

# Ripple Effects Mapping (REM) Resources

## National REM Community of Practice

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Next session: **October 4, 2024**

1 pm eastern/noon central/11 mountain/10 pacific

This quarter's topic: ***Tips for making the results of REM evaluations visually engaging.***

If interested, send an email to Scott Chazdon and he will add you to the distribution list: [schazdon@gmail.com](mailto:schazdon@gmail.com).  
Once join this list, you will have access to a Google folder full of resources, including the videos of these sessions.

## Core Components

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### ***Essentials of Appreciative Inquiry (1st ed.)***

Cooperrider, D., D. Whitney, and J. Stavros. (2008). Brunswick, Ohio: Crown Custom Publishing.

### ***Using Appreciative Inquiry in Evaluation***

Preskill, H., & Coghlan, A. Editors (2003). Number 100, Winter. Jossey-Bass, San Francisco.

### ***Positive Questions to Bring out the Best of Your Team***

Whitney, D., Trosten-Bloom, A., Cherney, J., & Fry, R. (2004). iUniverse, Inc.

### ***Mind Map Handbook: The Ultimate Thinking Tool***

Buzan, T. (2013). London: HarperCollins, UK.

## Coding Frameworks

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### ***Community Capitals: A Tool for Evaluating Strategic Interventions and Projects***

Flora, C., M. Emery, S. Fey, & C. Bregendahl. North Central Regional Center for Rural Development. Iowa State University

### ***Using Economic Principles to Show How Extension Programs Create Public Value***

Kalambokidis, L., L. Hinz, and S. Chazdon. (2015)

### ***The Triple Bottom Line: What Is It and How Does It Work?***

Slaper, T., and T. Hall. 2011. Indiana Business Review: 86(1).

## Books and Chapters

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### ***A Field Guide to Ripple Effects Mapping***

Chazdon, S., Emery, M., Hansen, D., Higgins, L., & Sero, R. (2017)

University of Minnesota Libraries Publishing. Retrieved from the University of Minnesota Digital Conservancy,

<https://publishing.lib.umn.edu/publications/a-field-guide-to-ripple-effects-mapping/>

**Abstract:** Focuses on the emerging evaluation technique of Ripple Effects Mapping (REM). This participatory data collection method is designed to capture the impact of complex programs and collaborative processes. Well-suited for evaluating group-focused efforts, REM involves aspects of Appreciative Inquiry, mind mapping, facilitated discussion, and qualitative data analysis. As the REM process unfolds, the intended and unintended impacts of participant efforts are visually displayed in a way that encourages discussion and engagement.

### ***Ripple Effects Mapping: A participatory strategy for measuring program impacts***

Sero, R., Hansen, D., Chazdon, S., Bohen, L., Higgins, L. & Emery, M. (2020).

SAGE handbook of participatory research, Vol. II. M. Apgar & W. Allen (Eds.)

## Articles and Publications about the Process

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### ***Ripple Effects Mapping: Advanced Facilitator Guide for In-depth Rippling***

Hansen, D., Higgins, L., & Sero, R. (2018) Washington State University Extension.

<https://pubs.extension.wsu.edu/ripple-effects-mapping-advanced-facilitator-guide-for-indepth-rippling>

**Abstract:** This REM Facilitator Guide will help you understand the numerous benefits of using this method and how to apply it to your program. We have included a step-by-step agenda with general timing, scripts that can be customized and personalized, adaptable templates for your participants and programs, as well as notes and advice. Finally, we share examples of best practices for organizing, coding, and reporting your data.

### ***Ripple Effect Mapping: A "Radiant" Way to Capture Program Impacts***

Kollock (Hansen), D. H., Flage, L., Chazdon, S., Paine, N., & Higgins, L. (2012)

The Journal of Extension, 50(5), Article 33. <https://tigerprints.clemson.edu/joe/vol50/iss5/33>

**Abstract:** Learn more about a promising follow-up, participatory group process designed to document the results of Extension educational efforts within complex, real-life settings. The method, known as Ripple Effect Mapping, uses elements of Appreciative Inquiry, mind mapping, and qualitative data analysis to engage program participants and other community stakeholders to reflect upon and visually map the intended and unintended changes produced by Extension programming. The result is not only a powerful technique to document impacts, but a way to engage and re-energize program participants.

### ***Using Ripple Effect Mapping to Evaluate Program Impact: Choosing or Combining the Methods That Work Best for You***

Emery, M., Higgins, L., Chazdon, S., & Hansen, D. (2015).

The Journal of Extension, 53(2), Article 28. <https://tigerprints.clemson.edu/joe/vol53/iss2/28>

**Abstract:** A mind mapping approach to evaluation called Ripple Effects Mapping (REM) has been developed and used by a number of Extension faculty across the country recently. This article describes three approaches to REM, as well as key differences and similarities. The authors, each from different land-grant institutions, believe REM is an effective way to document direct and indirect impacts of community development programs while providing an opportunity for reflection and inspiration to program participants.

### ***Using Data Visualization to Demonstrate Outcomes—Examples from Ripple Effects Mapping***

Rome, C., Hansen, D., Sero, R., & Higgins, L. (2021).

The Journal of Extension, 58(6), Article 20. <https://tigerprints.clemson.edu/joe/vol58/iss6/20>

**Abstract:** If you have conducted a ripple effects mapping (REM) event, you may have wondered "What is the best way to use these data, and what are some creative options for sharing the findings?" REM involves a mind mapping approach to evaluation and is an effective way to collect qualitative data that document the direct and indirect impacts of complex programs and projects. We provide examples of visual ways to display the gathered data and describe how to use the information to elevate your program outcomes.

## REM in Action (a sampling of some articles)

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### ***CREATE resilience through science, art, and community engagement.***

Semmens, K. A., Carr, R. H., Maxfield, K., & Sickler, J. (2023). Community Science, 2, e2023CSJ000028. <https://doi.org/10.1029/2023CSJ000028>

### ***Ripple effects mapping: capturing the wider impacts of systems change efforts in public health***

Nobles, J., Wheeler, J., Dunleavy-Harris, K., Holmes, R., Inman-Ward, A., Potts, A., Hall, J., Redwood, S., Russel, J. & Foster, C. (2022). BMC Medical Research Methodology volume 22, Article number: 72

<https://doi.org/10.1186/s12874-022-01570-4>

### ***Assessing a rural academic-community partnership using ripple effect mapping***

Jennifer Taylor, Indiana University School of Medicine, Sarah Goletz, Indiana University School of Medicine, Jim

Ballard, University of Kentucky (2020). <https://www.tandfonline.com/doi/abs/10.1080/10705422.2020.1716286>

***Assessing Community-Engaged Learning Impacts using Ripple Effects Mapping***

Muhlestein, Benjamin J. and McCann, Roslynn (2019). Journal on Empowering Teaching Excellence: Vol. 3: Iss. 2, Article 5. <https://doi.org/10.15142/zwmv-4273>

***Ripple Effect Mapping Outcomes of a Childhood Obesity Prevention Program From Youth and Adult Dyads Using a Qualitative Approach: iCook 4-H***

Journal of Nutrition Education and Behavior. Volume 51, Issue 3, Supplement, March 2019, Pages S41-S51

Link to the pdf: <https://www.sciencedirect.com/science/article/pii/S1499404618307103>

***Evaluating unintended program outcomes through Ripple Effects Mapping (REM): Application of REM using grounded theory***

Peterson, Christina & Skolits, Gary (2019). Evaluation and Program Planning Volume 76. (2019)

***Using Ripple Effects Maps to Identify Story Threads: A Framework to Link Private to Public Value***

Jane E. Haskell, University of Maine, Barbara A. Baker, University of Maine, Melissa D. Olfert, West Virginia University, Sarah E. Colby, University of Tennessee, Knoxville, Lisa D. Franzen-Castle, University of Nebraska-Lincoln, Kendra K. Kattelmann, South Dakota State University, Adrienne A. White, University of Maine. (2019)

[https://researchrepository.wvu.edu/faculty\\_publications/2979/](https://researchrepository.wvu.edu/faculty_publications/2979/)

***Assessing Results of 4-H Mentoring with Native American First Generation 4-H Youths***

Rachelle Vetter, North Dakota State University, Lynette Flage, North Dakota State University. (2018)

<https://tigerprints.clemson.edu/joe/vol56/iss3/22/>

***Using Ripple Effects Mapping to Evaluate a Community-Based Health Program: Perspectives of Program Implementers***

Lisa Tucker Washburn, LaVona Traywick, Lauren Thornton, Jessica Vincent & Tellisha Brown. (2018)

Health Promotion Practice. <https://tigerprints.clemson.edu/joe/vol54/iss5/4/>

***The Role of Extension in a University's Response to a Natural Disaster***

Susan Kerr, Christina Sanders, Curtis Moulton, Michael Gaffney, Washington State University. (2018)

<https://tigerprints.clemson.edu/joe/vol56/iss4/23/>

***Uncovering Transdisciplinary Team Project Outcomes Through Ripple Effect Mapping***

Catherine H. Daniels Washington State University, Linda Chalker-Scott Washington State University, Nicole Martini Washington State University (2016). <https://tigerprints.clemson.edu/joe/vol54/iss5/4/>

**For more information contact:**



Debra Hansen  
County Director and Professor  
WSU Stevens County Extension  
Washington State University  
Office: 509-684-2588  
Email: [debra.hansen@wsu.edu](mailto:debra.hansen@wsu.edu)