

Table 2: Current Benchmarks and How They Are Used in Cooperative Extension

State	What are your benchmarks?	How are your benchmarks used?
Arkansas	<p>✓ Our benchmarks are listed in our Plan of Work as outcome indicators and are sorted by education programs. They are too numerous to list here. I will be glad to provide a copy of our 5-Year Plan of Work, which lists indicators (benchmarks) by program area.</p>	<p><u>Internal</u> (Please explain)</p> <p>✓ Benchmarks are used internally to report to university administration and to determine new directions for Extension programming. Benchmarks are also used to some degree to measure progress and evaluate Extension faculty.</p> <p><u>External</u> (Please explain)</p> <p>✓ Benchmarks are used externally to report to the state legislature, commodity groups, stakeholders, and supporters of Extension programs such as Farm Bureau. Some benchmarks are developed externally through County Extension Councils as goals for county Extension programs.</p>
District of Columbia	<p><u>Internal</u></p> <p>✓ Statistical data</p> <p>✓ Annual Report</p> <p>✓ Justify matching funds</p> <p><u>External</u></p> <p>✓ Accomplishment Reports</p>	
Florida		<p>In general, there has not been a lot of use as many measures were only identified in 1999. For Extension, the customer satisfaction data has been reported to the State University System's Board of Regents office. Other data, such as clientele contacts, has been used with various stakeholders over the years.</p>

Georgia	<p><u>Extramural Funding</u></p> <ul style="list-style-type: none"> ✓ Competitive and directed funds from international and national sources (e.g. Hatch, USDA-NRI, NIH, EPA, BARD; private and commercial organizations). ✓ Competitive and directed regional funds (e.g. Southern Regional IPM; regional commodity funds; private and commercial organizations). ✓ Competitive and directed funds available in the State (e.g. EPD, DNR, Georgia Commodity Commissions; Private and Commercial organizations) ✓ Proceeds from patents, royalties and licenses. ✓ Endowment and other development funds for research related activities. <p><u>Creativity</u></p> <ul style="list-style-type: none"> ✓ Publication in peer referred journals ✓ Patents and licenses ✓ Graduate and undergraduate degrees awarded ✓ Problem solving information delivered through non-journal publications, web-based resources, distance education, workshops, and other non-traditional outlets. <p><u>Peer Recognition:</u></p> <ul style="list-style-type: none"> ✓ Invitations to give research presentations and lectureships ✓ Receiving various research awards ✓ Appointments to review panels research councils, etc. <p><u>Editorships</u></p> <ul style="list-style-type: none"> ✓ Selection as Fellows in Professional Societies ✓ Election to offices in professional societies ✓ Invitations for multi-discipline and multiinstitutional collaborators. <p><u>Infrastructure:</u></p> <ul style="list-style-type: none"> ✓ Adequacy and quality of laboratory space, including building laboratory 	Internally
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	<p>space, as well as field laboratory land and buildings, greenhouses, and animal handling facilities.</p> <ul style="list-style-type: none"> ✓ Adequacy of: research equipment and instruments, technical support personnel and office support personnel ✓ Quality and quantity of visiting scientists, post doctorates ✓ Cultural diversity of administrators, faculty, staff, and graduate students. 	
Idaho	<ul style="list-style-type: none"> ✓ Annual reviews based on position descriptions ✓ Promotion and tenure guidelines ✓ No other genetic Benchmarks 	<ul style="list-style-type: none"> ✓ For annual performance evaluation and for promotion and tenure
Iowa	<p><u>Internal</u></p> <ul style="list-style-type: none"> ✓ Projects (allocating resources) ✓ Activity levels (done with indicators) ✓ Funding/leveraging base <p><u>External</u></p> <ul style="list-style-type: none"> ✓ Penetration of targeted groups ✓ Impact determined by survey—mostly ✓ Leveraging with external funds 	<p><u>Internal</u></p> <ul style="list-style-type: none"> ✓ Salary adjustments ✓ Resource allocation among departments/colleges/programs <p><u>External</u></p> <ul style="list-style-type: none"> ✓ Work with citizens groups, political interests, and our elected county extension councils
Kentucky	<ul style="list-style-type: none"> ✓ Leadership development ✓ Advisory councils ✓ Educational programs ✓ Accountability/public relations ✓ Facilitation/Collaboration 	<ul style="list-style-type: none"> ✓ To explain and measure the critical elements of a county Extension program. They were initially developed so we would uniformly explain the nature of a county Extension program to new agents. They then became part of the personnel appraisal process. ✓ <u>Internal</u>. These elements were identified to define the critical ingredients of a county program no matter which subject or program was being described. We developed them out of our own need, not because someone externally imposed them on us.

Maine	<ul style="list-style-type: none"> ✓ EEO/AA publishes goals for diversity. We aspire to reach them through effective hiring practices.¹ 	
Missouri	<p>We are in the process of implementing an “Outcome Based” approach to program planning. As a part of this process, benchmarks will be identified for specific programs.</p>	<p><u>Internal</u> As benchmarks are developed, they will provide a base from which program results can be documented. Information gained from program evaluation will be used to make program adjustments as needed. Program faculty as well as administration will use the information.</p> <p><u>External</u> Benchmarks will provide the means to do a more effective job of reporting results to funding sources and key stakeholders.</p>
Nebraska	<ul style="list-style-type: none"> ✓ Developed Cooperative Extension Promotion and Tenure Considerations in 1991. ✓ Developed EARS (electronic Extension Accomplishments Reporting System (EARS)). Since implementing the EARS system, we have created a totally word searchable database containing over 700 impacts/outcomes. See: http://deal.unl.edu/extension/ears/. 	<p>EARS system is used for reports with different stakeholder groups.</p>
New Hampshire	<ul style="list-style-type: none"> ✓ Securing grants/supplemental funding ✓ Program impacts ✓ Integrating Research and Extension ✓ University relationships ✓ Partnerships with faculty/departments ✓ Locating specialists in departments ✓ Minimum staff competencies ✓ Interdisciplinary programming ✓ Staff teamwork ✓ Organizational visibility ✓ Maintaining county and state appropriations ✓ Maintenance of current communications technologies ✓ Expansion of Distance education 	<p><u>Internal</u></p> <ul style="list-style-type: none"> ✓ Staff competencies and expectations provide bases for individual staff performance appraisals ✓ Assessing organizational progress and development ✓ New funding for program enhancement ✓ Assessing improvements in support and public relations ✓ Legislative relationships ✓ Assessing status and visibility as a university outreach program

¹ We use this aspiration to make some decisions on how to invest “administrative money” such as hiring a 40 percent resource development office, having our own internal “competitive” innovative staffing funds.... etc.

<p>New York Note: for more information, see http://www.cce.cornell.edu/admin/program/POW/Documents/CRI/TERIA.HTM</p>	<ul style="list-style-type: none"> ✓ Consistency with the mission ✓ Relevance to current or emerging statewide initiatives ✓ Indicators of high impact, outcome based program (need, outcomes, impact, niche, accountability, implementation, diversity, image); ✓ Support, internal and external partnerships, structures, and relationships (resources are adequate for success, roles and responsibilities clearly articulated, communication strategies, and staffing decisions) 	
<p>Ohio</p>	<p>Established benchmarking by selecting 15 states considered to be among the top land grant Extension systems in the United States. The following four criteria were used to arrive at the suggested changes:</p> <p><u>Program Development and Delivery</u></p> <ul style="list-style-type: none"> ✓ Breadth and depth of programming delivered and satisfaction of clientele are paramount. ✓ Support of county/regional agents including ratio of specialist support, and ratio of organizational/professional development support must be taken into consideration <p>Funding</p> <ul style="list-style-type: none"> ✓ Fiscal health and high morale are evident. ✓ Funding supports looks at the history of funding from state, federal, and local partners, growth in funding and the ability of organization to generate new funds through grants and non-traditional sources. Growth in size of staff, competitive salaries and substantial operating dollars are evident. Turnover rates are low. <p>Progressive:</p> <ul style="list-style-type: none"> ✓ The organization exhibits an interest in reaching out to new audiences, expanding involvement of collages across the campus in outreach and engagement to address emerging issues. A growth in the diversity of program professionals and use of communication 	<ul style="list-style-type: none"> ✓ Quality indicators ✓ Benchmarks

	<p>technology and distance education is evident.</p> <p>Scholarly Contributions to the Profession</p> <ul style="list-style-type: none"> ✓ Professionals from the organization are sought as resources by other organizations and publications are used outside the state. ✓ Publication rankings in the <i>Journal of Extension</i>, presentations at national agents meetings and referred publications are substantial. Research studies, which generate new knowledge of Extension processes and national leadership positions held by the Extension professionals, are evident. 	
Pennsylvania	<p>See http://www.outreach.psu.edu/News/Pubs/Monograph/default.html</p> <ul style="list-style-type: none"> ✓ Leaders must work to make engagement so much a priority that it becomes part of the core mission of the university. It must be reflected in the full range of activities and in every field of endeavor. ✓ Specific engagement plans must be developed that recognize that this priority is not something separate and distinct, but built into everything we do. ✓ Interdisciplinary research, teaching, and learning must be encouraged as part of the engagement agenda. ✓ Incentives must be developed to encourage faculty and student engagement. ✓ Secure funding streams must be sought to support engagement activities. Partnerships, fees, and internal allocations are all possibilities. 	
Virginia	<p><u>Internal</u></p> <p>See http://www.ext.vt.edu/vce/eduprogspt/prgmdev/piq.html</p>	

	<p><u>External.</u> Created by extension and experiment station according to state government requirements and are reported each November to the Governor's office.</p> <ul style="list-style-type: none"> ✓ Contribution of VCE/VAES to farm income ✓ Number of customers served by extension agents (based on contacts and participant reporting system, i.e., total served divided by total number of agents per agent average customers served). ✓ Administrative costs (% of total budget spent on administration). ✓ Agricultural program expenditures (% of budget spent on agriculture related programs, including ag related 4-H). ✓ Non-general fund revenues (% of budget that comes from grants or other non-state, non-federal tax funds). 	
Wisconsin	<p>Program areas. See http://cf.uwex.edu/trsprod/login/cfm</p>	
DC	<p><u>Internal</u></p> <ul style="list-style-type: none"> ✓ # of people contacts ✓ # of programs ✓ Cost per person per event ✓ Matching dollars ✓ Before/after test in some cases 	<p><u>Internal</u></p> <ul style="list-style-type: none"> ✓ Statistical data ✓ Annual report ✓ Justify matching funds