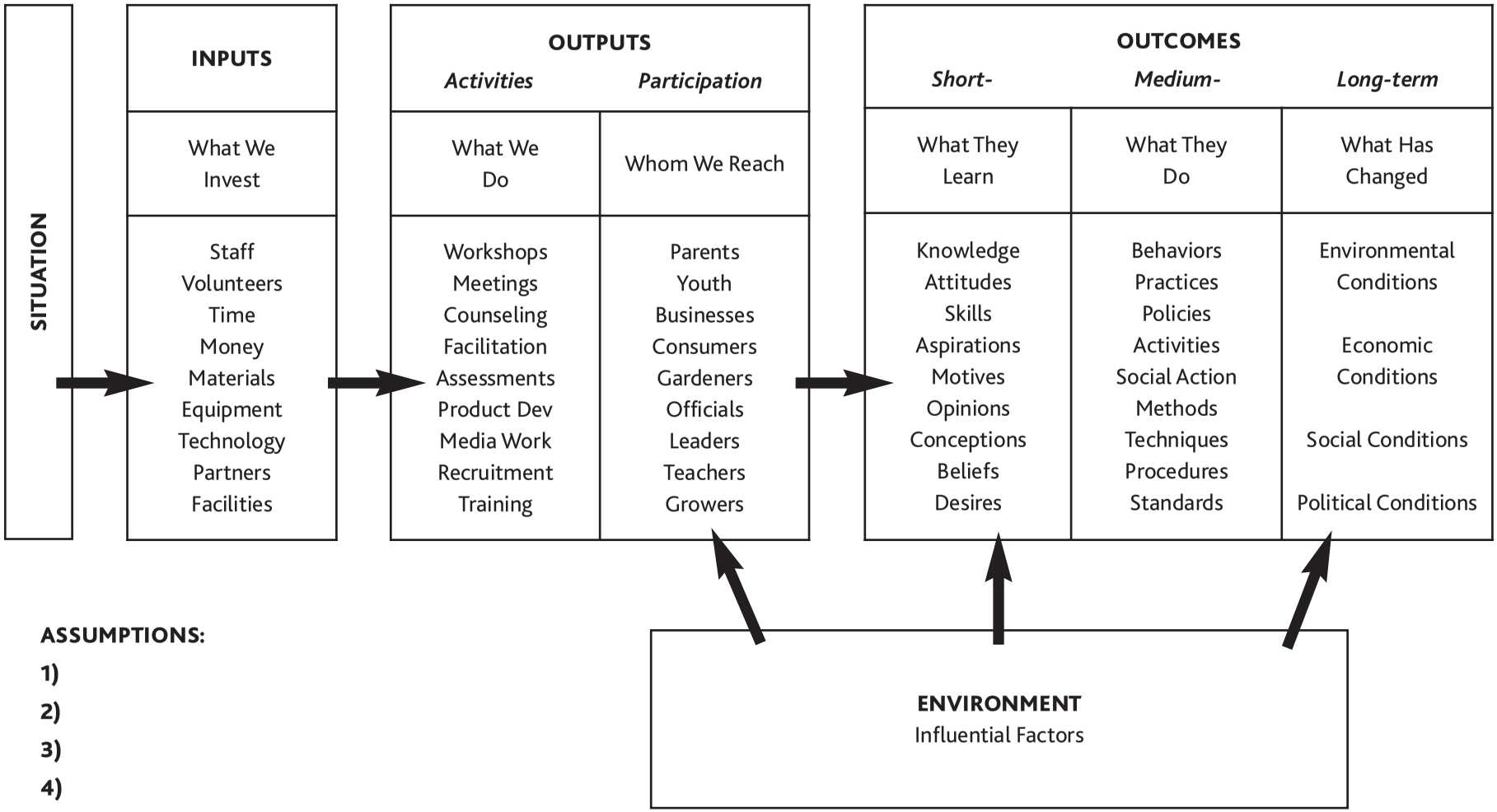
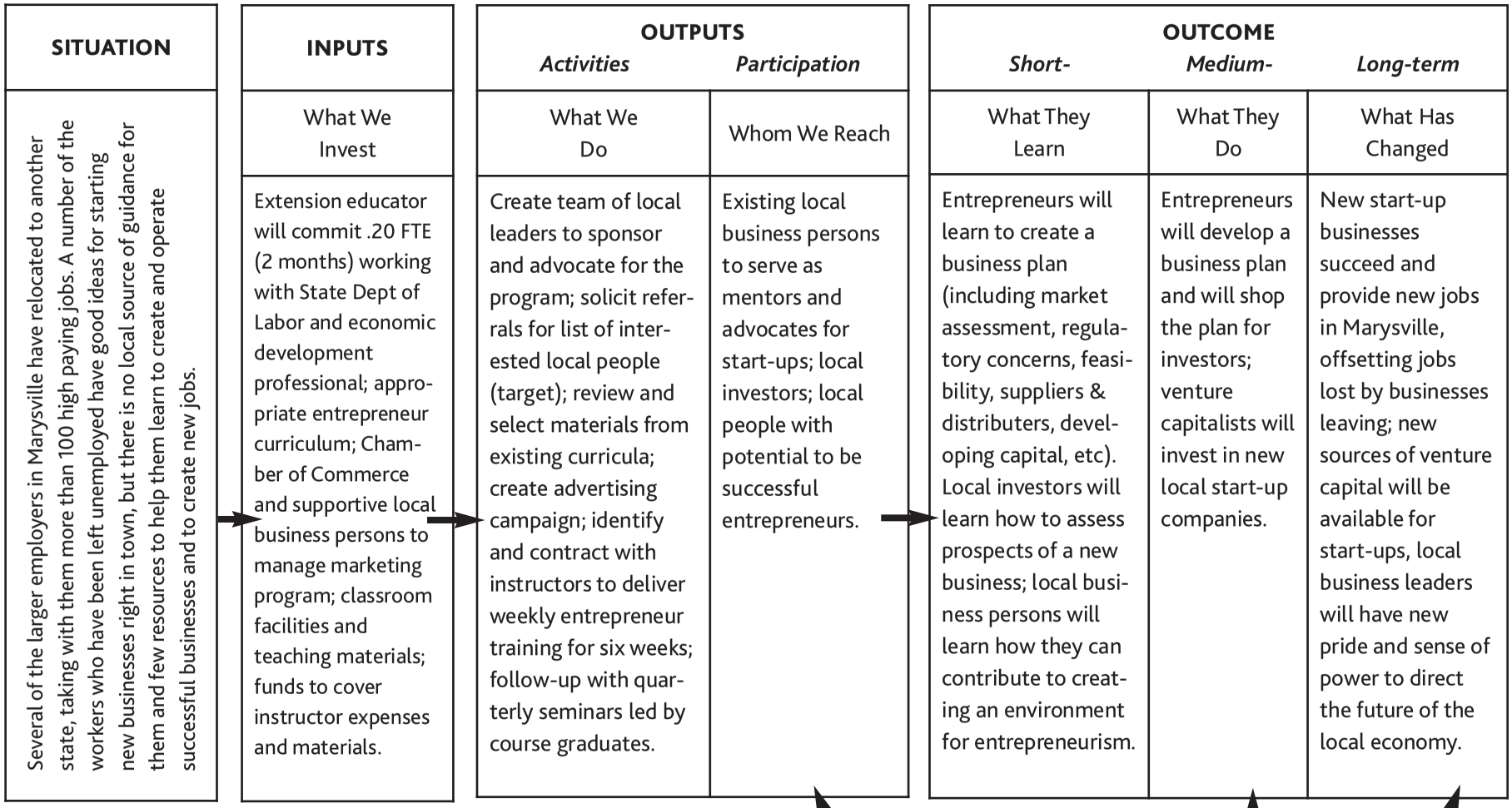


Figure 3. Logic model program example demonstrates the model's use for programs that support local entrepreneurs



ASSUMPTIONS:

1) Good entrepreneur curriculum exists.

2) Some local people have promising ideas for new businesses.

3) People can learn techniques and skills to improve their chances of success.

4) Successful start-up businesses will create new jobs.

EXTERNAL FACTORS

Global/regional economy impacts availability of venture capital; business ideas are compatible with the local needs and desires; movement of additional businesses/employers into or away from the local economy.

FACULTY MEMBER RESPONSIBILITIES

Plans of work are prepared and submitted annually. Individual faculty members are required to develop an annual position description for each calendar year. The position description describes major inputs and outputs (activities and products) planned for relevant categories of effort described in the faculty appointment (teaching/pedagogy, scholarship, advising, extramural service and/or university service, extension/outreach, administration, and other support). Format for the position description is defined by the Provost's office, and a current form for writing a position description is maintained (see below).

Position descriptions. In addition to programmatic activities, extension position descriptions must include statements that acknowledge the faculty member's responsibilities to comply with civil rights and diversity and with extension planning and reporting policies and procedures. Annual position descriptions are approved by the unit administrator (department head or district director), by the director of extension, and by the dean; position descriptions become important reference documents to inform annual performance, promotion, and tenure decisions.

Faculty staff handbook. For more information and detail related to faculty position descriptions, consult the Faculty Staff Handbook section 3050 at: http://www.webs.uidaho.edu/fsh/3050.html.

New digital tool. As of the 2009 Planning Year, the University of Idaho has a proprietary contract with "Digital Measures" to be the repository for all faculty position descriptions. The Digital Measures position description entry forms are based on the descriptions from the faculty staff handbook, and can be accessed by at: http://www.vice-provost.uidaho.edu/default.aspx?pid=96744.

21 TOPIC TEAMS AID EFFICIENCY, EFFECTIVENESS

The College of Agricultural and Life Sciences and University of Idaho Extension currently recognize 21 topic teams for program planning and reporting purposes. Faculty members coordinate their programs with others through participation in topic teams. The topic team structure was created to improve the efficiency and effectiveness of UI Extension programs. Teams:

- Provide a structure for faculty members to combine their expertise, vision, and experiences, contributing to a better-informed faculty and more responsive programs.
- Facilitate collaborative program development and delivery to conserve the amount of investment required by any individual member of the team.
- Allow more effective and efficient use of resources to meet clientele needs.
- Allow teams of faculty to collaborate on plans of work rather than requiring faculty to complete individual plans of work.
- Allow faculty members to describe their own performance measures and outcome indicators appropriate for their assignments.
- Help focus University of Idaho Extension programs in a way that improves our ability to report our efforts and successes to sponsors.

CalsPlan Web site

http://sdg.ag.uidaho.edu/CalsPlan/
For descriptions of the topic teams and lists of topic team leaders and members, log onto the CalsPlan Web site. First-time users will need to request a user profile on your first site visit. You will be sent an e-mail with your username and password.

Two UI Extension faculty members—normally a specialist and an extension educator—serve as co-chairs for each topic team. Faculty should visit with their supervisor about expectations for their affiliation with topic teams and may also wish to visit with other team members. You will find names of topic team members and co-leaders by going to the CalsPlan Web site. There you can also review team activity for recent years.

As the needs of our stakeholders change, new topic teams may be created and obsolete teams may be discharged. An ongoing challenge for all topic teams is to remain relevant to their stakeholders by continually looking ahead at emerging issues and needs.

Join or resign from a topic team

Faculty can join or resign from a topic team (or teams) during the topic team planning period in **January-February** each year. To join a team, visit the CalsPlan Web site and, from the user menu, click on the planning documents button for the current planning year. To sign up for a team, you will be directed to send an e-mail to the topic team leader (document owner) for those teams you select. To resign from a team, you can change your time devoted to a team during the planning period. Reassigning your FTE commitment to 0% will resign you from that team.

At other times during the year, request to join or resign from a team by sending a specific e-mail to the CalsPlan operator Paul McCawley at mccawley@uidaho.edu. Also send a copy of your request to the appropriate team leader.

Topic team processes

Through participation on topic teams, individual faculty members help describe the planned activities and expected accomplishments for the team. The topic team work plan describes the collective activities and accomplishments of its members. Individuals are expected to designate the vast majority of their scholarship and extension efforts (up to 100%) as contributing to one or several topic teams. The percentage of time that each team member plans to devote to team activities is recorded as an input for the Topic Team Plan of Work.

5-year team plans due in February. Topic teams are responsible to maintain a 5-year plan of work that is renewed annually by adding on a new fifth year. Topic team leaders are responsible to engage team members in an annual dialogue to confirm the topic team plans of work. An updated topic team plan of work is due to the associate director's office in February each year and will document activities and efforts planned by individual team members.

Team performance measures for outputs, outcomes. As part of the annual planning process, each team member needs to consider each of the team's performance measures (outputs) and indicators (outcomes) and to estimate how you will contribute to topic team goals. For example, if the team agrees that "number of educational workshops" is one performance measure, then each team member needs to estimate the number of educational workshops that he/she will organize and deliver. The sum of all unique workshops planned by team members becomes the team's performance target.

Other typical performance measures include:

- Number of peer-reviewed extension publications developed,
- Number of participants attending programs,
- Number of volunteers trained,
- Number of clients (businesses, communities, families, organizations, etc.) served,
- Number of articles in popular press, etc.

Team targets. Topic teams also establish targets for program outcomes, and team members need to plan and conduct evaluation studies for their educational programs that contribute to the team outcome targets.

For example: If the team agrees that "the number of participants who demonstrate acquisition of knowledge through a post-program exam" is a useful indicator of knowledge gained, then team members need to include a measurement of knowledge gained (i.e. pre-test and post-test) as part of their program evaluation plan.

Other typical outcome indicators include:

Short-term

- Number of participants receiving certification;
- Measures of knowledge gained by participants;
- Intentions to adopt new practices or behaviors reported by participants;

Medium-term

- Adoption of new practices by participants;
- Formation of new associations or businesses by participants;
- Establishment of new policies or procedures by organizations;

Long-term

- Changes in income or expenses for participants;
- Changes in career or living conditions for participants;
- Changes in concentration of contaminants in water, soil, etc.

Topic team plans are submitted annually by the topic team co-chairs (following discussion and decisions made with team members) by entering new data and modifications into the CalsPlan Web site. Following review by the associate director, the topic team plans are compiled into the UI Extension plan of work, which is merged with the Idaho Agricultural Experiment Station plan of work, and is submitted to USDA-CSREES for approval.

Where to find work plans online. Topic team plans of work, including target performance measures and outcome indicators, can be reviewed at: http://sdg.ag.uidaho.edu/CalsPlan

IDENTIFYING IMPORTANT ISSUES AND OPPORTUNITIES

The ability to respond to current issues and opportunities is a hallmark of the national Cooperative Extension System. This flexibility enables UI Extension programs to remain relevant to our stakeholders and provides a comparative advantage over other agencies and providers. UI Extension faculty members have the freedom and responsibility to develop and deliver programs responsive to the needs of stakeholders.

UI Extension faculty are required to collect input from stakeholders and to document how that input was used in the development and delivery of educational programs. UI Extension, in turn, is required to communicate the methods and use of stakeholder input to USDA-CSREES.

Assessing educational needs

UI Extension faculty have devised, tested, and validated numerous methods to collect stakeholder input about program opportunities and needs. Needs assessments can be direct or indirect, and can be conducted in person with individuals or with groups, or may be conducted at a distance.

A direct needs assessment requires a pre-determined set of questions or issues that directs each participant to respond to the same stimulus (questions). A direct assessment also requires careful documentation and defensible analysis of those responses. Common methods are:

- Mail and telephone surveys to stakeholders
- Focus groups and group interviews
- Meetings with advisory groups involving deliberate group processes to identify important issues and opportunities

Indirect needs assessments, common for extension, can provide useful information on an as-needed basis. Indirect assessments, however, are less useful to establish a baseline against which one can measure impact. They include:

- Meetings with various citizen groups and organizations to discuss issues and opportunities
- Participation on committees, boards, and councils where issues and opportunities are discussed
- Environmental scan of local, regional, or national media stories (or other sources) about needs and emerging issues
- Conversations with key stakeholders and influential citizens
- Using program evaluation data and feedback from participants to identify opportunities and issues (may be designed as a direct needs assessment)
- Professional judgment (based on interaction with professional colleagues and organizations, review of current literature and trends, etc.)

Whatever the methods used to identify issues and opportunities, it is necessary to document the sources of input, the methods used to gather input, and the issues identified through the process. See *Methods for Conducting an Educational Needs Assessments–Guidelines for UI Extension Professionals* at http://info.ag.uidaho.edu/pdf/BUL/BUL0870.pdf.

How to identify and prioritize programs

Advisory committees

University of Idaho Extension faculty are expected to create and maintain one or more advisory committees and to seek counsel and guidance from those committees. Two general types of committees are:

1. Interest-based advisory committees (sometimes referred to as "specific" or "topical" advisory committees) and
2. Place-based advisory committees (sometimes referred to as "general" or "overall" advisory committees).

With interest-based committees, potential advisors are identified because of their interest and knowledge about a specific area of extension responsibility. Examples of interest-based committees include 4-H youth advisory committees, dairy advisory committees, family and consumer sciences (FCS) advisory committees, etc. With place-based committees, potential advisors are identified based on their leadership and ability to represent others in the community.

A general advisory committee is constructed so that advisors represent the diverse range of interests in a community. Meeting frequency depends on several factors. If there is much to be done, or if a committee is newly organized, meetings may be as often as quarterly. However, if the agenda is less demanding, the committee should come together less often, but at least once per year.

Eliciting ideas. UI Extension faculty can use a variety of tools and techniques to elicit ideas about program opportunities from advisory committees and also to generate prioritized lists of opportunities and needs. Among the most common methods used with advisory committees is the *nominal group technique* (NGT) or similarly structured conversations, including group interviews or focus groups. Advantages to conversational approaches are that they are conducted at meetings with the group, allowing better communication and understanding than when ideas are solicited from members individually. Find guidelines for conducting the NGT, focus groups, group interviews, etc. in *Methods for Conducting an Educational Needs Assessment* at http://info.ag.uidaho.edu/pdf/BUL/BUL0870.pdf.

Partner with organizations; meetings
UI Extension faculty frequently partner with various federal, state, or local groups and organizations, sometimes serving as an advisor for the organization, sometimes as a stakeholder. One indirect benefit from this participation is that UI Extension faculty can schedule time on the group's agenda to discuss needs and opportunities for educational programming. An offer to help fill an agenda with a well-planned discussion is normally graciously accepted by the group's leadership and lends itself well to documentation of credible stakeholder input.

Benefit-cost analysis helps set priorities
A frequently overlooked tool to help establish program priorities is to assess costs and potential benefits expected from an educational program. Some program characteristics necessary to do this analysis include:

- Cost of personnel and operations to conduct the program;
- Size of the target audience for the program;
- Proportion of the target audience likely to be influenced by the program; and
- Gains to be made if the problem is successfully addressed.

Using the logic model framework to describe the situation, assumptions, external factors plus crucial inputs, outputs, and outcomes provides the necessary information for a benefit-cost analysis.

Program evaluation can help identify future programs
Feedback from learners is valuable input to help identify and select topics and approaches for future educational programs. Surveys and questionnaires completed by clientele following an educational program can both identify and prioritize topics for follow-up training. These instruments can measure knowledge and awareness (to help characterize "need" for educational programs) or to measure interest and desire (to help characterize "demand" for educational programs).

Professional judgment, staying current
UI Extension faculty are expected to remain current in the state of knowledge and practice in their areas of expertise. New technologies, policy changes, social and biological trends, and scientific knowledge are often identified and discussed as part of professional conferences and publications, and should be incorporated by UI Extension faculty into program planning, as appropriate.

Environmental scanning
Trends in business, communities, science, economics, education, and society are reported as individual events and occurrences in news media and elsewhere. Observant educators remain aware of patterns, trends, and changes in society, and translate these observations into issues and opportunities that may be addressed through educational programs.

DEVELOPING A UNIVERSITY OF IDAHO EXTENSION PROGRAM: LOGIC MODEL HELPS

The steps to develop a University of Idaho Extension program are described in a logic model. The basic questions that must be answered in order to develop an effective program are:

In order for change to occur...

1. What do people need to know?
2. Who needs to know it? and,
3. What do I need to do to facilitate that learning?

Create learner objectives

Use the answer to the first question (What do people need to know?) to help you create learner objectives. Learner objectives are the compass that guides the educational process. Clear and specific learner objectives guide the development of educational products and events and are necessary to assess whether the program is successful. Write clear, unambiguous learner objectives.

For UI Extension faculty trained in disciplines other than education, the importance of clearly stated learner objectives is often underestimated. Unfortunately, it is common for educators to realize how important clear objectives are only after a program is delivered, and then educators realize they lack useful indicators to measure success.

Good learner objectives translate into expected outcomes resulting from an educational program. Such learner objectives are plugged into the logic model as short-term outcomes and can be measured to document the most direct consequence (impact) of the program.

Write learner objectives specific enough to measure results objectively and without ambiguity. It is not enough to state as an objective that: "Participants will learn new methods," and then to ask whether they "learned something new." Instead, make objectives specific enough that an evaluation instrument allows the learner to demonstrate that learning that has occurred.

Examples of good learner objectives:

- Dairy workers will be able to list 5 sanitation techniques for the milking parlor that protect herd health.
- Diabetics will be able to list foods that help stabilize blood glucose levels.
- Home gardeners will cite at least 3 ways they can reduce the amount of pesticide necessary to protect their vegetable gardens from pests.
- Third graders will demonstrate how to wash their hands properly to eliminate germs that can make them sick.
- Grain growers will state at least one strategy for selecting new pesticides to control weeds with the least risk of herbicide resistance occurring.
- Family forest owners will map a forest resource using GPS/GIS systems.
- Volunteer leaders will describe how cooking and sewing projects contribute to self-sufficiency in primary-age children and what leaders can do to amplify that benefit.

Target your audience: Who needs to know?

Answer to the second question—Who needs to know it?—identifies the target audience for your educational effort. It is important to describe the target audience in specific terms in order to:

1. Effectively market the program to those who will benefit, and
2. Measure whether the program had the desired impact on the audience.

For example, an educational program that seeks to teach people "recommended eating behaviors for diabetics" should target

1. People with diabetes, and
2. People who cook for/care for others with diabetes.

While other potential audiences may have an interest and may participate and learn from the program (perhaps a whole foods retailer), it is unreasonable to expect the same outcomes to occur. Therefore, if the program is to target multiple diverse audiences, marketing strategies and intended outcomes should be described for each audience.

Designing a program: What do I need to do?

The first step is to *analyze the needs of your target audience*. In some cases, the target audience may not even know that a problem exists or that a solution is available. In those cases, the program will need to create awareness of the issue and of opportunities for the audience to learn to deal with the issue. Sometimes your audience will be aware of issues, and just learning about best practices is enough to stimulate action by the learners. At other times, the audience must also be motivated to take action, must have confidence in their abilities, or must acquire additional resources to make a change.

The second step is to *evaluate potential methods and modes of delivery* for your educational program and then select a suite of extension methods that balance the needs of your audience with the nature of subject matter. For best delivery method, consider age-appropriateness, respect for confidentiality around sensitive topics, technical difficulty of the topic, opportunities to learn-by-doing, time available for your audience to participate, and dozens of characteristics unique to your audience/topic combination.

Increase awareness: UI Extension methods

Among the most common methods used to increase awareness of a problem and of learning opportunities are:

- ***Mass media***: Use radio, television, and newspaper stories to expose the public to important problems or issues and to announce educational programs. For example, horticulture educators have used radio programs and weekly newspaper columns to raise awareness about pest outbreaks, water shortages, and upcoming extension programs that teach the public to deal with those issues.
- ***Newsletters***: Use electronic or direct-mail correspondence to describe issues and to announce programs. For example, food safety educators write an article about health risks associated with preparing Thanksgiving dinner and storing leftovers and announce a beginning class for food safety advisors.
- ***Personal contacts***: Use meetings with organizations and individuals to introduce issues and discuss opportunities. For example, a beef specialist meets with the marketing committee of the Cattlemen's Association and informs them of a new online auction Web site, inviting participants to an exploratory committee to assess local online opportunities.
- ***Flyers and brochures:*** These are most valuable for making people aware of a specific event or educational product. They can also be used to build limited awareness of a problem or issue. Placement of these products can improve effectiveness. For example, post flyers for horticulture seminars and canning workshops at the garden store; brochures for canning workshops and family finance classes at local churches; post announcements for family finance classes and identity theft workshops at relevant businesses (check-cashing stores and banks); and advertise identity theft workshops and senior fitness classes at senior centers.

Often educators use multiple and nested means to raise awareness of issues and problems. For example, raise awareness of an emerging water shortage at a program about new grain varieties and also in a weekly horticulture column, and then follow up with specific programming about water conservation.

Teaching and learning: UI Extension methods

Once the target audience is characterized and learner-objectives articulated, the educator works through steps of the logic model to plan and design specific activities, events, or products that support the overall extension program. The model includes a description of outputs—what will be done and what will be produced—and it serves as a plan of work for the activity. Steps are the same as for the overall extension program, paying close attention to what must be done to attract and engage the target audience, to facilitate the desired learning, and how learning will be documented.

Scale is a notable difference between a "major program" plan and an "activity or event" plan. For activity plans, outcomes are described as direct changes that happen because a client participated in the activity. For most educational events, those benefits are described as learning that has occurred for individual members of the target audience.

Teaching and learning occur through formal, informal, or non-formal means.

Formal education achieves specific learner objectives by a detailed curriculum and normally includes "classes" for which students register, receive training, and are rigorously evaluated.

Informal education is "one-way" communication in which the educator distributes information, but interaction and evaluation are not significant. Informal education includes learning by reading articles, watching documentaries, etc.

Non-formal education. Most extension programs are considered to be non-formal education, but may be a combination of all three approaches. Non-formal methods are designed to meet specific learner objectives and to provide two-way interaction between the instructor and learner, similar to formal education. Non-formal approaches, however, do not normally include the rigorous evaluation of individual learners. Formal acceptance into a program, course registration, learner work products (like term papers), and ongoing student assessments are not necessary. Because it is less intensive, it is common for evaluation of non-formal education to focus on learning that takes place for the group, not the individual.

Use Idaho-wide survey results

Educational methods should be selected to fit the target audience and the subject matter of the program. In 2005, UI Extension published results and analyses from the statewide survey *Your Idaho Community: current and future needs* (http://www.extension.uidaho.edu/admin/Idaho-Community-Survey-Results.pdf). Information in it will help you understand expectations and needs of certain types of audiences. For example, people in metro areas and working adults with children in the home are more likely to participate in weekday evening programs than they are during the day or on weekends; seniors are more likely to participate during the day than during evenings.

Survey results also suggest that *general interest topics* (topics relevant to a broad audience and large numbers of people—such as nutrition and water quality) are less likely to draw learners to formal courses or events. They are more likely to attract learners to informal educational products such as articles, videos, and newsletters. In other words, you may reach more "homeowners" to teach them about "water conservation" through indirect contacts than you will through formal (or even non-formal) educational programs.

At the other extreme, people will invest more of their time to participate in classes or workshops relevant to their jobs or professions. Knowing audience preferences for learning allows the educator to plan a multi-tiered approach, to create products that will be valued by a specific audience and to design an evaluation study appropriate for the intervention.

Deciding on appropriate educational methods and outputs depends on learner objectives, target audience, and nature of the subject matter, and is a skill that grows with experience. New UI Extension professionals are wise to visit with colleagues and mentors about their successes and disappointments in trying to reach specific audiences. It is important that new educators commit their event/activity plan to paper (see above) and then track the actual program development and delivery steps against those that were included in the plan. By conducting a **formative evaluation** (Did you actually do what you said was necessary for success?), the educator builds his/her own skill set to succeed as an extension professional.

EVALUATE UI EXTENSION PROGRAMS

This first section on evaluation examines evaluating major programs. For a discussion about how to evaluate individual events, see page 18.

Purposes of evaluation

We evaluate UI Extension programs to help us:

- Plan and set goals
- Assess whether our methods are appropriate
- Measure whether our intended outcomes are achieved
- Communicate the value of our programs to stakeholders

Including an evaluation component in a program plan improves the quality of the plan and the quality and impact of the program. Improved programs occur because the evaluation plan is a deliberate description of the current situation and a logical argument for changes the program is expected to cause.

Evaluation studies are designed to collect five basic types of information:[3]

1. *Who came?*
2. *Who cares?*
3. *What was done?*
4. *What changed?* and
5. *How much did it cost?*

Answers to the first two questions allow the UI Extension professional to establish the relevance of the program. Answers to question 3 communicate quality of the work; question 4 documents the outcomes and impacts; and question 5 underscores the value to our stakeholders.

Establish a baseline for evaluation

As described in the planning module on page 5, there is a direct relationship between the needs assessment and the situation statement. If your needs assessment yields information about what your target audience already knows and does, then describing the situation in terms of that data will establish the baseline for your evaluation.

To plan an educational program, your problem statement should describe what your target audience already knows (or does not know) and what additional knowledge is needed. Specific knowledge needed by your learners is further detailed in your intended short-term outcomes. Mid-term outcome baseline includes a description of behaviors or practices currently in use by your target audience. The evaluation, then, compares the baseline with the post-intervention measurement of behaviors or practices used by your clientele. Finally, for a long-term outcome, describe the current economic, environmental, social, or political condition that your program is designed to affect.

Ideally, you discover a knowledge deficiency as part of your needs assessment, and you describe the deficiency in finite, measureable terms. For example, 75% of respondents feel unprepared to teach their own children how to read; or 18 of 25 participants are unaware of the most likely sources of energy loss in their homes.

In some cases, you can only measure practices now being used by your target audience, but not precisely what they know or do not know. Example: You may learn that 75% of home gardeners apply fertilizer only once during the year, that 60% of farmers apply pesticides to their fields on a calendar–based schedule, or that 17% of survey respondents use compact florescent bulbs. In these cases, your logic model proposes knowledge your target audience needs in order to motivate a behavior change.

Measure what you do

In your logic model, measuring actual inputs and outputs is your program's **formative evaluation** (also referred to as the *developmental* evaluation). Formative evaluation is conducted during the development and implementation of a program to help the program improve. Demonstrate improvement by measuring whether your planned and actual inputs and outputs were appropriate and sufficient to achieve your desired outcomes. Find more on this topic at University of Wisconsin Extension program http://www.uwex.edu/ces/tobaccoeval/glossary.html#f).

Questions commonly asked in a formative evaluation include:

1. Did we invest all of the resources described in the plan?
2. Were the planned resources adequate?
3. Did we use the appropriate research base interpreted for our learners?
4. Did we create the learning materials needed for our clientele?
5. Did we deliver interventions (classes) with the frequency, duration, and intensity described in the plan?
6. Did we reach the target audience, described as those who would benefit most from the education?
7. Did other external factors influence implementation of our plan?

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[3] King, N.J., and L.J. Cooksy. 2008. *Evaluating multilevel programs*. In M.T. Braverman, M. Engle, M.E. Arnold, and R.A. Rennekamp (Eds.), *Program evaluation in a complex organizational system: Lessons from Cooperative Extension. New Directions for Evaluation*, 120, 27-39.

Key to formative evaluation is a carefully described work plan. If the plan is well articulated, indicators needed for evaluation are readily identifiable within the plan.

Use results from a formative evaluation to improve an event the next time it is delivered, to re-plan the necessary inputs and outputs, to examine effectiveness of your marketing plan, to assess the quality of your materials, to provide data for benefit-cost analysis, or to make numerous other modifications to improve the program's success.

Measure program results

Assessing whether the program achieves a desired outcome is accomplished through a **summative evaluation**. Unlike formative evaluation where you measure what you did, the object of summative evaluation is your target audience. What did participants learn, do, or achieve? As part of a summative evaluation, you need to define how your audience will benefit if the program succeeds.

Summative evaluation allows you to measure changes in knowledge or behavior brought about because learners participated in your program. As part of your evaluation plan, describe **indicators** you will measure. Indicators provide evidence that change has occurred. We choose indicators that we will use because they are:

1. Reasonably easy to measure or, if indicators are available as secondary data, that data is reasonably easy to access; and,
2. The indicator is logically related to the outcome you seek.

If your plan describes more than one desired outcome, measure indicators for each outcome that you intend to document.

Measuring change requires data from both before and after the intervention. Consequently, documenting short-term outcomes requires that you measure the target audience's knowledge, skill, awareness, attitude, motivation, or perception at two points in time. This does not mean that we must give our learners the same test before and after a program. Rather, it means that you have data indicative of the start and end points.

Your pre-program data may be the same as baseline data from your needs assessment (e.g., 40% of your sample does not know about the latest technology). Or, you may gather more detailed information from your specific learners. For multi-dimensional *Major Programs*, data from the needs assessment is most useful because you implement a variety of events and activities in order to achieve the desired outcome. For individual learning events, however, it may be easier to collect audience-specific data for your comparisons (on page 18).

Measure short-term change. Once you establish the start point (baseline), you can measure short-term change by either testing audience members or by observing them to determine if they are using new information. Because we are reluctant to ask our learners to take a test, we often substitute some form of self-reporting in place of a test. *Measuring* change, however, is not the same as asking people whether they have learned anything new. To *measure* knowledge gained, it is necessary for your audience to demonstrate that the knowledge has been acquired.

With some creative thought, measuring knowledge can be performed in a way that is not invasive or obtrusive for our audiences. To do so requires carefully articulated learner objectives and some form of baseline data against which to measure change. Techniques for measuring change in knowledge will be discussed more fully in the section on evaluating an event on page 18.

Measuring medium-term change (changes in actions, behavior, methods, practices, policies, etc.) is more expensive than measuring short-term changes. This is because we rarely have the opportunity to observe changes in behavior immediately after a learning event. More often, measuring change in behavior requires the evaluator design and implement a deliberate process to observe or survey the learners at a later time (say 3-months or 12-months after the learning event).

Self report. Changes in knowledge or behavior can be measured by an expert (e.g., the educator who delivered the education) or can be self-reported. Measure self-reported outcomes by conducting a survey and asking the audience what they learned or what practices they use. For follow-up surveys, self-reporting is almost a

requirement because people are less likely to complete and return a survey if questions appear to have right and wrong answers, as would be required in an expert-reported instrument.

Observer report. As an alternative to self-reporting, conduct an expert-reported assessment by observing for yourself whether the recommended practices have been adopted. To do this, construct a "check list" ahead of time that describes the behaviors, practices, etc. that you will observe. If you expect to witness differing levels of adoption, you may also need to define in advance how to score each level of behavior on your check list. Finally, eliminate bias by pre-determining a random sample of learners to observe, or observe all of the learners who completed the program.

When follow-up surveys or measures are to be part of the evaluation of outcomes, then it is imperative that you establish a benchmark prior to the learning event(s). You will also need to gain approval from the Institutional Review Board (http://www.uro.uidaho.edu/committees/hac) for human subjects research.

Secondary data. An alternative to either self-reporting or observation to measure changes in practices may be the use of secondary data. Secondary data is information collected by someone else, usually for some other purposes. Using secondary data is appropriate when it is inexpensive and when it represents a logical indicator of your intended outcomes. The use of secondary data (as defined here) does not involve the institutional review board.

If your educational objective is to teach people about benefits of using some new products or equipment, sales records for those products may be useful indicators of adoption—secondary data potentially available from local retailers or distributors. If your educational objective is to help people comply with a government regulation, then summary records of numbers of citations for non-compliance may be available from the regulatory agency. If your program is designed to help people lower healthcare costs by limiting visits to emergency rooms and using quick-care facilities instead, then records from those businesses or from health services agencies could help you measure change.

EVALUATION OF UI EXTENSION EVENTS

Goal of most University of Idaho Extension events is to transfer knowledge to the target audience. Measuring success of such an event requires that the specific knowledge be described in terms of the target audience; e.g., 1) participants will select from a list the recommended number of daily servings of each food group, or 2) attendees can describe at least two economic benefits of scouting for pests.

To measure whether learning has occurred, first describe evidence of the learning (indicators). Indicators are the actual measurements that will be taken. Examples of indicators include: 1) participants' ability to rank food groups in order of recommended number of daily servings; or 2) attendees' ability to explain why costs for pesticide applications decrease when scouting is performed.

Measuring actual change requires a pre-test and a post-test, but evaluation studies founded on a needs assessment will not require a pre-test if the intended outcomes are written as an endpoint rather than as a change (in knowledge, behavior, etc.). For example: "Following the lesson, 90% of participants will be able to create a rudimentary map using a GPS device."

If you do need to collect specific pre-program data to measure change from a single event, keep in mind that evaluation does not need to be boring, repetitious, or onerous. Use a combination of methods to assess knowledge and a variety of ways to ask questions to improve the quality of learning that takes place.

For example, give a pre-test orally. Rather than simply explaining what your objectives are for the lesson, devise a pre-test to "introduce" the lesson. Ask your audience for a show of hands to represent "How many of you know the answer to this question … ?" Then ask who would be willing to share his/her answer with the group and have the group listen carefully. Next, ask how many agree with that answer. Then ask what other people believe is the answer, and so on. If you pay attention to what the audience believes, or work with a second observer to take notes of the discussion, this method not only gives you data about the pre-knowledge of the

group, but also improves learning and retention by preparing your audience members for lessons they are about to experience.

If you choose to use an actual **pre-test** and **post-test**, you can increase interest by constructing different questions in the two tests to use as indicators of the learning. For example, in a pre-test you might ask, "What kind of information is found on a pesticide label?" In the post-test, you might ask learners to check a list of "items of information you will find on a pesticide label." You do not need to verify that your audience learned everything on your list of objectives. You only need to ask a few specific questions as "indicators" that they achieved your learner objectives.

For some educational events, it makes sense to measure only at the end of the program. This may be sufficient when your learners are required to pass an exam for certification, such as a pesticide applicator's license or a food handler's certificate. In these cases, the intended outcome is not that the audience "learns" specific information; rather that they "demonstrate" sufficient knowledge to be certified.

A common practice in extension is to ask learners to complete a "retrospective" questionnaire at the end of the program. A retrospective instrument has as its purpose to collect pre-program data, but to collect it at the same time as post-program data.

A sample question pair for a retrospective survey might be;

"How would you rate your knowledge about washing machines prior to the program? High, medium, or low," and

"How would you rate your knowledge about washing machines after the program? High, medium, or low,"

Evaluation plan elements

Creating an evaluation plan is as simple as filling in the following table.

Figure 4. Evaluation plan template: Fill all columns to complete your plan.

What do you want to know?	What are your indicators?	What is the source of your data?	What methods used to collect your data?	What is the time-line/schedule for the program and evaluation?
How many members of the target audience have learned how to use soil moisture data to schedule their irrigation?	1) Participants demonstrate that they know how to read moisture graphs. 2) Participants are able to identify the correct moisture stress levels for their crops.	Participants who complete two 3-hour sessions of precision irrigation workshop.	1) Pre-test questionnaire. 2) Mid-session observation and flip-chart records as work groups report the results of their moisture graph analysis. 3) Final "quiz" where participants match different crops to appropriate stress tolerances.	Sessions delivered from 4:00-7:00 on June 12 and June 19. Pre-test questionnaire as part of introduction to workshop; mid-session reports at conclusion of session 1; final quiz at conclusion of session 2.

Deciding what to evaluate

Committing resources to perform evaluation should be scrutinized just like any other commitment of resources. The following guidelines should help prioritize which programs to evaluate.

1. ***Major program events***. Invest evaluation resources in programs that will show a significant outcome. In order for a significant outcome to occur, the program should address an important issue, and program objectives must be relevant and achievable. In most cases, any major program that commands 20% or more of a professional's time (about 45 days per year) should be expected to result in a significant outcome. For individual events, the first priority for evaluation should be events that contribute to a major program.

2. ***Importance to stakeholders***. Evaluate programs that are important to your stakeholders. The goal here is to be able to demonstrate that you are successfully addressing important issues. Your ability to describe the issue in terms of importance to stakeholders depends on having credible needs assessment data.

3. ***Repeated programs***. Evaluate programs that you intend to deliver repeatedly. Once you have good data to document outcomes from a particular program, then that data can be used again and again to communicate the impact of your program, with only periodic re-evaluation to monitor your impact.

4. ***Answer these questions***. Before evaluating any program, you need to be satisfied with your answers to the following questions:
   - Do you have a good understanding of the program you want to evaluate?
   - What is the purpose of the evaluation?
   - Who has a stake in the evaluation?
   - What evaluation methods are most appropriate?

Links to evaluation resources

From University of Kentucky:
http://www.ca.uky.edu/agpsd/soregion.htm or
Program Development and Evaluation Resources A Project of the Southern Region Program and Staff Development Committee

From Penn State University:
http://extension.psu.edu/evaluation/ or Penn State University Cooperative Extension and Outreach Evaluation Resources

From University of Wisconsin Extension:
http://www.uwex.edu/ces/pdande/ or
The Program Development and Evaluation Unit University of Wisconsin Extension

From University of Tennessee Extension:
http://agweb.ag.utk.edu:8090/eesd/eesd.nsf/Evaluation%20Resources?OpenPage or
University of Tennessee Extension Program Evaluation Resources

Links to *Journal of Extension* evaluation articles

Using Research Methods to Evaluate Your Extension Program
http://www.joe.org/joe/2002december/a1.php

Program Evaluation: Use It to Demonstrate Value to Potential Clients
http://www.joe.org/joe/2003august/comm1.php

A Model for Integrating Program Development and Evaluation
http://www.joe.org/joe/1998june/rb5.php

Are Open-Ended Questions Tying You in Knots?
http://www.joe.org/joe/1999august/iw2.php

Another Kind of Evaluation [qualitative evaluation methods]
http://www.joe.org/joe/1984november/a1.php

REPORTING ACCOMPLISHMENTS

Reporting schedule

- **October 31**. All contributions to topic team reports are to be completed by October 31; late contributions will not be incorporated in the statewide report.
- **November**. Individual accomplishment reports and updated CVs are normally due to district offices in November, with some variation among districts and academic departments.

Focus on priority programs

UI Extension faculty members are responsible to contribute to the UI Extension Annual Report, and are expected to create an annual report of accomplishments for their supervisors. Your annual report of accomplishments describes individual activities and accomplishments, and is organized to reflect your position description for that year. The following discussion is about topic team reports and the state extension report. Expectations for your individual accomplishment report are available through your academic department or your extension district.

Topic team reports are submitted by UI Extension faculty and staff, and are compiled into an annual state report that is required by our federal partner, CSREES-USDA. Our federal partner, with input and advice from states, has created a content-based outline for all state extension and experiment station annual reports. The reporting framework for our annual report is based on our five-year plan of work that was previously approved by USDA. In other words, University of Idaho Extension reports inputs, outputs, and outcomes specific for each topic team, to match the architecture of our plan of work.

By reporting only on our work with topic teams, we deliberately limit the scope and scale of our reporting as individuals and as an institution. Our intent is that topic teams can accommodate the most important things that our UI Extension professionals do during the year, and that individuals report their major activities and accomplishments accordingly. It is not our intent that the UI Extension Annual Report serve as a comprehensive reporting instrument for the individual professional and supervisor.

Individual reporting. At the least, each member of UI Extension faculty is required to keep records and to report the following:

1. ***Attendance***. Information about each educational event that you conduct or in which you are a presenter including:
   a. Title/topic of the event or your presentation (formal citations need to be recorded for your accomplishment report and vitae, but only summarized in topic team reports); and
   b. Estimated number of learners attending the event, broken down by race, sex, age (adult or youth) and ethnicity (Hispanic or non-Hispanic).

2. ***Peer-reviewed publications***. Information about each official publication, peer reviewed publication, and formal publication that you author or co-author; or each official multi-media product that you develop. (Again, these are citations for your annual accomplishments and vitae, but are summarized for your topic team reports.)

3. ***Popular press***. Information about each article you write for popular press, trade magazines, or other distributed media; and information about other media presentations such as radio shows or interviews. (Again, these are citations for your annual accomplishments and vitae, but are summarized for your topic team reports).

4. ***Team output targets***. In addition to information about your outputs, each topic team has a list of team output targets that are reported each year.

5. ***Help with team evaluation***. Teams also articulate desired outcomes and indicators for their work, and team members are required to share in evaluating programs and reporting those outcomes. Each team member is to measure and report some of the team's outcome indicators.

6. ***Narrative outcome summary***. Each faculty member is required to write a narrative summary of outcomes related to his/her major program for at least one topic team report.

Content for annual reports

The reporting template in CalsPlan (and for USDA/CSREES) is organized according to a logic model. Specific data and descriptions needed for the annual report are described in the following table.

Figure 5. Model includes Information required federally by CSREES and data to be reported by faculty/staff.

	Information required by CSREES (Expected methods, numbers, and targets are identified in the 5-year plan of work).	**Data to be reported by faculty/staff**
INPUTS	How are stakeholders informed about opportunities to provide input?	Faculty/staff indicate on a checklist methods used to inform stakeholders about input opportunities during the reporting year.
	How is stakeholder input gathered?	Faculty/staff indicate on a checklist methods used to collect data from stakeholders during the reporting year.
	What resources are invested to create and support a program during the reporting year?	Faculty/staff report the amount of their time (a percentage of their full- or part-time appointment) spent working on each program (topic team).
		Faculty/staff report the source and amount of all external funding (grants, contracts, etc.) spent in the delivery of topic team programs.
CONTACTS	Numbers of direct and indirect contacts; youth and adults (Direct contacts are normally counted each time teaching occurs. Numbers of students in serial courses can be reported as the number enrolled, provided the data is clearly explained.)	Number of direct contacts with adults who participate in programs (by race, ethnicity, gender).
		Number of direct contacts with youth who participate in the programs (by race, ethnicity, gender).
		Number of indirect contacts with adults who benefit from the program (through train-the-trainer outreach; through publications, Web sites, etc.).
		Number of indirect contacts with youth who benefit from the program (through train-the-trainer outreach; through publications, Web sites, etc.).

OUTPUTS	How many peer-reviewed extension publications were released?	Number of peer-reviewed UI Extension publications.
	How many peer-reviewed / refereed publications were released?	Number of publications in professional or scientific journals and book chapters.
	How many patents were granted?	Number of patents
	Other program products included in the 5-year plan of work.	Topic team-defined performance measures; refer to topic team plans; may include specifics such as:
		• Number of workshops delivered
		• Number of field days and tours
		• Number of educational presentations
		• Number of variety trials conducted
		• Number of clubs organized
		• Number of popular press articles published
		• Number of publications distributed

OUTCOMES	Topic team-defined outcome indicators and impacts; refer to topic team plans; Short-term learning/awareness/motivation indicators may include specifics such as:	Number of participants who demonstrate increased knowledge.
		Number of participants who receive certification.
		Number of participants who indicate their intentions to change behaviors.
	Medium-term action/behaviors/practices indicators may include specifics such as:	Number of participants who report that they have adopted new practices or behaviors.
		Number of new policies approved by organizations.
		Number of new teams working together to address an issue or solve a problem.
	Long-term change in economic/social/political/ environmental conditions	Change in cost of production for producer/industry.
		Change in rate of contaminants entering environment.
		Change in rate of participants succeeding in endeavors.

Inputs/Outputs Narrative	
Briefly describe the program/project What did you do, and what did you produce? (80 words maximum)	What is the problem?
	What is the research/base or curriculum that you used?
	How many classes, workshops, etc. did you deliver?
	Who participated in the program?
	What articles, publications did you produce?

Outcomes/Impacts Narrative	
Briefly describe what changed because of the project (80 words maximum)	Who learned what?
	Who is using different practices or behaviors?
	How is the economy, environment, or social situation different?
	How do you know that it is different? What articles, publications did you produce?

Other reporting expectations

Documenting accomplishments of a UI Extension professional requires a record of detailed information not required for the UI Extension Annual Report. The kinds of information to be documented are aligned with the University's Curriculum Vitae expectations that are displayed on the university Web site at http://www.webs.uidaho.edu/facultysecretary/. Note that there are currently two different forms for CVs. One is specific to the needs of UI Extension educators.

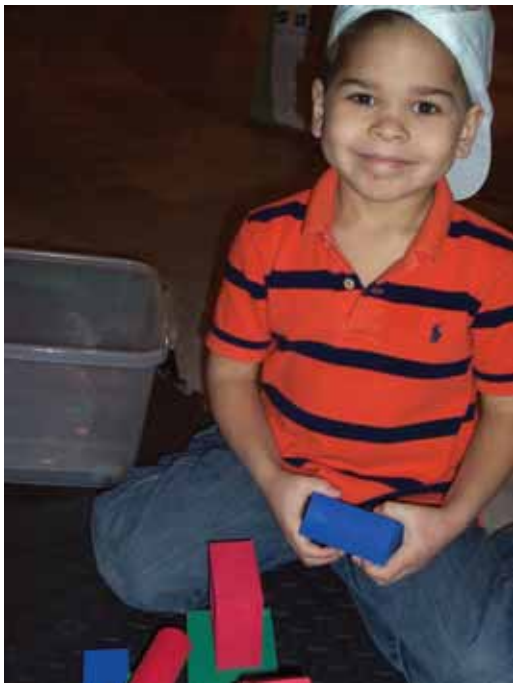
New tool to track your accomplishments

The university is building a tool to accommodate needs of all colleges and to merge our Web-based position descriptions with a comparable database for faculty accomplishments. Use Digital Measures Curriculum Vitae to record information about your specific outputs and products—titles of classes taught or presentations given, citations for publications, and other traceable identifiers for faculty work products.

Father and son practice archery at the Operation: Military Kids camp.

Program example 1. Sequence of activities for an example of a major program. "*Reducing the cost of winter feeding*"

SITUATION: In your needs assessment, you learn that profit and loss for local livestock producers hinges on length of winter and the amount and cost of hay fed.	
1. Research ways to reduce the cost of feeding hay and learn about:	
a. Promising varieties of forages that green-up earlier in the spring, and	b. Management intensive grazing practices to extend grazing season.
2. Recruit a cooperator to plant new varieties; document success of establishment, green-up dates, and productivity of new varieties in your area.	
3. Increase awareness and motivation for clientele to adopt new practices through a series of newsletter articles or local newspaper columns that include topics like: economics of winter feeding; differences in phenology and grazing tolerance of forages; grazing practices that have worked to extend the grazing season in other locations.	
4. Organize, advertise, and present a workshop for target audience on management intensive grazing (MiG). Include a questionnaire to verify the forage species grown and level of grazing management currently used by participants.	
5. Promote and advertise opportunities for participants to learn more about MiG.	
6. Evaluate success of variety trials; prepare research report in audience-friendly format.	
7. Hold field days/tours of variety trials, perhaps as part of county cattle growers meeting.	
8. Publish results of variety trials in a UI Extension bulletin.	
9. Conduct follow-up evaluation to document changes in practices (grazing management, forage varieties).	



Above: A family meets with UI nutrition advisor Dixie Long.
Right: Youth play and learn with blocks at Block Fest.

Program example 2. Sequence of activities for an example of a major program: "*Reducing health risks associated with nitrate intake*."

SITUATION: In your needs assessment, you learn the concentration of nitrate in the local aquifer is higher than recommended levels for drinking water.	
1. Research ways to protect against nitrate intake and learn about:	
a. Various methods, test kits, and companies that test well water for nitrate.	b. Causes for nitrate contamination and best practices to protect the aquifer.
2. Form partnerships with state or federal agencies responsible to protect health and environment. Write a grant proposal to support an educational program.	
3. Create and deliver a public awareness campaign to inform residents about nitrate hazards and mitigation.	
4. Create posters for use on water-testing day and to post around town, describing best practices to protect well heads from contamination. Create "Water Tips" brochure.	
5. Advertise and coordinate a "Test Your Water Day" using grant funds or local contributors to provide testing and analysis. Hand out "Tips" brochure to residents who have their water tested. Results establish a baseline for long-term evaluation. Invite partners to bring educational posters and programs. Consider that the Test Your Water Day might begin an ongoing "Water Festival" for the community.	
6. Collaborate with specialists to deliver programs about precision irrigation, nutrient management, and slow-release nitrogen sources.	
7. Write an article for local media to describe the water testing event and what participants learned by attending.	
8. Survey participants sometime after the first water testing day to assess adoption of recommended practices.	
9. Write and submit a manuscript describing results of a community-wide approach to lower nitrate intake.	

DEFINITIONS USED BY UNIVERSITY OF IDAHO EXTENSION

Lesson (class): A single educational event lasting from ½ hour to 3 hours; narrowly focused and normally involving a single instructor.

Conference: A gathering of people as part of a community of interest or to discuss, share, plan, teach, or learn about issues important to the community. A conference may be a gathering into a single location or a gathering in time, through a telephone, video, or Internet conference.

Course: A series of (normally) 5 to 40-lessons contributing to a single curriculum with a single instructor (or lead instructor) in which topics are presented in a predetermined sequence, and students are responsible to internalize learning between lessons (study/homework); learners attain a desired level of mastery by building upon knowledge gained in previous lessons.

Short course: A series of lessons offered on a compressed schedule (e.g., over two days). The desired level of mastery to be attained is truncated to reflect reduced investment of time by learners (no studying/homework). The primary distinction between a short course and a workshop is that a short course addresses learner objectives through a single, integrated curriculum, while a workshop may include lessons or presentations that have not been formally integrated into a curriculum.

Presentation: A single lecture or talk directed toward a limited number of learner outcomes to be accomplished during the event; often contributing to an overall meeting agenda or educational curriculum (as for a workshop, course, or symposium).

Poster presentations: A visual presentation used to explain a specific project or specific results without the necessity of the author being present.

School: A place where educational programs are delivered. For UI Extension, the term is used to describe an annual workshop or short course designed to serve a targeted audience (e.g., cereal school).

Symposium: A single educational event often associated with scientific or academic professional development, in which various experts present leading-edge information and technologies related to a theme or specific topic and relevant to an audience of their peers.

Tours and field days: Educational events conducted in applied settings, allowing learners to witness the effects of knowledge put to work; may involve presentations as well as experiential learning activities.

Workshop: A single educational event to address a general topic (theme); ranging in duration from ½ day to several days. Subject matter for a workshop includes several specific topics, all related to the theme of the workshop. The primary distinction between a workshop and a short course is that a workshop is not designed to deliver a single, integrated curriculum.

Events and activities of engagement

UI Extension faculty and staff become engaged with stakeholders and members of communities through a variety of proven methods. These include: service on community boards, commissions, and committees; coaching community organizations; service as advisor to agencies and organizations, etc.

In most engagement activities, education occurs through dialogue and shared experiences, without benefit of a curriculum or planned lessons. Engagement involves co-learning and exploration with stakeholders, wherein the educator serves more as a guide or coach than as an instructor.

Products for transfer of knowledge and information

UI Extension publications: Original works that have been peer-reviewed and approved for publication (sign-off by department head and extension associate director); and that have been through editorial review by Educational Communications. Extension publications are identified by publication numbers (Current Information Series, CIS, or Bulletins, BUL) and are available to the public upon request to Educational Communications. Find a catalogue to all UI CALS publications at http://info.ag.uidaho.edu:591/catalog/default.htm. UI Extension publications may be distributed in print or electronic forms. Find proposal forms at http://info.ag.uidaho.edu/services.html and select "Publishing/publication proposal forms."

Peer-reviewed publications: Peer review is conducted in order to validate methodologies, check assumptions and procedures, and to corroborate results and conclusions. Publications in this category have been developed following the publisher's procedures, including circulation to peer reviewers, analysis and documentation of peer-reviews, and incorporation of reviewers' suggestions into the final product. Examples of peer-reviewed publications include book chapters and articles in scientific and professional journals. Abstracts and proceedings are rarely subjected to a review process and generally are not considered peer-reviewed publications.

UI Extension newsletters and work products: Locally published (at county or department level) and distributed to disseminate information or to support extension programs and events, these may include fact sheets, instructional/study guides, reference lists/bibliographies, and original class handouts.

Refereed publications: These normally describe procedures used by scientific journals including that of "blind peer review" in which the author is not known to reviewers and reviewers are anonymous.

Proceedings: One among a collection of papers presented as part of a conference and published concurrently or following the conference. Proceedings may or may not be subject to editorial or subject-matter review.

Abstracts: A description of an article or presentation, not a stand-alone publication.

Popular press articles: Articles published in newspapers or other media that reach non-targeted publics. Articles in this category identify the author in the by-line.

Trade publications / Industry publications: Periodical or occasional publications distributed to targeted audiences including members of an interest-based organization. Articles may be solicited or volunteered for publication and are normally subjected to editorial review, but are not exposed to expert review or peer review to validate the credibility of the paper.

Interview articles: Articles occur in popular press, trade publications, or other sources in which an expert is interviewed by the journalist and is named in the article as an expert source for the information provided.

Types of UI Extension contacts

Direct contacts – teaching: Direct teaching contacts include face-to-face contacts with:

1. Members of the public who attend an educational program that was advertised for public participation;
2. Members of the public who visit an extension office and who receive EDUCATIONAL assistance from an educator;
3. Members of the public who request and receive personal education from extension educators in the form of farm visits, home visits, etc.

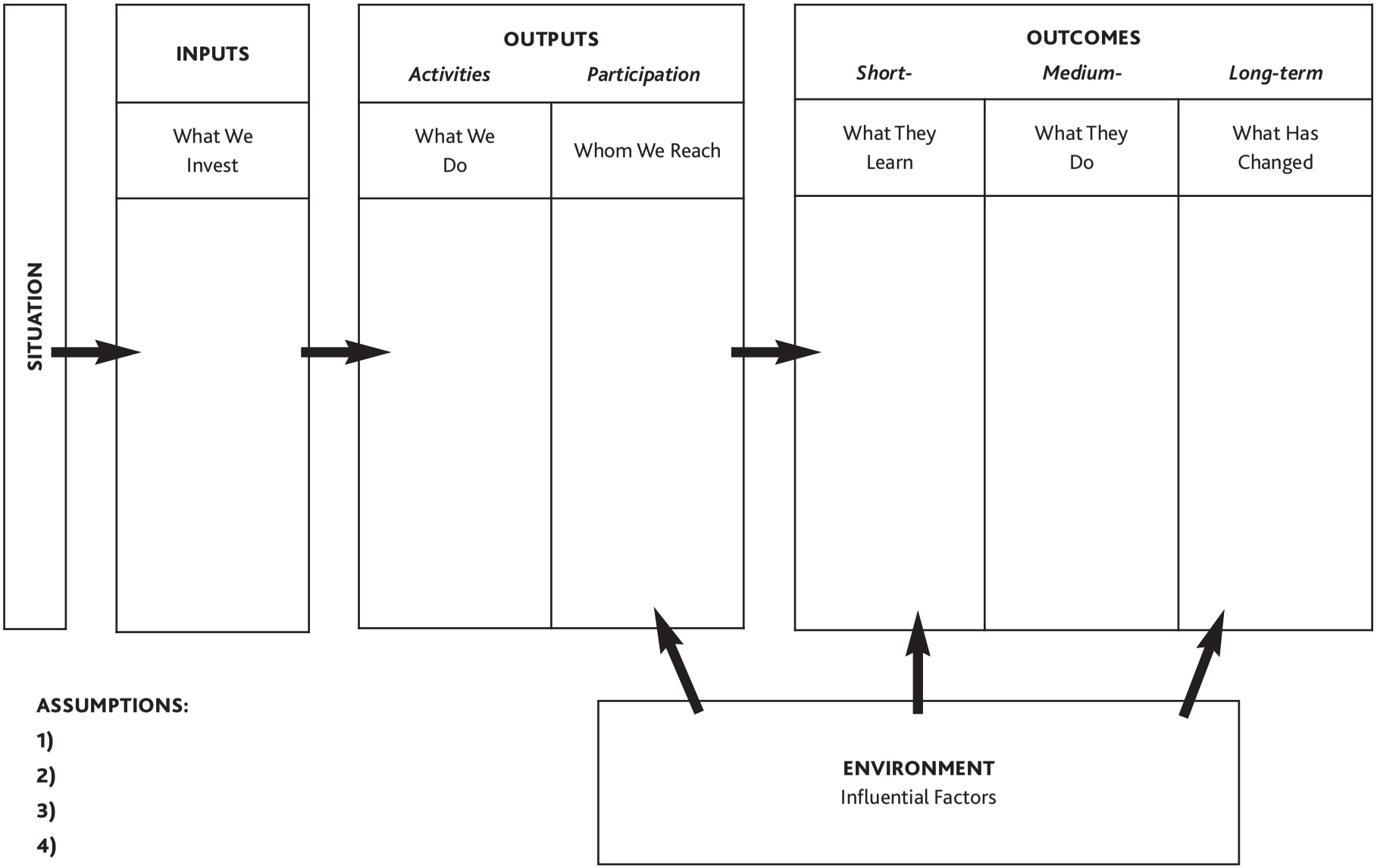
How to count contacts. Data about direct teaching contacts are collected by educators and reported as part of their annual accomplishments. Our standard practice is to count each learner at each teaching event. When a workshop involves two or more instructors presenting at different times during the workshop (say, one at 10 a.m. and one at 11 a.m.), then each instructor is permitted to count those learners. However, when *team-teaching* a lesson, the contacts should only be reported a single time by the lead instructor. Also, if you are teaching a "course" where learners enroll and attend weekly classes, for example, you may report the number of learners only once, taking care to explain that the learners attended a total number of classes over a period of time.

Statewide data are summarized and reported as part of the UI Extension Annual Report. Data about direct teaching contacts includes total number of learners plus: race, Hispanic/non-Hispanic, sex, and age (youth or adult).

Direct contacts – engagement (non-teaching engagement): Direct engagement contacts include face-to-face contacts with members of the public (including agency personnel, officials, and other professionals) that are not specifically related to teaching. Engagement contacts occur during committee meetings, advisory boards, public forums and other events where the educator is not presenting a prepared program or helping individuals learn about specific topical information. Data collected for direct engagement contacts are similar to direct teaching contacts.

Indirect contacts: Indirect contacts include learners reached through programs delivered by others who were trained as part of an extension educational program (Train-the-trainer). Indirect contacts also may include those made through newsletters, publications, Web sites, etc. Because there is no way to ensure accuracy about demographics of the audience, data about race, ethnicity, sex, and age is not collected or reported. When possible, total numbers of indirect contacts are reported.

Figure 6. Logic Model: Program Performance Framework template



University of Idaho
Extension

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Published September 2009