

**Evaluation and Assessment of IPM Programs – revised 1-20-15**  
**Friday, March 27, 8:00 am - 12:00 noon**

The proposed workshop is based on a highly successful self-paced course, “A toolkit for Assessing IPM Outcomes and Impacts (<http://ucanr.edu/sites/McRoberts>)” Following an interactive welcome session using evaluation software, the course instructors who also helped develop the Toolkit website, will lend their expertise to several sessions on evaluation methods and reporting.

This professional development session will cover some basic assessment methods, as well as those designed specifically for IPM projects:

- Evaluation plans. If you are applying for a USDA-NIFA, U.S. EPA, or any other publicly funded grant, you will need a mechanism for measuring the impacts of your project. No longer is it acceptable just to evaluate knowledge gained; funding sources want to know if your audience has changed a behavior, improved their IPM skills, or adopted an IPM practice.
  - Course instructors will give a brief presentation on what should be included in a logic model.
  - Course participants are encouraged to bring their logic models to this event for review by the instructors.
- Evaluation methods. Designing the methods that you will use for your evaluation can seem quite daunting, but it need not be complicated or challenging. What is important is that the methods and tools you use are appropriate for your evaluation questions. The approach you take will, to a large extent, be determined by the aims and objectives of your evaluation. Quantitative and qualitative methods represent different ways data can be collected and used to inform your evaluation.
  - Quantitative approaches give numerical results. Quantitative methods are most often used to assess a project's **outcome**.
  - Qualitative approaches use narrative or descriptive data rather than numbers. Qualitative methods are most often used in a formative evaluation to aid a project's planning stage and when assessing participants' needs.
  - Course participants are encouraged to bring their questions about evaluation methods and how they can be incorporated into their IPM program.
- Periodic and final reports. Plan ahead to make sure that you have the documentation you need for the periodic and final reports. The evaluation plan used in your initial narrative must be incorporated into a final report.
  - Course participants are encouraged to bring materials so the instructors can help them outline a final report for a current, past or future project

This professional development session is especially designed for researchers and Extension specialists who are required to measure impacts of their programs to obtain funding and prepare required reports. IPM impact assessments can be in agricultural, structural, urban, or natural settings. Even if you are a seasoned veteran of IPM assessment, this workshop will provide insight into new ways of measuring the impact of your work.

<b>Professional Development Workshop: Evaluation and Assessment of IPM Programs</b> <b>Organizer: Janet Hurley</b> <b>Instructors: Al Fournier, Neil McRoberts, Deb Young, Pete Goodell</b>		
<b>Time</b>	<b>Topic</b>	<b>Instructor</b>
8:00 am–8:30 am	<b>Introduction &amp; Welcome-Who Is This For And How Will It Help Me?</b> This interactive session will help instructors identify key topics and needs of participants with respect to evaluating IPM projects and programs.	Janet A. Hurley, MPA Extension Program Specialist II, School IPM Texas A&M AgriLife Extension Service
8:30 am–9:30 am	<b>Getting Started with IPM Evaluation Planning; Logic Model</b> For evaluation purposes, it is essential to identify the desired program outcomes, the activities linked to achieving these, and “indicators” to measure progress toward achieving the desired outcomes and impacts. As you prepare for your project/program, think about what you ultimately want the program to accomplish (outcomes), what you will do to get there (program activities), and what data (indicators) you will use to gauge whether, and to what degree, you are making progress. This thought process can be focused and outlined using a <b>Logic Model</b> . This session will explain how to use Logic Models to help you organize a grant narrative, plan to evaluate a project, or even how to set goals for your career performance.	Al Fournier, PhD Associate Specialist, IPM Assessment, University of Arizona Cooperative Extension, Maricopa Agricultural Center
9:30 am–10:00 am	<b>Measuring Impact – Telling the “So What”</b> Learning the principles of evaluation (like becoming familiar with the mysteries of the Logic Model) is one thing, making it work in practice is another. In this session, Dr Deborah Young and Dr Pete Goodell will share their experiences of translating the theory of evaluation into practice. Deborah will discuss how the impact a program has been measured in community IPM and Pete will cover the trials and tribulations of measuring impact in an agricultural program.	Deborah J. Young , PhD Integrated Pest Management in Communities and Director of the Colorado IPM Center  Peter B. Goodell, PhD Cooperative Extension Advisor, Integrated Pest Management, UC Statewide IPM Program
10:00 am–10:15 am	Break	
10:15 am–10:45 am	<b>Evaluation methods – what types available</b> This session will provide an overview of some of the methods used to collect this data, such as surveys, interviews, focus groups, social network analysis, and others based on the opening session feedback from the group. We will provide reference and resources to support participant success in pursuing each of these approaches.	Neil McRoberts, PhD Assistant Professor of Plant Pathology, Center for Environmental Policy and Behavior, UC Davis
10:45 am–11:45 am	<b>Developing YOUR Project: A Panel Question and Answer Session</b> Course participants will have a chance to ask questions of the session instructors and others in the session about evaluation processes, methods or how to seek additional help in understanding this topic.	All
11:45 am–12:00 pm	<b>Wrap Up – Post Evaluation</b> Using the baseline survey used at the beginning of the session participants will answer a set of interactive questions to see what knowledge was gained during this 4 hour professional development session.	All Instructors