

Data Quality Checklist for Research and Evaluation Studies in Extension

Listed below are statements related to these eight components. Please indicate the extent to which these components are addressed in the research and evaluation studies by recording a score of 4, if it is addressed; 3 addressed, but needs improvement; 2 partly addressed, requires major revisions; 1 not addressed at all; and 0 if it doesn't apply. **Please provide comments (in box) if any of the statements are rated 3 or below.**

Relevance

1. Need for conducting the study
2. Study need based on gaps in literature
3. Addresses a significant issue related to Extension
4. Timeliness of the study
5. Study's impact on the profession

Objectivity

1. Clear statement of objectives/research-evaluation questions/hypothesis
2. Description of key variables examined
3. Appropriateness of statistical procedures used
4. Statistical assumptions met for using inferential statistics stated
5. Evidence that conclusions are based on findings

Validity

1. Questions provide answers to the research-evaluation questions/hypothesis
2. Appropriateness of questions to the audience surveyed
3. Process used to develop the instrument/questionnaire
4. Review of the instrument/questionnaire by a panel of experts
5. Field testing of instrument/questionnaire

Reliability

1. Process to establish reliability
2. Evidence of pilot testing the instrument/questionnaire
3. Appropriate reliability types used for constructs
4. Acceptable level of responses (n=>20) to estimate reliability
5. Evidence of acceptable reliability for constructs (alpha >.70)

Integrity

1. Procedures for data collection
2. Procedures for non-response follow-up
3. Any limitations that might jeopardize data
4. Appropriateness of data analysis to research-evaluation questions/hypothesis posed
5. Assurances for maintaining confidentiality

Generalizability

1. Errors that limit generalizability of the study
2. Procedures for appropriate sampling techniques
3. Procedures for generalizing study findings to population
4. Representativeness of the sample to the population
5. Statistical comparisons to generalize study findings

Completeness

1. Procedures to handle missing data
2. Alternatives to address missing data
3. Measures to address missing data
4. Appropriate coding of missing data
5. Handling of missing data in reporting results

Utility

1. Use of study findings for further research/program improvement
2. Policy implications from study findings/program direction
3. Study implications for educational programming/improving practice
4. Dissemination of findings to key stakeholders
5. Linking study findings to past literature/previous evaluation studies