

## Arizona Cooperative Extension Proposal Requests - Working Group Award

<b>Title:</b>	Program Evaluation Research and Support 2007-2008
<b>Program Area(s):</b>	Agriculture and Natural Resources Family, Consumer and Health Sciences 4-H Youth Development
<b>County affiliate(s):</b>	Gila - Sabrina Tuttle Graham - Melvina Adolf Maricopa - Bryan Chadd Maricopa - Erin Taylor Maricopa - Kai Umeda Maricopa - Monica Pastor Maricopa - Sharon Hoelscher Day Maricopa AC - Victor Jimenez Mohave - Jonathan Long Navajo - Matt Livingston Pima - Dan McDonald Pinal - Rick Gibson Santa Cruz - Darcy Dixon Yavapai - Patty Merk Yuma - Kurt Nolte
<b>On-campus or Experiment Station affiliate(s):</b>	Ag Education - Jack Elliot Entomology - Dawn Gouge Extension Administration - Lisa Lauxman Maricopa AC - Al Fournier Norton School - Mari Wilhelm OALS - Jim Chamie Other: Amir Ajami (Int.Ag)
<b>Lead Faculty:</b>	Maricopa AC - Al Fournier
<b>This Working Group was previously funded:</b>	Yes
<b>University fiscal year:</b>	FY2006
<b>Report of Working Group accomplishments (Outputs and Outcomes) from 2006 – 2007:</b>	<ul style="list-style-type: none"> <li>• Conducted two working group meetings (August 2006 &amp; May 2007).</li> <li>• Developed and implemented an assessment of extension faculty PE needs (see attached summary report). This is the major output of our group for year 1. This evaluation provides baseline data on extension faculty PE practices, perceptions, and training needs. The results of the survey will be made available online to help increase faculty awareness of PE needs and of the PERS WG as a resource.</li> <li>• Based on the faculty survey, the WG developed a work plan for year 2 and identified some longer-term (3-5 year) working group goals.</li> <li>• Based on faculty survey, we determined an immediate need for some basic PE resources for faculty. We used WG funds to order copies of three outstanding practical PE guidebooks, and distributed these among county faculty. <ul style="list-style-type: none"> <li>◦ Mail and Internet Surveys: The Tailored Design Method 2007 Update with New Internet, Visual, and Mixed-Mode Guide, D. Dillman.</li> <li>◦ Focus Groups: A Practical Guide for Applied Research, Third Edition, R. Krueger et al.</li> <li>◦ Practical Program Evaluation: Assessing and Improving Planning, Implementation, and Effectiveness, Chen et al.</li> </ul> </li> </ul>
<b>This is a short-term output only. Over the next grant cycle, if funded, we will assemble and deliver to faculty via the web a clearinghouse of practical PE tools and examples.</b>	<ul style="list-style-type: none"> <li>• The faculty survey itself served to increase faculty awareness of and communication about effective PE practices. Data indicate the majority of respondents (53%) feel it is "very important" to improve their PE skills.</li> <li>• Communicated and partnered with the Professional Development Working Group (PDWG) to ensure</li> </ul>

complimentary function and to minimize duplication of efforts. (We have at least three common members.) For example, if funded, the PERS WG will partner with the PDWG to develop a program evaluation training as part of next year's PDWG statewide initiative workshop.

#### Faculty Needs Assessment Results Summary

The full survey results can be viewed at: <http://www.surveymonkey.com/Report.asp?U=326615373075>

(Additional outcomes included in submitted report.)

**This Working Group is connected to a state-wide initiative:** Yes

#### Which one?

Somewhat connected to Professional Development Statewide Initiative

**Budget amount requested (up to \$2,000.00):** \$2,000.00

**Budget amount approved (up to \$2,000.00):** \$2,000.00

#### Situation/issue:

Program evaluation (PE) is central to effective program planning, improvement and documentation of program outcomes and impacts. Ability to track and communicate program impacts (e.g., on APRs) also affects faculty member's professional success. Many grant applications require an effective plan for evaluation and the ability to identify and measure (quantitative and qualitative) indicators of program success. However, most extension specialists and county agents are subject experts, and few have training or expertise in effective PE research methods. Furthermore, with limited program resources available, faculty may find it difficult to dedicate sufficient time and money into evaluation processes. Currently, there is no full-time specialist in evaluation at CALS. There is a need for some level of faculty support to help improve program evaluation practices.

A core group of existing faculty with experience and interest in program evaluation formed a working group last year to begin to address these issues. In its first year of funding, the multidisciplinary Program Evaluation Research and Support (PERS) working group conducted an online program evaluation needs assessment of Extension faculty statewide. Data indicate that the majority of responding faculty (53%) feel it is very important to improve their PE skills. Based on the identified needs and learning preferences identified, the PERS working group submits this proposal for continued funding to begin to develop educational resources and outputs to support these needs.

#### Inputs including budget:

Time and energy of working group members, and of specialists and agents participating in needs assessment and otherwise providing input to the working group.

\$2,000 in working group funds to support WG meetings, travel of WG members, in-service training and web development.

#### Outputs:

Activities, Year 2: " Conduct at least 2 working group meetings (one face-to-face meeting, additional meetings may be via conference technology). Email and telephone communications to support WG activities. " Based on the faculty PE needs assessment report, we will develop and deliver at least 2 of the following 3 educational outputs this year: o It is clear that a wealth of existing resources are available for Extension program evaluation, including tools from other land grants and resources developed in-house by many of us for our individual programs. Our group will organize and corral these resources onto a single clearinghouse website as an educational outcome. o A packet of evaluation and program planning examples as a resource / handout at face-to-face training and to be included in the web resources. " Work to increase faculty awareness of the benefits of effective PE practices. Create awareness of the working group as a faculty resource to provide assistance and input on program evaluation instruments. One avenue for accomplishing this will be posting the faculty needs assessments results online. " Communicate and partner with Professional Development Working Group as needed to ensure complimentary function and no duplication of efforts. Participation: The initial target audience for our efforts is CALS Extension faculty, including campus and county faculty working in all departments and disciplines. Ultimately, program participants and other stakeholders will benefit from program improvements.

#### State at least one educational product:

" Based on the faculty PE needs assessment report, we will develop and deliver at least 2 of the following 3 educational outputs this year: o A face-to-face PE training will be developed and delivered by partnering with the existing Professional Development Statewide Initiative (PDSI). They are developing a proposed in-service program for next year

that will include two primary topics: effective teaching and program evaluation. We will partner with the PDSI group and provide input for their program, based on identified needs from our faculty survey (rather than apply for a separate statewide initiative). Although several ideas for this training have been discussed, final decisions will depend on our interaction with the PDSI group. o A packet of evaluation and program planning examples as a resource / handout at face-to-face training and to be included in the web resources.

It is clear that a wealth of existing resources are available for Extension program evaluation, including tools from other land grants and resources developed in-house by many of us for our individual programs. Our group will organize and corral these resources onto a single "clearinghouse" website as an educational outcome.

**Short-term outcomes:**

" Tools and resources for effective program evaluation will be evaluated by the PERS WG and made easily available to faculty by posting them on a single website (Professional Development website). " Faculty will benefit by participating in a face-to-face PE training as part of the Program Evaluation Statewide Initiative. " Increased faculty awareness of PE benefits and of the working group as a resource to support PE efforts; this will occur as a result of communications from our group about our activities and resources (as developed). " Enhanced collaboration between campus and county faculty on issues related to PE. " Opportunities for working group members to share ideas and serve as a sounding board for program evaluation design and implementation issues.

**Medium-term outcomes:**

" Availability of PE tools/templates and resources and their use by faculty will help increase the frequency, quality, and usefulness of program evaluation and help generate measurable outcomes and impacts. " Educational activity will enhance faculty skill in PE and improve documentation & communication of program outcomes and impacts.