

# Measuring Impacts for Sustainable Agriculture Programming Oregon State University Extension Service November 13, 2010

Linda J. Brewer, Department of Horticulture, Oregon State University

## Understanding program development and evaluation

Diem, K. G. (2003). Program development in a political world--It's all about impact! *Journal of Extension* [On-line], 41(1). Retrieved 5 October 2010. Available at:

<http://www.joe.org/joe/2003february/a6.shtml>

To be effective, Extension programs must ultimately change people's attitudes or behavior, or benefit society in other ways. Measuring impact must be considered while a program is being *developed*. This article presents a process for developing and promoting Extension educational programs that yield impact.

Diem, K.G. 2005. Evaluating the impact of a community agricultural leadership development program. Retrieved 5 October 2010 from: [www.joe.org/joe/2005december/rb5.php](http://www.joe.org/joe/2005december/rb5.php)

A variety of agricultural leadership development programs have been offered throughout the nation, but the impact of many has gone unevaluated or unreported. This article outlines a process used to measure the long-term benefits of the New Jersey Agricultural Leadership Development Program, a 2-year, Extension-led collaborative program created to help members of agriculture-related professions sharpen business skills, establish an extensive agricultural network, and develop effective marketing and communication skills. Participants from classes completing the program since 1996 were surveyed to determine the difference this program has made on their lives and careers.

Jayaratne K.S.U. 2005. A simple method to evaluate series-type Extension programs. Retrieved 5 October 2010 from: [www.joe.org/joe/2005april/tt3p.shtml](http://www.joe.org/joe/2005april/tt3p.shtml).

The evaluation method described in this article is simple and effective in documenting the impact of one Extension program taught as a series. This approach can be used to evaluate other series-type Extension programs by modifying the behavior section of the instrument presented in this article to match the program content and objectives. This evaluation tool not only helps Extension agents document impact but also helps them to focus on the program objectives during the program delivery process.

Kelsey, K.D., M. Schnell, and P. Bolen. 2005. Increasing Educational *Impact*: A Multi-Method Model for Evaluating Extension workshops. Retrieved 5 October 2010 from:

[www.joe.org/joe/2005june/a4.php](http://www.joe.org/joe/2005june/a4.php).

Many models of evaluation have been developed to accomplish evaluation. This article presents a unique model that combines formative and summative techniques in addition to Stufflebeam's Context, Input, Process, and Products model to successfully evaluate a series of Integrated Pest Management workshops presented to horticultural professionals.

Kiernan, N. E., & Alter, T. (2004). Can a Web site be used as a vehicle for organizational learning about evaluation? *Journal of Higher Education Outreach and Engagement*, 10(1), 121-134.

Kulp, K. 2009. The scholarship of Extension: Practical ways for Extension professionals to share impact. Retrieved 5 October 2010 from: [www.joe.org/joe/2009december/comm1.php](http://www.joe.org/joe/2009december/comm1.php).

It is difficult for Extension field staff, to be rewarded for scholarly efforts under traditional academic parameters. This article redefines the scholarship of Extension as "creative intellectual works that are validated by peers and communicated." Six types of scholarship for Extension are identified. To integrate scholarship into Extension activities, devote time during program planning to practicing scholarship and communicating results and impacts.