# UNIVERSITY OF MARYLAND EXTENSION

# Program Assessment Worksheet

January 2023

## University of Maryland Extension Signature Program Assessment Worksheet

| CATEGORY | Signature | Comments |
|---|---|---|
| | **Needs Assessment:** | |
| **Fit with UME Mission (Program Design)** | ❑ Represents a priority of UME based on identified public issues and/or needs of the people of the state. <br><br> ❑ Provides sufficient evidence of impact to justify commitment of resources to conduct program. <br><br> ❑ Defines the distinctiveness of UME from other organizations in addressing the public issue and/or particular need of the people of the state. <br><br> ❑ Included in multiple IEPs across multiple disciplines. <br><br> ❑ Adequate funding and other resources from UME and others to have an impact on the issue or need through a program that is known outside of UME among public decision-makers and the people of the state. | Meets Criteria: _____ Yes  _____ Marginal  _____ No |
| **CATEGORY** | | |
| **Meets Critical Clientele Needs (Program Development)** | **Educational Intervention:** | |
| | ❑ Exchange of information leads to documented change in an individual's knowledge, attitude, skills, and aspirations (KASA). <br><br> ❑ Exchange of information is used to aid in the solution of a public issue or need of individuals, families, and communities. <br><br> ❑ Information and methods of teaching/learning are research and theory-based. <br><br> ❑ Contact time with client is of a medium-to-long duration and uses multiple methods of contact, including face-to-face and different types of media. <br><br> ❑ Involves key partners and stakeholders. | Meets Criteria: _____ Yes  _____ Marginal  _____ No |

| CATEGORY | Signature | Comments |
|---|---|---|
| | **Curriculum** | |
| | ❑ Program curriculum developed using the UME Curricula Assessment Tool (CAT) review guidelines.<br><br>❑ Program curriculum adapted from another state has been peer reviewed using the UME Extension CAT and, when appropriate, MAT, and modified to meet Maryland needs.<br><br>❑ Curriculum has been both internally and externally peer-reviewed.<br><br>❑ Curriculum has been published with a UME signature-program endorsement.<br><br>❑ Curriculum is available to other states to use and adapt. | Meets Criteria: _____ Yes _____ Marginal _____ No |
| **Research & Scholarship (Program Development & Delivery)** | **Research Base:** | |
| | ❑ Theory and research-based information are used to explain impact measures and outcomes.<br><br>❑ Provides information that can be used to build additional intervention strategies and research questions. | Meets Criteria: _____ Yes _____ Marginal _____ No |

| CATEGORY | Signature | Comments |
|---|---|---|
| | **Program Scholarly Outputs:** | |
| | ❑ Program scholarship findings cited in CV and annual faculty reports for merit reviews.<br>❑ Program scholarship findings used in promotion and tenure packages for decisions about Senior or Principal Agent advancement and for merit reviews.<br>❑ Program results presentations at professional association meetings, workshops, panels, and other types of delivery methods-- both refereed and non-refereed.<br>❑ Invited presentations and articles about program results.<br>❑ Contributions to eXtension Communities of Practice (COP).<br>❑ Refereed articles in subject-based journals.<br>❑ UME peer-reviewed Extension Briefs, Factsheets, Bulletins, Manuals, and Curricula. | Meets Criteria: _____ Yes _____ Marginal _____ No |
| **Program Evaluation** | **Evaluation Use:** | |
| | ❑ Data collected and evaluated to determine medium-term outcomes achieved that benefit clientele and/or the community.<br>❑ Evaluation results used to communicate UME's value in addressing societal, economic, and environmental needs.<br>❑ Evaluation results used to communicate the effectiveness of Educator's work to meet clientele needs in Maryland. | Meets Criteria: _____ Yes _____ Marginal _____ No |

| | **Evaluation Methods:** | |
|---|---|---|
| | ❑ Logic model is fully developed.<br>❑ End-of-session instruments used for program improvement.<br>❑ Paired or unmatched pretests and posttests for assessment of KASA changes.<br>❑ Qualitative methods incorporated where appropriate (structured observations, interviews).<br>❑ Follow-up survey research used to assess medium- term outcomes.<br>❑ Control and comparison groups used where appropriate.<br>❑ Findings are used to improve programs.<br>❑ Findings are peer reviewed and published when appropriate.<br>❑ IRB approved. | Meets Criteria: _____ Yes _____ Marginal _____ No |
| **Adoption & Replication (Program Dissemination)** | ❑ Recognized by respected agencies and organizations as an effective program.<br>❑ Adopted by other organizations or Extension services. | Meets Criteria: _____ Yes _____ Marginal _____ No |
| **Marketing & Communication (Program Dissemination)** | ❑ Formal marketing plan in place and evaluated for effectiveness. | Meets Criteria: _____ Yes _____ Marginal _____ No |

| Public Value (Program Dissemination) | ❑ Program's value is evident to individuals, families, and the community-at-large. | Meets Criteria: _____ Yes _____ Marginal _____ No |
|---|---|---|
| Sustainability (Organizational Commitment) | ❑ Medium-term resources committed to supporting the program from the UME budget pending evidence of potential for impact.<br>❑ External funders may be involved in on-going support of the program.<br>❑ Partners involved in program when appropriate. | |

**Definitions of Terms**

Many terms in this tool could be interpreted in multiple ways.  For purposes of use of the PAT, we've provided a short list of terms and our definitions.

| | |
|---|---|
| **Curriculum** | A specific learning program with targeted learners, goals and objectives, learning activities and materials. |
| **Educational Intervention** | The programming done by Extension salaried and volunteer faculty and staff. |
| **Evaluation Methods** | The evaluation strategies that will be used to determine program outcomes. |
| **Evaluation Use** | What type of data will be collected and how it will be used. |
| **Needs Assessment** | "A systematic way … for identifying education and training problems, needs, issues, and the like" (Caffarella, 2002, p. 123). |
| **Programs:** | |
| **Informational** | A UME-branded program that delivers research-based information. |
| **Developing** | A UME-branded program in early stages of demonstrating its public value. |
| **Signature** | A UME-branded, research-based program known for its demonstrated public value. |
| **Evidence-Based** | A UME branded program that can be replicated with similar outcomes based on scientific measure of effect and judged by external reviews to meet standardized assessments. |
| **Program Scholarly Outputs** | Products that document the educational intervention including theory, findings, and effectiveness measures. Refereed reviews are the gold standard of judgment of quality of educational interventions. |
| **Research Base** | The science of the curriculum content, delivery, and evaluation. |

**References:**

Boyle, P.  (1981). *Planning better programs*.  New York:  McGraw-Hill.

Caffarella, R. S. (2002).  *Planning programs for adult learners*.  San Francisco:  Jossey Bass.

Cornell Office for Research on Evaluation. (2012). *The guide to the systems evaluation protocol.*  Ithaca, NY: Cornell Digital Print Services.  Available from https://core.human.cornell.edu/research/systems/protocol/index.cfm