Think of evaluation as...

asking questions for the purpose of learning about our program. Our goals in conducting an evaluation are to (1) continually improve our programs, and (2) communicate program outcomes to our clients and stakeholders.

Think of accountability as...

showing results to our clients and stakeholders that justify the investments made in our programs.
Objectives

• Describe Extension accountability: local, state and Federal
• Describe your role in Extension accountability
• Gain practical ideas for program evaluation
• Identify effective impact statements

Describe Extension Accountability
Local, State and Federal

Federal Accountability

• Smith-Lever Act of 1914 and NARETPA of 1977
  • Requires Plan of Work
  • Requires Annual Report
• GPRA of 1993
  • Requires Plan of Work format
• AREERA of 1998
  • Requires Multistate Extension and Integrated Research and Extension
State Accountability
- TN Governmental Accountability Act of 2002
  - Performance-Based Budgets
- Governor
- Legislators
- University Systems
  - THEC
  - TN Board of Regents

County/Local Accountability
- Citizens
- County Agriculture Committee
- County Commission
- County Mayor

Departmental Accountability
- Department Head
- Advisory Groups
- Industry stakeholders
- Government leaders
Describe Your Role
In Extension Accountability

Agent Reporting
- Activity Reports (monthly)
- Impact Statements (annually)
- Appraisal (annually)
- County Civil Rights Compliance Report (annually)
- Program Area Reports: EFNEP, 4-H Youth Enrollment, etc. (annually)

Specialist Reporting
- Activity Reports (monthly)
- Impact Statements (annual)
- Appraisal (annual)
- Program Area Reports: EFNEP, 4-H Youth Enrollment, etc. (annual)
- Potentially propose statewide topics and outcomes for reporting (varies)
How is your data used?

- Budget analysis
- Prorate dollars for Federal reporting
- Show improved quality of life, environmental vitality and economic development
- UT outreach database
- External and internal communications

Gain Practical Ideas
For Program Evaluation

Key Questions
- Do you have a program?
- Is this program a priority?
- What are the objectives?
- What are the outcomes?
- What are the outcome indicators?
- What is the purpose of the evaluation?
- What are you evaluating?
Different Stakeholders/Different Data

- Objective data
- Subjective data
- Quantitative
  - Meaning with numbers
- Qualitative
  - Meaning with words
Process Evaluation
- Resources
- Activities
- Participation
- Reactions

Evaluating Knowledge Gained
- Scores on knowledge test (pre/post)
- Participants' perceptions of knowledge gain (post-only, post-then-pre)
- Reported observed change in knowledge

Evaluating Attitudes
- Participants' perceptions of attitude change (post-only, post-then-pre)
- Reported observed change in attitude
Evaluating Skills

- Observation
- Participant perceptions of skill level change (post-only, post-then-pre)
- Survey or interview

Evaluating Aspirations

- Participant-reported aspiration changes
- Survey or interview
- 4-H Record Books

Evaluating Practices

- Direct observation/evidence of practice adopted or used more
- Participants report adoption or more use of practices
- Participants say they are now using the practice (survey or interview)
Evaluating Conditions
- Valid measures that show change in social, economic, and/or environmental conditions
- Records, databases, research
- Perceptions of participants or others of SEEC changes (post-only, post-then-pre, surveys or interviews)

Questionnaires
- Match question to scale
- Don’t have bunches of scales and different questions
- As simple as possible
- Stick to what you have to know

Response Scales
- “Response set”
- Match the responses to what you are measuring (outcomes)
- Measuring:
  - behavior or practice change
  - attitudes or opinions
  - skill improvements
How do you feel about attending parenting classes?

_____ 1. Strongly Oppose
_____ 2. Oppose
_____ 3. Neutral
_____ 4. Favorable
_____ 5. Extremely Favorable

Pre-Test and Post-Test

• No need to say “pre-test” or “post-test” to your participants
• PRE = “It’s time to begin. First, you will complete a very short exercise that will help you prepare for our program.”
• POST = “The last part of our workshop will allow you to review what we have done over the past three months.”
Post-Then-Pre Example

Please think about your forage management practices now and before this program. Please check which, if any practices you do now (left) and then check which, if any, practices you were doing before this program (right).

<table>
<thead>
<tr>
<th>NOW</th>
<th>BEFORE THIS PROGRAM</th>
</tr>
</thead>
<tbody>
<tr>
<td>____</td>
<td>1. Sprayed for broadleaf weed control</td>
</tr>
<tr>
<td>____</td>
<td>2. Planted clover in pastures</td>
</tr>
<tr>
<td>____</td>
<td>3. Stockpiled tall fescue</td>
</tr>
</tbody>
</table>

Better Forage Management

Beef producers in a recent UT/TSU Extension program gained knowledge and took action to improve their forages and their profits. Questionnaires completed by producers showed that before the program, fewer than 10% completed any of the best management practices. After the program, the 50 producers reported that:

- 100% sprayed for broadleaf weed control.
- 90% improved their pastures with clover.
- 80% stockpiled tall fescue.
### Integrated Pest Management (IPM)

Below are some IPM practices. For each practice, please circle the answer to show what is true for you.

<table>
<thead>
<tr>
<th>Practice</th>
<th>Did Before Program</th>
<th>Started Since Program</th>
<th>Plan to do Within Three Months</th>
<th>No Plans</th>
<th>Does Not Apply</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plant a pest resistant variety</td>
<td>Before</td>
<td>Started</td>
<td>Plan</td>
<td>No Plan</td>
<td>NA</td>
</tr>
<tr>
<td>Released a beneficial insect</td>
<td>Before</td>
<td>Started</td>
<td>Plan</td>
<td>No Plan</td>
<td>NA</td>
</tr>
<tr>
<td>Scout my fields</td>
<td>Before</td>
<td>Started</td>
<td>Plan</td>
<td>No Plan</td>
<td>NA</td>
</tr>
</tbody>
</table>

### IPM Impact

Cotton producers were targeted this year for Extension IPM education programs. Because of this program:

- 40 producers now plant a pest resistance variety.
- 60 producers have released a beneficial insect.

In addition, 10 producers plan to adopt these practices in the next three months.

### Achieving Goals
Achieving Goals: SUPER Style

Create valid and reliable instruments in SUPER’s Program Evaluation Network.

Food Safety

- Uses separately labeled or color-coded cutting boards
- Changes disposable gloves between tasks
- Washes hands before and after when working with raw foods
- Cleans and sanitizes food contact surfaces that touch contaminated food before they come in contact with cooked or ready to eat food
- Stores raw or contaminated food below cooked or ready to eat foods to prevent them from touching or dripping fluids

Preventing Cross Contamination Between Meats and Ready to Eat Foods
Positive Evaluation Results

- County Ag Committee
- Advisory Committee
- Industry Stakeholders
- Target audience
- Elected officials
- Apply for awards, dossier, share with your peers
- Set goals - move to the next level

Less Than Positive Results

- Improve programs
- Set goals
- Set priorities
- Eliminate ineffective programs
- Share with Advisory Committee
- Share with your peers

Online Evaluation Resources

- SUPER  
  http://super.tennessee.edu
- Program Evaluation Network  
  http://pen.tennessee.edu
  Access within SUPER
- UT Extension Evaluation and Staff Development  
  http://eesd.tennessee.edu
Identify Effective Impact Statements

You can do it!

Annual impact statements

- Impact statements:
  - Issue (Relevance)
  - What Has Been Done (Response)
  - Impact (Results)
- Need to be:
  - Concise and readable
  - Focused on outcomes

How may I help you?

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