

UNIVERSITY OF
MARYLAND
EXTENSION

Program Assessment Worksheet

February 2022

University of Maryland Extension Signature Program Assessment Worksheet

CATEGORY	Signature	Comments
	Needs Assessment:	
Fit with UME Mission (Program Design)	<ul style="list-style-type: none"> <input type="checkbox"/> Represents a priority of UME based on identified public issues and/or needs of the people of the state. <input type="checkbox"/> Provides sufficient evidence of impact to justify commitment of resources to conduct program. <input type="checkbox"/> Defines the distinctiveness of UME from other organizations in addressing the public issue and/or particular need of the people of the state. <input type="checkbox"/> Included in multiple IEPs across multiple disciplines. <input type="checkbox"/> 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		
	Educational Intervention:	
Meets Critical Clientele Needs (Program Development)	<ul style="list-style-type: none"> <input type="checkbox"/> Exchange of information leads to documented change in an individual's knowledge, attitude, skills, and aspirations (KASA). <input type="checkbox"/> Exchange of information is used to aid in the solution of a public issue or need of individuals, families, and communities. <input type="checkbox"/> Information and methods of teaching/learning are research and theory-based. <input type="checkbox"/> 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. <input type="checkbox"/> Involves key partners and stakeholders. 	Meets Criteria: ____ Yes ____ Marginal ____ No

CATEGORY	Signature	Comments
	<p data-bbox="319 196 1152 250">Curriculum</p> <ul style="list-style-type: none"> <li data-bbox="319 250 1152 342"><input type="checkbox"/> Program curriculum developed using the UME Curricula Assessment Tool (CAT) review guidelines. <li data-bbox="319 342 1152 451"><input type="checkbox"/> 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. <li data-bbox="319 451 1152 527"><input type="checkbox"/> Curriculum has been both internally and externally peer-reviewed. <li data-bbox="319 527 1152 604"><input type="checkbox"/> Curriculum has been published with a UME signature-program endorsement. <li data-bbox="319 604 1152 776"><input type="checkbox"/> Curriculum is available to other states to use and adapt. 	<p data-bbox="1152 196 2001 250">Meets Criteria: ____ Yes ____ Marginal ____ No</p>
<p data-bbox="79 776 319 959">Research & Scholarship (Program Development & Delivery)</p>	<p data-bbox="319 776 1152 846">Research Base:</p> <ul style="list-style-type: none"> <li data-bbox="319 846 1152 954"><input type="checkbox"/> Theory and research-based information are used to explain impact measures and outcomes. <li data-bbox="319 954 1152 1015"><input type="checkbox"/> Provides information that can be used to build additional intervention strategies and research questions. 	<p data-bbox="1152 776 2001 846">Meets Criteria: ____ Yes ____ Marginal ____ No</p>

CATEGORY	Signature	Comments
	Program Scholarly Outputs:	
	<ul style="list-style-type: none"> <input type="checkbox"/> Program scholarship findings cited in CV and annual faculty reports for merit reviews. <input type="checkbox"/> Program scholarship findings used in promotion and tenure packages for decisions about Senior or Principal Agent advancement and for merit reviews. <input type="checkbox"/> Program results presentations at professional association meetings, workshops, panels, and other types of delivery methods-- both refereed and non-refereed. <input type="checkbox"/> Invited presentations and articles about program results. <input type="checkbox"/> Contributions to eXtension Communities of Practice (COP). <input type="checkbox"/> Refereed articles in subject-based journals. <input type="checkbox"/> UME peer-reviewed Extension Briefs, Factsheets, Bulletins, Manuals, and Curricula. 	Meets Criteria: ____ Yes ____ Marginal ____ No
Program Evaluation	Evaluation Use:	
	<ul style="list-style-type: none"> <input type="checkbox"/> Data collected and evaluated to determine medium-term outcomes achieved that benefit clientele and/or the community. <input type="checkbox"/> Evaluation results used to communicate UME's value in addressing societal, economic, and environmental needs. <input type="checkbox"/> Evaluation results used to communicate the effectiveness of Educator's work to meet clientele needs in Maryland. 	Meets Criteria: ____ Yes ____ Marginal ____ No

	Evaluation Methods:	
	<ul style="list-style-type: none"> <input type="checkbox"/> Logic model is fully developed. <input type="checkbox"/> End-of-session instruments used for program improvement. <input type="checkbox"/> Paired or unmatched pretests and posttests for assessment of KASA changes. <input type="checkbox"/> Qualitative methods incorporated where appropriate (structured observations, interviews). <input type="checkbox"/> Follow-up survey research used to assess medium- term outcomes. <input type="checkbox"/> Control and comparison groups used where appropriate. <input type="checkbox"/> Findings are used to improve programs. <input type="checkbox"/> Findings are peer reviewed and published when appropriate. <input type="checkbox"/> IRB approved. 	Meets Criteria: ____ Yes ____ Marginal ____ No
Adoption & Replication (Program Dissemination)	<ul style="list-style-type: none"> <input type="checkbox"/> Recognized by respected agencies and organizations as an effective program. <input type="checkbox"/> Adopted by other organizations or Extension services. 	Meets Criteria: ____ Yes ____ Marginal ____ No
Marketing & Communication (Program Dissemination)	<ul style="list-style-type: none"> <input type="checkbox"/> Formal marketing plan in place and evaluated for effectiveness. 	Meets Criteria: ____ Yes ____ Marginal ____ No

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

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.

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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>