Welcome to the webinar!

• We’ll be starting at the top of the hour!

• To ask a question, type in questions in the question box on your control panel and hit return. We’ll be reading the questions aloud and answering as many as we can after the presentation is over.

• To find a handout of the slides, go to [http://www.extension.org/pages/68921](http://www.extension.org/pages/68921) (paste that link into your browser).

• If you can’t hear on your computer after the webinar begins, you can switch to listening on the phone by clicking “Telephone” under “Audio” on your control panel and calling the number that appears.

• Find all upcoming and archived eOrganic webinars at [http://www.extension.org/pages/25242](http://www.extension.org/pages/25242).

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How am I Doing? Improving Your Extension Program by Evaluating it with Feedback and Follow-up

Anu Rangarajan, Cornell University
Seth Wilner, University of New Hampshire Extension
November 4, 2013

[http://www.extension.org/organic_production](http://www.extension.org/organic_production)

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Presenters

Anu Rangarajan  
Sr. Extension Associate  
Cornell University

Seth Wilner  
University of New Hampshire Cooperative Extension
POLL: Who is in the Audience?

- My current work is primarily as a:
  - Farmer
  - Extension Faculty
  - Other Agriculture Service Provider
  - Student
  - Non-profit Organization Representative
  - Other

Using Evaluation Data to Develop, Improve and Assess Outcomes of Extension Programs

SETH WILNER
UNIVERSITY OF NEW HAMPSHIRE

ANU RANGARAJAN
CORNELL SMALL FARM PROGRAM

Outcomes – Impacts

Short Term
- Learning
  - Knowledge
  - Attitudes
  - Skills
  - Opinions
  - Aspirations
  - Motivations

Medium Term
- Action
  - Behavior
  - Practice
  - Decisions Made

Long Term
- Condition
  - Social
  - Economic
  - Civic
  - Environmental

Outcomes – Impacts
Taking the Pulse

• Before
  ▪ Surveys
  ▪ Needs Assessment
  ▪ Educational Priorities
  ▪ Focus or Advisory Groups

• During
  ▪ 2 or 4 person Buzz
  ▪ Focus group
  ▪ Future Needs
  ▪ Knowledge Change
  ▪ Intended Change Survey

• After
  ▪ Pre/post Evaluation
  ▪ Tracking Change (after x time)

POLL: I have used Online Surveys for (check all that apply)

• Identifying Needs of Clients
• Evaluating learning after a program
• Evaluating changes in behavior
• Research
• None of these. Not tried this yet.

Using On-line Surveys to Set Direction

Goals
  ▪ Simple evaluation
  ▪ Segregate ‘types’ of responses
  ▪ Present up front

Strengths
  ▪ Inexpensive
  ▪ Data collated
  ▪ Fast

Weaknesses
  ▪ Electronic
  ▪ ‘Web Fatigue’

The purpose of this survey is to identify the resources needed to support urban farmers or gardeners aiming to earn profit from their food production.

Your responses will help identify what information is needed to best assist urban agricultural producers. Our goal is to create a resource guide to urban farming in New York state.

The survey is twenty questions and should take approximately fifteen minutes to complete. You may choose to leave the survey any time, and all responses will remain confidential.

Thank you for your time and help, and we look forward to hearing from you!
Selecting an Online Survey Tool

- Standard evaluation
  - Before/after program
  - Rate the xxx
  - Multiple choice
- Building Program ID
  - Web presence
  - Community connection
- Skip Logic
  - Are you a ▲ or a —?
- Piping
  - What is your county?
  - In XXX county, do you...

- Randomization
  - Which is your priority?
    - Money
    - Family
    - Health
  - Not always clear
- Data Analysis
  - Simple
    - Frequency
    - Averages
  - Statistical
    - Cross tabs
    - Export to excel etc

Please name an online survey tool you have used and liked.

Please enter your response in the question box.
Survey Design and Implementation

- Start early
  - Form a design team
  - Human Subjects Review
- Conduct pre-tests
  - Define target population
  - Clarify language
  - Minimize time
  - Clean up ambiguity
- Promote repeatedly
  - Multiple channels
  - At least 3 times
- Target print versions

Training Needs Assessment

If you are interested in organizational development assistance, what specific topics would you like to learn more about to strengthen your organization?

- Staff development
- Effective branding and promotion
- Leadership and decision making
- Effective program evaluation
- Grant writing
- Fund raising (fee for service, membership drives, etc.)

Example of On-Line Survey for Research

Do you buy fruits and vegetables from other farms which you then re-sell? If so, please list the fruits and vegetables that you do.
Example of Educational Methodology

- Reading or watching online
- Attending a seminar or workshop
- Needs a '10,000' foot view

Example of Priority Setting: Small Farm Viability

- Highly diverse
- Geographically distant
- Multiple production and marketing strategies
- Need a '10,000' foot view

Enhancing Small Farm Viability Survey

- Prioritize from 16 opportunities
- Expand SF participation
- Share on-line
- Need fast response
1. Develop food distribution strategies to expand local markets
2. Document economic impact of SF on their communities
3. Develop new/expand livestock processing facilities
4. Identify alternative financing strategies
5. Advocate for greater investment in SF services (e.g. res/ext)

Top 5 Priorities for SF Viability

Develop food distribution strategies (e.g. collaborative marketing, product pooling and trucking, food hubs) to expand SF access to local and regional markets

- Identify bottlenecks in local and regional food purchasing and distribution
- Create and evaluate strategies to increase farmer-distributor-customer connections
- Provide education for new distributor businesses
- Cultivate new collaborations among local distribution, transportation and economic development councils
“There is a mismatch between the productive capacities of many small operations and large segments of the market. Hopefully such strategies could help bridge those gaps—making it possible for small operators to thrive.”

-Farmer, Dutchess County

### Focus vs. Advisory vs. Farmer-Led Groups

<table>
<thead>
<tr>
<th>Focus Groups</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Targeted population</td>
<td>Defined by questions of interest</td>
</tr>
<tr>
<td>Host remains leader</td>
<td>Facilitation to keep on topic</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Advisory Groups</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Broad set of stakeholders</td>
<td>Divergent interests</td>
</tr>
<tr>
<td>Cultivate leadership within group</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Farmer-led groups</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Narrow set of participants</td>
<td>Open or Closed</td>
</tr>
<tr>
<td>Cultivate leadership in group</td>
<td></td>
</tr>
</tbody>
</table>

### Taking the Pulse

**Before**
- Surveys
  - Needs Assessment
  - Educational Priorities
  - Focus or Advisory Groups

**During**
- 2 or 3 person Buzz
  - Focus group
  - Future Needs
  - Knowledge Change
  - Intended Change Survey

**After**
- Pre/post Evaluation
  - Tracking Change (after x time)
The BUZZ

**HOW:**
- Define a question
- Have people pair up in 2’s or 3’s or use an index card
- Give them 1 minute to think quietly write down answers
- Put together in pairs (optional)
- Have them report back to whole group

**WHY:**
- Relaxes group
- Gets people talking
- Helps introverts
- Fits adult learning styles
- Insures participation
- Focuses on topic of interest
- Ferrets out assumptions, beliefs, and biases

In-Session Focus Group

End of Session Transitions

- Future Training/Educational Needs (20 min)
  - In small group, brainstorm topics and educational methods
  - Report back to whole group - record so all can see
  - If needed - prioritize as leave (dots/ticks)
- Session Evaluation
  - First, give time for written evaluation
  - Then, open for feedback on meeting
    - What worked?
    - What didn’t?
    - What to do next time?
Evaluation of Knowledge Change
Listed below are the 6 topics we discussed in today’s workshop. On the LEFT, indicate your level of understanding before the training. On the RIGHT, indicate your level of understanding NOW, as a result of today’s training.

<table>
<thead>
<tr>
<th>KNOWLEDGE BEFORE</th>
<th>KNOWLEDGE AFTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-existent</td>
<td>Non-existent</td>
</tr>
<tr>
<td>Minimal</td>
<td>Minimal</td>
</tr>
<tr>
<td>Moderate</td>
<td>Moderate</td>
</tr>
<tr>
<td>Considerable</td>
<td>Considerable</td>
</tr>
</tbody>
</table>

- Scaling UP Business Planning
- Enterprise Budgeting
- Selecting Market Channels
- Projecting Sales
- Record Keeping
- Creative Farm Financing

Intended Change Survey
Based on what you learned in the past three days, what are the top 3 changes you want to make to your XXX?
1. By ____ date, I will:
2. By ____ date, I will:
3. By ____ date, I will:

How will you monitor the impact of these changes?
1. I will watch/track:
2. I will watch/track
3. I will watch/track

Taking the Pulse
- Before
  - Surveys
  - Needs Assessment
  - Educational Priorities
  - Focus or Advisory Groups
- During
  - 2 or 3 person Razz
  - Focus group
  - Future Needs
  - Knowledge Change
  - Intended Change Survey
- After
  - Pre/post Evaluation
  - Tracking Change (after x time)
POLL: I have assessed outcomes after a training using: (check all that apply)
- Phone calls
- Online Surveys
- Paper surveys (mailed after)
- Individual visits
- Focus groups
- Other

Future Needs Survey

<table>
<thead>
<tr>
<th>Activity</th>
<th>Not interested</th>
<th>Low priority</th>
<th>Medium priority</th>
<th>High priority</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collaborating on proposals</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sharing beginning farmer training curricula and resources</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning about other successful BF training models/programs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Networking with other groups</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning better evaluation strategies</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Articulating impact of your own programs</td>
<td></td>
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</tr>
<tr>
<td>Using online courses to complement your training efforts</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Working together to quantify economic impact of beginning farmers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning about policies that affect beginning farmers</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Post-training Survey

<table>
<thead>
<tr>
<th>Activity</th>
<th>No intent</th>
<th>Have considered</th>
<th>Have started</th>
<th>Have completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Changed curricula, used to train aspiring versus established BF about farm financial management</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Created or improved training on enterprise budgeting</td>
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</tr>
<tr>
<td>Created or improved Market Channel Assessment materials</td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>Enroll in AgSquared to improve skills to support BFs</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Identified local sources to support creative funding of BFs</td>
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<td></td>
</tr>
</tbody>
</table>
Intended Changes

- Define follow up
  - Collect responses in session
  - Summarize and redistribute
  - Follow up by email at 2 or 6 month or 1 year intervals.
- Develop communication strategy to support change
  - Maintain awareness of evaluation goals
  - Share resources
  - Host problem solving call/field days/ visits
  - Cultivate networks among participants

Your Intentions:

- As a result of this webinar, I intend to:
  - Please type your answer into chat box.

Thank You!

QUESTIONS?

PLEASE TYPE THESE IN THE BOX.
Find the slides and recording of this presentation at
http://www.extension.org/pages/68921

Register for upcoming webinars and view recorded
eOrganic webinars at
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Additional organic farming questions? Ask them at
https://ask.extension.org/groups/1668

We need your feedback! Please fill out our follow-up
email survey!