



IFAS EXTENSION

Extension FAS Report of Accomplishments for 2003: A Guide to the Extension Portion of Your FAS ROA in 10 Pages or Less¹

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Introduction

In the Spring of 2003, the Dean of Extension created a Report Reduction Taskforce and charged them to find ways to reduce the volume of the annual faculty accomplishments reports. More specifically, she asked the Taskforce to develop procedures to reduce unnecessary information being submitted in the Extension tab of the Faculty Accomplishments System (FAS).

The Taskforce concluded that there were two major ways that information submissions to the Annual Report of Accomplishments (ROA) in FAS could be reduced.

1. Develop specific guidelines to guide faculty in completing the Extension tab.
2. Insure that revisions to FAS would reduce the input of unnecessary and duplicative information.

The purpose of this fact sheet is to provide guidance in completing the FAS Extension Program Tab of the Report of Accomplishments for 2003. The Guidelines will emphasize being concise and the use of bullet statements.

Background

The FAS reporting system was created to provide an outlet for reporting individual accomplishments. As program evaluation and organizational accountability requirements grew, so too did the type of information being asked for in FAS. This, in turn, was accompanied by an increase in instructions.

Currently, the FAS report of accomplishments is used for generating tenure and promotion packages, for faculty annual reviews, and other university reports as well as federal, state, and county reports. In addition, the availability of information in FAS has also significantly reduced the number of calls to faculty requesting information for reporting purposes.

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However, in reaching this point, the amount of faculty reporting time has also increased. The Report Reduction Taskforce was formed to find ways to reduce the time and energy presently being expended by faculty in reporting.

Following are guidelines which should be followed in completing the Extension portion of your 2003 ROA. These guidelines have been approved by District Extension Directors and Administrative Program Leaders.

Getting Started

Begin by transferring your last year's Plan of Work (POW) into this year's ROA (This will save a lot of typing if you haven't used this feature). Remember that most of the information you are asked to input is already in the system. Your name, education, students, grants, etc. will only require minor updating. After making the transfer of the POW into the ROA, do not forget to delete activities not planned for 2003.

Extension Program Tab

The first thing you see when entering this tab is the "List of Programs." When you create a new program or modify and/or consolidate old ones, you are presented with several fields to fill out. The problematic sections (too much information) in the past have been the following:

- Rationale
- Objectives
- Educational Activities
- Impacts
- Success Stories
- Outreach to Minorities

Rationale should focus on the relevance of the program and take no more than one page in providing the following information:

- **Current Situation.** This provides an overview of benchmark data that justifies why your program is important and needed (what problems of the targeted audience do you plan to address with your program?).

- **Preferred Situation.** This section serves to identify what information your clientele should know, what they should learn and what behavior changes they should adopt.

- **Significance.** This section emphasizes what could conceivably happen among your clientele if they increase their knowledge in appropriate areas and if they change or develop the appropriate behavior. This focuses on the clientele benefit and impact of your educational programs (what difference it will make).

An *Objective Statement* provides a brief description of the proposed program. An *Objective Statement* should be no more than 2-3 lines in length and include the following information:

- specific audience targeted by the program
- specific areas in which clientele will increase knowledge, and
- clientele behaviors that will be developed or changed.

Educational Activities provides you the chance to write an overall summary of the quality of the products and services provided by the educational activities reported in the Educational Contacts section of the Statistic Report Tab. Bullet statements should be used in reporting these activities. Do not provide statements on every activity. Rather summarize

- one-to-one contacts,
- group events, and
- media activities.

Single out new innovative delivery methods, methods for reaching new audiences, new educational materials developed, key collaborations developed, major barriers that were overcome, and/or activities that did not meet or that exceeded expectations. Never include original questionnaires in

the report. If needed, they may be sent as an attachment. The summary of Educational Activities should be restricted to about 250 words (both Word and WordPerfect provide word counts).

Impact Statements are brief narrative statements which summarize significant outcomes of Extension programming. In general, *Impact Statements* will be roughly one-half page in length and focus on a single theme or program. *Impact Statements* should discuss:

- The importance of the issue being addressed,
- The role of Extension in achieving the results,
- The nature of the educational program that was conducted (topics taught),
- Changes made by program participants,
- The impact of the changes on economic well-being, environmental conditions, life quality, and/or civic engagement of individuals, families, organizations, businesses, and/or communities.

Impact Statements may or may not focus directly on outcomes resulting from work reported in the Outcome Measures section of the Statistical Reports Tab. Examples of impact statements can be found at <http://ded.ifas.ufl.edu>.

Success Stories are an important way that one can demonstrate the value of the Extension program. In this case, the focus would be on changes made by specific individuals, families, organizations, businesses or communities. The Success Story should highlight major or significant findings/results of the program. For example, you may want to include the awareness or knowledge level of participants or what they need in order to solve a particular problem or issue. Using catchy phrases, quotations from participants, or facts and figures helps to get the attention of the stakeholders. A success story should address the three Rs of Reporting—*Relevance, Response, and Results*. *Relevance* refers to the importance of the program. *Response* should provide a summary of what topics were taught and *Results* refers to specific changes made by those in the success story. A success story should be limited to about 250 words or less.

Outreach to Minorities is used to specify what your intentions are for reaching minorities with your educational program. Outline your steps for "all reasonable efforts" that will be taken for reaching your goal.

Multi-State and Integrated Tabs

The "Activities" section is the only field that requires major input for both of these tabs. Do not list all the meetings you attended and with whom and what types of donuts were served at each. If you conducted five workshops, don't list each separately. A better way to present this information would be as follows:

- Conducted 5 food safety workshops.
- A total of 250 persons were trained.
- Knowledge-gained testing was conducted.

If you wish to report changes made by participants, do not include the survey used to collect the change data. Rather identify two or three of the most significant changes made by participants. This section should take no more than one-half page.

Leadership and Administration Tab

Under this tab you'll have four fields to complete:

- Programmatic Leadership Activities
- Administrative Activities
- Advisory Committee
- 4H Youth.

Again, be concise; limit your response to about one-half page or less per field.

Statistic Report Tab

When this tab is selected, you will be presented with three sub-tabs. The only section to be discussed in this fact sheet will be the "Outcome Measures" section, specifically the "Description" fields for:

- Customer Satisfaction
- Knowledge Gained
- Certification
- Practices Changes
- Social, economic, or environmental changes

The “Description” field for each offers the opportunity to provide a brief explanation of how the information was collected. It should include a description of respondents and meaningful findings that call for additional interpretation. A good way to summarize specific measurable changes is by pointing out two or three of the most significant changes and explaining why the changes are significant. Limit each field to one page or less of text.

Other Activities Tab

This is the last tab on the Extension portion of your FAS report. Here you are asked to create a “List of Activities.” For each activity you will have three fields where a 250 word limit should be the goal. These are:

- Rationale
- Objectives
- Educational Activities
- Impacts

As with the “Program” tab, short concise text and bullet lists are the order of the day.

Getting Help

There are several ways to get help:

For technical help on the FAS software or computer problems contact the IFAS Help Desk: Main contact is Ben Beach at Suncom 622-4636 or 352-392-4636 or email to IFAShelp@mail.ifas.ufl.edu.

For assistance with content contact your unit administrator or the Program Development and Evaluation Center (PDEC): Main contact is Cheri

Brodeur at Suncom 622-0386 or 352-392-0386 or email to cbrodeur@mail.ifas.ufl.edu.

You can access a website on the FAS system at <http://pdec.ifas.ufl.edu/>. This on-line help site will provide many answers concerning the operation of FAS.

Take Home Points

- Keep text boxes to fewer than 250 words. Use bullets where possible.
- Don't under-report; just try and distill your accomplishments into concise language.

Further Reading

Program Development and Evaluation Center (<http://pdec.ifas.ufl.edu/>)

FAS2 Update Site (<http://fas2test.ifas.ufl.edu/fas2>) Note: Because the website is under construction, it may be inaccessible at times.

Three Types of Extension Programming and What it Means for Program Development: EDIS Publication (<http://edis.ifas.ufl.edu/FY029>)

Writing the County Report of Accomplishment: Accomplishments/Impact Narrative: EDIS Publication (<http://edis.ifas.ufl.edu/PD030>)

Extension Specialist's Role and Responsibility Statement: EDIS Publication (<http://edis.ifas.ufl.edu/SD055>)