

WyoVita (Faculty 180) Tip Sheet for UWE Specialists (Updated Dec 2021)



This tip sheet is designed for faculty who have an Extension appointment. It outlines the process to report Extension contacts in WyoVita. The programs and contacts you report should reflect the percentage of your Extension appointment. Please refer to your department's guidelines for information on tenure and performance appraisal processes.

All Extension specialists are required to complete contact reporting and enter one impact statement in WyoVita. Instructions on how to report contacts and identify your impact statement are included in this Tip Sheet.

Your Action Items

You may have two activity input forms under Your Action Items. One for Extension and one for the College of Agriculture and Natural Resources. You **DO NOT** need to enter information twice. What is entered into one, shows up in the other.

Your Action Items

Please click here to complete your 2019 Review - College of Agriculture and Natural Resources - Extension
Activity Input | 2020-01-01 12:00 am - 2020-01-31 11:59 pm | Faculty180

Please click here to complete 2019 Annual Update for review - College of Agriculture and Natural Resources
Activity Input | 2020-01-01 12:00 am - 2020-01-31 11:59 pm | Faculty180

The Activities List

Because WyoVita is being used by all UW colleges and departments it's a really long list. Some of the sections are unique to specific colleges or departments and may not apply to you. Please work with your department to determine which are required for you.

When you are ready to enter information, click on Activities to bring up the Activities List.

UNIVERSITY OF WYOMING

University of Wyoming >
Activities

Are you looking for your open activity request?
This page is the general activity form that has all the information you've entered. You also have an open request from your institution to submit information about your activities for "J Term 2019 - Fall 2019"

[Go to Activity Input Request](#)

[Jump to Section](#)

- ▶ Teaching
- ▶ Non-Credit Instruction / Outreach Activities
- ▶ Advising Load
- ▶ Student Mentoring
- ▶ Job Description
- ▶ Reassigned Duties
- ▶ Scholarly Contributions and Creative Productions

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The Activities List includes three sections which are specific to UW Extension. They can be found toward the bottom of the list.

- ▶ [UW Extension - Resource Development](#)
- ▶ [UW Extension - Educational Materials Developed/Popular Press Activities](#)
- ▶ [UW Extension - Educational Programs and Contact Reporting](#)

Extension specialists with a part time appointment will enter information in UW Extension – Educational Programs and Contact Reporting.

Extension specialists with a 100% appointment, and who completed the annual summary matrix in the past, will complete all three UW Extension sections.

UW Extension – Educational Programs and Contact Reporting

Contacts and the impact statement will be entered in Educational Programs and Contact Reporting. When you click on Educational Programs and Contact Reporting you will see several fields and if you have a part time Extension appointment you will be asked to complete four of them.

- Section A – Reporting Timeframe
- Section B – Educational Program Information
- Section E – Identified NIFA Outcomes (if it’s applicable to the program you conducted)
- Section H – Activity Classifications (the number of Program Participants and Demographics)

If you have a 100% Extension appointment you will want to complete all of the sections as appropriate.

Reporting Timeframe

The Reporting Timeframe is a required section. The options for Start Semester are J-Term, Spring, Summer, and Fall. The options for End Semester are the same except for the additional option of “ongoing”. Please DO NOT select Ongoing. To capture the calendar year, select J Term for the start semester and Fall for the end semester. Even if programs are ongoing over several years, it is critical to enter the calendar year so that the appropriate reporting period is reflected.

A Select Reporting Timeframe

To generate accurate reports for UW Institutional Marketing and NIFA, it’s important to enter the calendar semester and select the current reporting year. Select Fall as the end semester and select the current appropriate year for which you are reporting.

In some instances, programs will require two entries. For example, a 4-H SPIN club that begins in October-April in 2022.

Start Semester*	J Term	2021
End Semester*	Fall	2021
Provide Information Below		

J-Term (January)
Spring (Feb – March)
Summer (June – Aug)
Fall (Sept – Dec)

Educational Program Information

Enter contacts you reached in Extension programs through direct teaching, educational events you helped organize or coordinate, programs you facilitated, or educational efforts with individuals in Educational Program Information. Contacts reached in research could also be entered here if appropriate.

The dropdown menu for programming areas reflect the 2020-24 NIFA Plan of Work. Because of the potential for interdisciplinary work, the programming areas are grouped by types of educational programs rather than initiative team. These programming areas were identified by the UW Extension Initiative Teams at a work session during EPIC. A document describing each programming area is available on the Extension Employee Resources web site under Reappointment – FTRC – Promotion. You will find it listed under UWE Contact Reporting.

B Educational Program Information

Educational Program Information: Because of the potential for interdisciplinary work, the program areas are grouped by types of educational programs. Select the programming area dropdown menu that best fits your programming. If the program does not fit one of the NIFA planned programs, please select "Other Educational Programs".

If the content of the activity you are reporting on is directly related to Covid-19 select "Yes". Sewing masks, resiliency planning, food distribution, would qualify. Select "NO" when reporting activities that do not relate to Covid-19 even if they are delivered through distance learning because of

2020-24 NIFA
Plan of Work
Programming
Areas

Programming Area	Health Promotion and Education	
Title of Program / Activity	ServSafe (food safety)	
Start Date	2021-03-03	
End Date	2021-04-29	
Contact Location	Niobrara	
Number of Programs Taught (Group Setting)	6	
Number of Instructional Hours (Individual Consultation and Group Settings)	28	
Number of Collaborative Partnerships	1	
Is this activity directly related COVID-19?	No	
Is this program one you would like to feature in your Impact Statement?	Yes	

Consumer Horticulture, Crop Diversity, Livestock Health and Infectious Disease, Maintaining Viable and Progressive Ag-operations;

Civic Health, Community Economic Vitality, Individual and Family Resource Management;

Health promotion and Education, Healthy Environments;

Access to and Demand on Rangelands, Invasive and Noxious Weeds, General Public Range Education;

Volunteer Support and Engagement and Teen Programming and Engagement

Other

Select Yes to identify this program for the impact statement

Select the educational program area from the dropdown menu that best fits your programming. If your program doesn't fit one of the NIFA programming areas, select other and enter the general subject in the text box. If you select "Other", you can SKIP section E – the identified NIFA Outcomes because it's not applicable.

Also in this section enter:

- Title of the Program/Activity
- Start and End dates
- Contact Location (includes options for each county, Wind River Indian Reservation, state, regional, national, or international)
- Number of Programs Taught in a group setting

- Number of Instructional Hours in a group setting AND individual consultations (number of direct teaching hours with clientele, not prep time)
- Number of Collaborative Partnerships (external partners engaged in helping make the program available)
- If you would like to feature this program for your impact statement, select Yes. There is also a No option, but it is not necessary to select No for your other entries.

Sometimes it makes sense to combine programming and enter it one time. For example, when you teach the same or a similar topic in the SAME county – enter it once.

same or similar topic

If you taught the same topic in three different counties, use the clone feature. Complete the entry for one county and clone it for the other two which will allow you to report the correct number of participants for each county. For more information on when and how to combine entries, please refer to that WyoVita Tip Sheet.

When you identify a program to highlight for your impact statement, document the situation or need for the program in this text field. In a few sentences, describe who cares about the issue and why.

Is this program one you would like to feature in your Impact Statement? Yes

If yes, describe the situation/need for the program →

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The U.S. Department of Agriculture (USDA) estimates that foodborne illnesses cost \$15.6 billion each year. Many documented cases of foodborne illness is from food establishments. The items most likely to cause a foodborne illness are: violations in the time/temperature relationship for food; personal hygiene such as poor handwashing practices and sick employees preparing food; cross contamination of food or utensils from raw to cooked products; improper cleaning and sanitizing of food contact surfaces; and contamination of food and equipment by insects and/or rodents. Since more meals are eaten away from home than ever before, the potential for foodborne illness has increased. Education in safe food handling techniques for food service managers is considered a major intervention for reducing foodborne illness.

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Program Description/Educator Role

For the impact statement, describe Extension’s response to the issue. Provide enough description so that the reader knows how the program was conducted. Also, highlight your role and, if applicable, identify collaborating partners. If you are an Extension Specialists who has not completed the annual summary matrix for ET&P or performance appraisal in the past, this section is OPTIONAL for other entries.

C Program Description/Educator Role

Program Description/Educator Role: How long was the program? Was it a one time workshop or a series of classes? Describe special activities or teaching strategies that supported the that you helped plan and coordinate for the public (Farmer’s Market, Resource Fair, Ag & Garden Expo, Field Day, Open House, Jackpot Show, Community or Demonstration Garden, etc.) identify collaborating partners.

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Program Description/Educator Role

UWE Nutrition and Food Safety (NFS) Educators, in cooperation with the Wyoming Department of Agriculture CHS, offered two, two-day, ServSafe® manager trainings. The ServSafe® Training and Certification Program was created by the National Restaurant Association Educational Foundation (NRAEF). Following successful completion of the course and a standardized test, participant will become a NRAEF Certified ServSafe® Food Protection Manager. One training was held in Crook County and another in Niobrara County. At each site, the Consumer Health Specialists and Extension Educator taught a portion of the ServSafe curriculum. The collaborative members plan, promote, and teach this training. Extension develops the marketing brochures. The two classes conducted in FY 2021, reached 17 individuals.

Additionally, Food Safety Works was taught four times in Niobrara County and reached 35 individuals. This is a training for food service workers that covers the basic requirements for safe food handling. The Wyoming Food Safety Fundamentals training is for retail and other foodservice personnel. This class provides detailed information about and practical tips for reducing the risk of foodborne illness. One class was taught in Crook County and reached 7 participants.

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Teaching/Program Results

The teaching/program results is a place to share your success in Extension programs. Impact statements should show improvements to the quality of life. Describe results – what did participants tell you about changes in their knowledge or skills; what positive changes have been made in practices or behavior; what improvements in social, economic, and/or environmental conditions did you see? It's most helpful to communicate the VALUE of Extension Programs. Answer the question, "What happened as a result of Extension's efforts?" Summarize the evaluations so that it's easy for the reader to understand quickly. If you want to share the complete evaluation, uploaded it as an attachment.

This section is also OPTIONAL if you are an Extension Specialists who has not completed the annual summary matrix for ET&P or performance appraisal in the past. Of the two, this is the one that is most helpful in writing the NIFA Annual Accomplishment Report. It's important to be able to share what participants gained from their participation in our programs.

D Teaching/Program Results

Document the results of major programs/teaching efforts. If an evaluation was conducted, describe the evaluation method(s) used to document changes in attitude, knowledge, conducted (immediately after the program or a follow-up evaluation several weeks or months after the program)? What did the participants learn? What did the participants say doing differently? Provide a synopsis of what was learned rather than simply including the raw data/responses.

Teaching/Program Results	
	<p>Seventeen participants attended the two ServSafe® Manager Certification training classes. Twelve of 17 (82%) individuals passed the standardized test and received national certification provided by the National Restaurant Association Educational Foundation.</p> <p>All participants enrolled in the Food Safety Works and the Wyoming Food Safety Fundamentals received a food safety manual and a certificate of completion. Through an evaluation, 100% (42) of participants improved their food safety knowledge. A high percentage of participants indicated through verbal feedback that they would make at least one change related to food safety within the four core practices: clean, separate, cook, and chill.</p> <p>Participants indicated the information easy to understand, the training met their expectations, and they would recommend the training to others.</p> <p>As a result of Food Safety Training programs, participants:</p> <ul style="list-style-type: none">• wash their hands more often• separate raw and cooked foods to prevent cross-contamination• heat and cool foods more safely and• follow other research-based food safety practices to reduce the risk of foodborne illness
	P 161 WORDS

NIFA Identified Outcomes

Each of the NIFA programming areas has specific outcomes associated with it. IF you selected one of the NIFA programming areas in section B – Educational Program Area please review the outcomes and determine if you are able to report against any of them.

The outcomes for each programming area are grouped together. To make it as easy as possible to identify which outcomes are associated with the programming areas, each outcome has the title of the respective programming area in front of it. In the screen shot below, you will see the first three begin with Consumer Horticulture, the next four are Crop Diversity, etc. PLEASE NOTE: one Viable and Progressive Ag-operations outcome is separated from the rest and is at the bottom of the list.

Some of the outcomes ask for things you won't know right away and may need additional follow up several months after the program ends. Instructions on how to edit an entry can be found in the WyoVita Tip Sheets found on the UWE Employee Resources web page.

E Identified NIFA Outcomes (2020-2024)

The following outcomes are associated with the NIFA Planned Programs for Wyoming. Enter the requested numbers as appropriate for your programming efforts.

Consumer Horticulture: # of retail employees trained	<input type="text"/>
Consumer Horticulture: # of participants whom indicated money was saved by access to resources	<input type="text"/>
Consumer Horticulture: Amount of money saved	\$ <input type="text"/>
Crop Diversity: # of acres planted in diverse crops	<input type="text"/>
Crop Diversity: # of producers who reported growing a multitude of crops	<input type="text"/>
Crop Diversity: # of producers who indicated economic value was added to their operation	<input type="text"/>
Crop Diversity: # of producers who adopted different practices	<input type="text"/>
Livestock Health and Infectious Disease: # of producers who indicated a decrease in livestock death and economic losses	<input type="text"/>
Livestock Health and Infectious Disease: # of disease outbreaks reported	<input type="text"/>
Livestock Health and Infectious Disease: # of operations receiving "best practice" certifications (i.e. BQA)	<input type="text"/>

UW Community Marketing and Recruitment

This section is also OPTIONAL but you may have work you would like to have documented. In your Extension role, you might facilitate visits to campus. If you do, you are welcome to report the number of visits you helped make possible for potential students and their parents to campus and/or the College of Ag. This is just the number of visits, the number of participants is reported later in Section H.

F UW Community Marketing and Recruitment

# of Facilitated events in home county to create excitement about higher education and attending UW	<input type="text"/>
# of Facilitated visits for youth and their parents to UW campus	<input type="text"/>
# of Facilitated visits for youth and their parents to the College of Agriculture and Natural Resources	<input type="text"/>

Participant Numbers and Demographics

Section H: Activity Classifications is where you enter the number of participants and any demographic information for **DIRECT** Contacts. Examples are workshops conducted in person, individuals who stop and engage with you at an educational display, or workshops conducted via an online delivery. Direct contacts occur when participants have the opportunity to ask questions, exchange ideas and share information. As an educator you also have the opportunity to gather demographic information from the participants.

Reporting demographic information is the biggest change in philosophy from the Office of Civil Rights & Equal Employment Opportunity at NIFA. Historically visual observation of program participants was an acceptable practice. That is no longer the case. Participants deserve the chance to self-identify. Furthermore any disclosure needs to be documentable and defensible in a case of law.

While we have an obligation to collect demographic information it is always VOLUNTARY for the participants to provide it. That's why a Did Not Respond category has been added. Sometimes people don't want to provide it. And sometimes it is not feasible to gather the information, especially if the program is organized by someone else and you are guest speaker. If participants have not self-disclosed, enter the number of participants in the Did Not Respond line.

Changes have also been made to reflect current demographic categories:

- "Self-described" has been added under gender
- Ethnicity is a new section
- Racial categories now include "Two or More Races" and "Other Race"

The number of youth and adult participants is required. Since it's not part of the civil rights demographics, make your best guess. Because it is required you do need to enter a number. For example, if you do not have any youth participants you will need to enter 0.

The number for gender, ethnicity and race must equal the total number of participants. If you have 36 participants as in the example below, 36 should also be the number reported in gender, ethnicity and race.

H Activity Classifications

# of Adult Participants* ?	33	# of American Indian or Alaskan Native ?	3
# of Youth Participants* ?	3	# of Asian ?	
# of Female Attendees ?	7	# of Black or African American ?	
# of Male Attendees ?	23	# of Native Hawaiian or Other Pacific Islander ?	
# of Self Described ?		# of White/Caucasian ?	22
# of Did not respond (Gender) ?	6	# of Two or More Races ?	5
# of Hispanic ?	4	# of Other Race ?	
# of Non-Hispanic ?	26	# of Did not respond (Race) ?	6
# of Did not respond (Ethnicity) ?	6	# of indirect contacts ?	

Participants can be provided a chance to self-disclose their gender, ethnicity and race in several ways. In a workshop setting you could ask for it on a registration form or an evaluation survey (which is the most confidential), you can use a sign in sheet at the program (this is only confidential for the LAST person who signs in). You could provide a separate sheet for each participant at the program to sign in privately and confidentially.

If you have a "standing group" that you meet with on a regular basis like a local community group or advisory group this often falls under program management. It's also important to gather demographic information from those participants but it doesn't need to be collected each time you meet. Once a year, ask them to complete a demographic information form. It could be e-mailed or handed out at a meeting.

Examples of sign in sheets are available on the UW Extension Employee Resources web site. A block of registration questions has also been created in Qualtrics which includes contact information and demographics.

Indirect contacts are also reported here. Indirect contacts are reported when we CAN NOT gather demographics and are generally from social media, web sites, t.v., radio, newspaper, etc.

Please remember, if you are reporting a newspaper column, radio broadcast, or TV production use 25-30% of the potential audience. It's not realistic to believe that 100% of the individuals who received the paper picked it up and read the article submitted by Extension. Using 25-30% provides consistent reporting across the state.

If you have actual numbers for other categories, please use those.

SAVE OFTEN – The system does not automatically save your entries so save often!

If you have additional questions about how to enter information in WyoVita for Extension programs, or would like some individualized help, please contact Kim Reaman at kreaman@uwyo.edu. There are also several WyoVita Tip Sheets and recordings for specific actions within WyoVita on the UWE Employee Resources web site.