



MICHIGAN STATE UNIVERSITY Extension

Writing Impact Statements



Who uses the Impact Summaries in MIPRS?

Impact summaries and evaluation results are used by those telling the collective Extension story. This includes use in reports to funders, administrators, decision-makers, and Michigan residents.

Use the Icons = For best report formatting results in MIPRS, utilize the formatting icons (bold, italicize, and underline) and the text pasting icons that are shown with a clipboard. The formatting brush can be used to repeat a certain format structure, just as this feature is used in Word.

Include More Information = Upload files with additional information or data. Identify the County location the summary applies to, otherwise it is assumed to be relevant statewide.

Tag Your Colleagues = Click the textbox to connect the report to a Workgroup or for shared credit with other staff that the narrative applies to in MIPRS.

Impact Summaries and Evaluation Results

Related to Logic Models

This narrative provides an opportunity to tell your Extension impact stories using program evaluation data. It is the primary location in MIPRS to link *outputs* (e.g., number of educational events, number of participants, description of events) with *outcomes* (e.g., indicators or collected metrics). It's the best place in MIPRS to report on an entire life of a project or program delivered. Good impact summaries have four main topics and you'll find these question prompts as default text in the narrative box.

Impact Summaries and Evaluation Results Related to Logic Models

Issue (who cares and why)?

What has been done?

Results/Impact?

What difference did it make - public value?

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ISSUE

Framing the “issue” outlines the need for the program. Was there a needs assessment conducted? How did you find the target audience? Is there research showing need or demand for the program? Was there a critical issue in a geographical region for which the program responded? Are there national, state, or county statistics identified for improvement or change? Mention stakeholders or funders related to the issue addressed.

WHAT'S BEEN DONE

What has been done includes information about the program and the target audience. Although this information is also presented in the Outputs section of MIPRS, you may have additional demographic information from your program audience. Explain objectives as well as the educational delivery methods used.

RESULTS/IMPACT

Highlight the program evaluation results including information about the respondents and data measurement tool (e.g., survey). Data should be aggregated, summarized, and with visual representations such as charts and graphs.

DIFFERENCE

After describing how program participants benefited using evaluation results, go one step further and end with a conclusion on the *public value* of the Extension effort.

Impact Summaries and Evaluation Results

Examples

Issue (Who cares and Why)

Meat producers must assure the quality of their food and look for certification programs that maintain and improve both the product and the process.

What has been done

The Pork Quality Assurance program is a certification program for pork producers. Certification in this program is a requirement for many packing plants and processing facilities and markets are limited if the producers have not achieved PQA Plus certification. MSU Extension educators are the main providers of this program and also providing training for other qualified industry personnel that wish to hold educational sessions.

Results

Evaluation results found that 253 pig producers certified in 2013 protected over \$80 million value.

This was calculated by the following assumptions:

Number of sows x 23 pigs/sow/year x \$150/pig = total protect protected in dollars

23 pigs/sow/year is an average number used

\$150 is an approximate value for a market hog sold in 2013

The program participants had 23,068 sows in 2013. Note that Quality Assurance programs are renewable on a three year cycle. Regardless of what quality assurance program the operation has received the number of head is only accounted for once in a three year cycle. Numbers are not duplicated.

Difference

Safe meat production through certification training ensures quality-controlled and safe products for consumers and protects business profitability for the food production industry.



Issue (who cares and why)?

Youth and adults need more information and opportunities to understand the emerging field of bio-energy.

What has been done

MSU Extension developed the 4-H Discovery Camp for youth ages 13 to 19 to:

- Educate youth on current issues and technologies impacting energy and the environment within Michigan's agriculture sector.
- Develop problem solving and critical thinking skills through team work and hands-on-learning.
- Expose youth to degrees and jobs in these new and exciting fields.
- Develop and expand career and personal interests.
- Foster participants' ability to meet new people and make new friends from different places and backgrounds.
- Develop social and academic skills needed for a successful transition to college and life as an adult.

Sponsorship was provided from the Michigan Corn Growers Association and the Michigan Soybean Promotion Committee. Participants had 35 contact hours with 16 MSU faculty and educators along with 10 industry leaders. Students spent 5 days exploring ideas, research and hands-on opportunities in the field of energy as it relates to natural resources and agriculture. They worked with leading researchers at MSU who are developing the latest innovations in biofuel production and technology that offer alternatives to fossil-based fuels. The teens also visited companies that are taking the latest discoveries of science and turning them into real products that impact our local communities and the world. They toured and did hands-on activities at MSU Recycling Center, Kellogg Biological Station, MSU Kellogg Bird Sanctuary, Carbon Green Bioenergy and a substation specialized in the transfer of wind energy. Youth also conducted experiments, made their own biofuel and designed, tested and raced solar power cars. Participants were also granted access to many of the resources that MSU campus has to offer, including many lab tours and faculty presentations. They stayed in an MSU residence hall.

Results

- ◆ 95% of participants who responded to the evaluation reported that after completing this camp they are more knowledgeable about Bioenergy.
- ◆ 73% of participants also indicated that they are more likely to pursue a degree or career in a bioenergy related field following the completion of this camp.
- ◆ 68% indicated an anticipated change in personal energy use.
- ◆ 86% plan to apply the knowledge gained through the program.
- ◆ 71% plan to teach what they have learned to others.

Difference

Bringing opportunities to youth enhances their life skills, shapes their career and higher education aspirations, and exposing them to science at the university and in everyday life. Exposure to education and hands-on learning provides Michigan youth with opportunities to further engage in pursuits related to technology, science and alternative energy use.