# CC-3: EVALUATION, APPLIED RESEARCH, AND SCHOLARSHIP

Extension is accountable to a number of stakeholders—participants, funders, local leaders, collaborators, and other professionals. These stakeholders need information about Extension and its work. By carefully evaluating Extension programs, objective information can be shared about the programming process, the impacts of programming and the changing need for alternative efforts. Applied research and program evaluation results facilitate more objective decision making—and identify opportunities to use scarce resources in creating meaningful change.

***SUB-COMPETENCIES AND INDICATORS***

A. Designs and implements appropriate data gathering and evaluation procedures to document outcomes and impacts, for example:

1. Creates and uses objective information to document baseline conditions
2. Creates and uses outcome indicators to evaluate program impacts
3. Uses appropriate data collection techniques for specific evaluation plans
4. Uses various levels of program evaluation
5. Implements formal and informal evaluation
6. Uses quantitative and qualitative evaluation
7. Conducts practical evaluations in varied formats (online surveys, paper formats, Turning Point)
8. Designs evaluative instruments
9. Understand and uses participatory evaluation
10. Creates meaningful information from evaluation data to contribute to organizational decisions and reports, for example:
11. Analyzes and interprets evaluation data
12. Communicates findings to appropriate audiences

### Uses results of program evaluation to improve programming

### Reports progress and impacts of educational programming in multiple ways including Michigan Planning and Reporting System (MI PRS)

### Provides outputs and outcomes to organizational information systems such as the Michigan Planning and Reporting System (MI PRS), in a timely and thorough fashion

1. Contributes to organizational reports, including county and/or program area partner reports
2. ***Contributes to scholarly investigations and demonstrations to support programming, for example:***

### Contributes to research design decisions based on local needs/assets/interests

### Understands the need for and maintains objectivity/standards/human subject reviews

### Collects and handles data appropriately for purposes of study

### Gains support from local leaders/clientele for participation

### Works with campus staff, area of expertise teams, and others

***LEARNING ACTIVITIES***

1. Conduct a peer evaluation of one of your programs utilizing local participants and peers from two or three counties as evaluators. Implement identified suggestions to strengthen programs.
2. Work with the MSU Extension evaluation experts to develop and implement an evaluative survey (pre, post, follow-up).
3. Participate in an impact statement training program. Learn to write concise, specific impact statements for regular use in reporting **Michigan Planning and Reporting System (MI PRS)** commissioner reports, partner reports, and continuing employment documents.
4. Develop a feedback instrument for use in programming efforts. Integrate feedback/information to improve program planning and implementation efforts.
5. Collaborate with county staff and local agencies to develop and implement a local impact study with support of campus specialists.
6. Collect and review evaluation tools from peers and other educational organizations. Incorporate new ideas learned into your program evaluations.
7. Work with local county team and Extension Council to develop and implement a countywide needs assessment. Prepare and disseminate a report of findings and recommendations.
8. Collect data on behalf of your Institute’s work group plan of work or programming logic model. Statewide indicators for outcomes are listed in workgroup plans of work and in **Michigan Planning and Reporting System (MI PRS).**

***KEY RESOURCES***

Burn, B. and M. Payment. **Assessments A to Z: A Collection of 50 Questionnaires, Instruments, and Inventories.** 2000. <http://web2.canr.msu.edu/leadnet/order/descStory.cfm?id=668>

Burnham, B.R. **Evaluating Human Resources, Programs, and Organizations.** 1995. <http://web2.canr.msu.edu/leadnet/order/descStory.cfm?id=957>

Dillman, D.A. **Mail and Internet Surveys: The Tailored Design Method.** Second edition, 2007. <http://web2.canr.msu.edu/leadnet/order/descStory.cfm?id=1943>

Fetterman, D.M. **Foundations of Empowerment Evaluation.**  2001. <http://web2.canr.msu.edu/leadnet/order/descStory.cfm?id=713>

Hammond, S.A. and C. Royal, Eds. **Lessons from the Field: Applying Appreciative Inquiry.** 1998. <http://web2.canr.msu.edu/leadnet/order/descStory.cfm?id=399>

Kirkpatrick, D.L. **Evaluating Training Programs: The Four Levels.** Second edition, 1998. <http://web2.canr.msu.edu/leadnet/order/descStory.cfm?id=33>

Krueger, R.A. **Focus Groups: A Practical Guide for Applied Research.** Second edition, 1994. <http://web2.canr.msu.edu/leadnet/order/descStory.cfm?id=2040>

Patton, M.Q. **How to Use Qualitative Methods in Evaluation.** 1987. <http://web2.canr.msu.edu/leadnet/order/descStory.cfm?id=1603>

Preskill, H. and R.T. Torres. **Evaluative Inquiry for Learning in Organizations.** 1999. <http://web2.canr.msu.edu/leadnet/order/descStory.cfm?id=634>

Posavac, E.J. and R.G. Carey. **Program Evaluation: Methods and Case Studies.** 1997. <http://web2.canr.msu.edu/leadnet/order/descStory.cfm?id=1111>

Probyn, L. and B. Moore. **Tips for Writing Your County Partner Report.** <http://www.msue.msu.edu/objects/content_revision/download.cfm/item_id.155688/workspace_id.108409/tips-partner_report.pdf/>

Saul, J. **Benchmarking for Nonprofits: How to Measure, Manage, and Improve Performance.** 2004. <http://web2.canr.msu.edu/leadnet/order/descStory.cfm?id=1828>

Stringer, E.T. **Action Research.** Second edition, 1999. <http://web2.canr.msu.edu/leadnet/order/descStory.cfm?id=506>

Suarex-Balcazar, Y. and G.W. Harper, Eds. **Empowerment and Participatory Evaluation of Community Interventions.** 2003. <http://web2.canr.msu.edu/leadnet/order/descStory.cfm?id=1606>

Suskie, L.A. **Questionnaire Survey Research: What Works.** 1992. <http://web2.canr.msu.edu/leadnet/order/descStory.cfm?id=1121>

Watkins, J.M. and B.J. Mohr. **Appreciative Inquiry.** 2001. <http://web2.canr.msu.edu/leadnet/order/descStory.cfm?id=703>