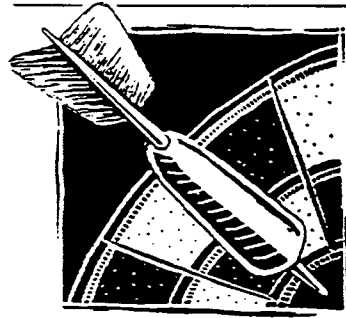
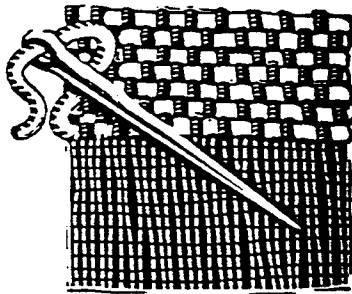


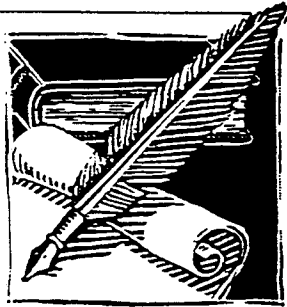
FOUR
DIMENSIONS
OF
QUALITY
OUTREACH



Significance



Contextualization



Scholarship



Impact

EXAMPLES OF QUALITATIVE INDICATORS

- Evidence of clarity and appropriateness of goals to mission, context, resources
- Scope of contributions per priority objective (by location, subject, audience)

- Description of beneficiaries and specific nature and needs of target audience
- Fit of the project to those needs

- Project was based on objective information; i.e., needs assessments, literature cited, previous work

- Statement of congruence with and enhancement of university and unit mission and priorities

- Integration and wise use of multiple resources

- Degree of fit between project needs and expertise deployed

- Partnerships formed; teamwork evident in number and nature of collaborations
- Evidence of successful collaboration on multi-/inter-disciplinary delivery of outreach

- Evidence of ability of faculty and students to work sensitively with external audiences and key groups

- Appropriateness of project work place
- Stage of the project; e.g., pilot, initial, replication
- Developmental and/or long-term perspective

EXAMPLES OF QUANTITATIVE INDICATORS

- Number of projects or events (per ranked FTE faculty)
- Number of projects or events involving distance education technologies

- Number of participants or nontraditional students
- Number of contact; i.e., instructional hours
- Number of participant hours

- Indications of demand/need

- Amount of funding received for outreach grants, fees for service, or other revenue
- Direction of grant/revenue record
- Number and percentage of faculty submitting/receiving extramural funding for outreach activities

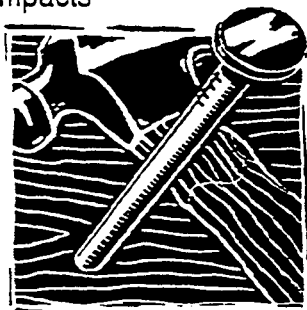
- Number and percentage of tenure-track faculty involved in outreach
- Percentage of faculty FTEs involved in outreach

- Number of new partnerships or collaborative arrangements
- Number of intra-institutional linkages

- Number of instances of innovations in delivery; e.g., student involvement, use of technology

MATRIX FOR EVALUATING THE QUALITY OF OUTREACH ACTIVITIES(continued)

DIMENSION	COMPONENTS	SAMPLE QUESTIONS
Scholarly Characteristics & Contributions	Knowledge Generation, Application, Dissemination, & Preservation	<ul style="list-style-type: none"> ■ To what extent was appropriate, up-to-date knowledge used? ■ What knowledge base for addressing the issue resided in the community or with the constituents? ■ To what extent was there an awareness of replicable models, experts and/or writing related to the issue and approach to be taken? ■ Did the project make a unique contribution in addressing the issue? ■ To what extent was there innovation in the application of disciplinary knowledge and methodology to the particular context of the project? ■ Did the outreach activities generate new knowledge or represent a potential new interpretation or application for use in specific settings? ■ Did outcomes and interpretations constitute an original contribution to the field? ■ Were any unanticipated developments during the course of the project or outcomes of the work creatively interpreted so as to add to the knowledge base? ■ Is the information available for possible replication and dissemination? ■ Is the outreach activity generating new research questions? What effect did the initiative have on scholarship? On community knowledge? ■ In what ways is the scholarship being recognized and rewarded?
External & Internal Impacts	Impact on Issue	<ul style="list-style-type: none"> ■ Were the project's goals and objectives met? ■ What impact did the project have on the intended targets, beneficiaries, problem/issue? ■ Could that impact be documented? ■ How was that impact defined by the stakeholders? ■ Is the activity making an impact on public policy or the improvement of practice?
	Sustainability & Capacity Built	<ul style="list-style-type: none"> ■ Did the project develop mechanisms for sustainability and ultimately university detachment? ■ What capacity was built by the project; e.g., financial, technological, leadership, planning, technical, and professional? ■ Did the project result in additional resources being leveraged for future development—for the unit or university, or for the community or stakeholders? ■ To what extent was the project innovative and creative rather than routine?
	Mutual Connections/ Benefits Between University & Community	<ul style="list-style-type: none"> ■ Was mutual understanding established between the university and the community? ■ Was there two-way flow of communication? ■ Did mutual satisfaction derive from the project? ■ To what extent is the project expanding access to the university by extending outreach in time, distance and place, format and approach?
	Impact on the University	<ul style="list-style-type: none"> ■ Has the project offered new opportunities for student learning and graduate student support? ■ Has the project led to innovations in curriculum offerings? ■ Has the project increased multi- or inter-disciplinary collaborations within the university? ■ Has the project informed other university mission dimensions; e.g., teaching, research, or service? ■ Did the project assist the unit's or faculty member's progress in developing outreach potential and in using that potential to improve the institution's operations and visibility?



EXAMPLES OF QUALITATIVE INDICATORS

- Knowledge-based approach to the issue; e.g., uses literature and community assessments and builds on previous works and applied theory
- Implied qualitative assessment of the public record of performance by peer review process (juried, refereed, invitational, of national or international stature)
- Evidence of contribution to the field of knowledge; e.g., through internal and external reviews of portfolios
- Replicable innovations generated; e.g., in prevention, intervention programs, instructional modules
- Quality of awards, honors, and citations
- Other evidence of impact on scholarship and practice of field

EXAMPLES OF QUANTITATIVE INDICATORS

- Number of recognitions or ratings for outreach achievements; e.g., number of awards, honors, and citations
- Number of publications (in various formats) on outreach scholarship
- Number of papers delivered and presentations at key professional events concerning outreach
- Number of invitational addresses or involvements about outreach
- Number of consultancies to public and private entities
- Number of convened professional forums for the dissemination of knowledge derived from outreach activities
- Number of new or modified programs offered where current scholarship was applied or advanced

- Need fulfilled, issue addressed, population or group involved in process
- Institutional processes changed
- Replicable innovation developed
- Acknowledgment from audience or client of exemplary service
- Indications of referral to others within the client or audience group
- Indications of clientele or audience satisfaction, value, and application
- Reports on significance, scope, and use of benefits
- Indicators of commercial or societal value
- Indication that products developed are being disseminated and used successfully
- Change in practices; e.g., process or approach institutionalized, recommendations adopted or incorporated into decision process, process or procedure modified, knowledge applied, circumstances changed, policies impacted
- Change in public policy
- Stakeholder assessments on learning outcomes by students, employers
- Program evaluation and results
- Peer review and validation

- Number of products generated for practitioners and the public, such as technical reports and bulletins, books, monographs, chapters, articles, presentations, public performances, testimony, training manuals and educational materials, software or computer programs, instructional videos
- Number of products distributed
- Number of people reached; percentage of target audience reached

- Transition to community through disengagement process
- Activities sustained without university involvement
- Activities and processes institutionalized in host institutions
- Skills available in community
- Attitudes changed
- Networks activated
- Multi- or inter-disciplinary linkages activated
- Technology developed
- Approval of continued funding
- Assessments by students, participants, trainees, client

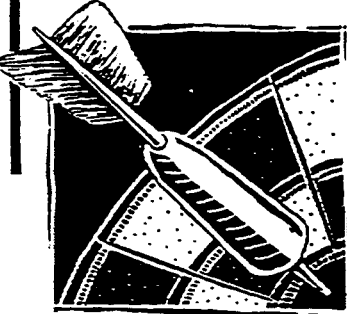
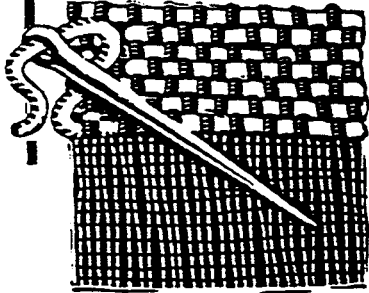
- Amount of resources generated to sustain the project

- Indicators of mutual faculty and client satisfaction and value
- Trust established
- Expansion of university/unit constituency

- Evidence of increased demand or value placed on the unit or faculty for outreach performance
- Number of off-campus courses offered with syllabus modifications to accommodate the nontraditional student

- Evidence of changes in quality or scope of student experiences
- Curricular changes—new syllabi, courses, curricular revisions
- Teaching or research activities benefitting from outreach involvements, including interdisciplinary research or program innovations
- Evidence of increased willingness of faculty or students to be engaged in outreach activities
- Reputation of the unit

MATRIX FOR EVALUATING THE QUALITY OF OUTREACH ACTIVITIES

DIMENSION	COMPONENTS	SAMPLE QUESTIONS
Significance 	Project Goals	<ul style="list-style-type: none"> ■ Were objectives of the project clear and appropriate to the context and to available resources?
	Target Audience	<ul style="list-style-type: none"> ■ What groups or individuals were most affected by the issue? ■ Were the affected groups reached? ■ Who benefited?
	Issue/Opportunity to Be Addressed	<ul style="list-style-type: none"> ■ What was the issue, opportunity, concern, and how was it defined by the stakeholders? ■ Was the problem important; i.e., how serious was the problem and what social, economic, and human consequences could have resulted from not addressing the problem? ■ What was the issue's magnitude; i.e., what were the size, trends, future directions, and geographic distribution of the problem? ■ How visible or prominent was the issue; i.e., to what extent was the public aware of the problem?
	Consistency with University and Unit Missions	<ul style="list-style-type: none"> ■ To what extent did the project address the university's mission of teaching, research, and service? ■ To what extent was the project consistent with the unit's mission or with the university's interdisciplinary mission?
	Resources	<ul style="list-style-type: none"> ■ Were adequate resources available? ■ To what extent did the outreach initiative draw on multiple resources, both human and financial, within and outside the university? ■ To what extent were project resources able to leverage other resources?
Contextualization 	Appropriateness of Expertise	<ul style="list-style-type: none"> ■ To what extent did the project fit with the individual's and the unit's available expertise and research and outreach priorities?
	Degree of Collaboration	<ul style="list-style-type: none"> ■ What types of partnerships and collaborations were established? ■ What contribution did the collaboration make to capacity building?
	Sensitivity to Diversity	<ul style="list-style-type: none"> ■ Did the faculty and students involved in the project demonstrate sensitivity to diverse audiences and stakeholders? ■ How were the variety of learning styles of the target audience recognized and accommodated?
	Methodological Approach	<ul style="list-style-type: none"> ■ Was the outreach initiative staged for logical development with a sequential perspective; i.e., did it conduct needs assessment, prepare the field, and have a planned ending? ■ Did the project utilize an appropriate methodology? ■ Did the project have a comprehensive and informative evaluation plan? ■ Were there an appropriate perspective underlying the design i.e., developmental, participatory?

EVALUATING QUALITY OUTREACH

Having defined outreach to be a central part of its mission as a research-intensive, land-grant institution of international scope, MSU is committed to supporting and rewarding outreach efforts of individual faculty members and units. Rewards and recognition should be directly related to evidence that a unit or faculty member has met specific quantitative expectations and has achieved standards of high quality. Assessing outreach is not a trivial matter, and the processes to do so have not been perfected. Therefore, units are encouraged to engage in thoughtful deliberation to build mechanisms appropriate to their unit to support and reward outreach.

The commonly held mission of the unit and the performance expectations of an individual faculty member will help determine acceptable quantitative levels of outreach. Administrators should use clear, specific, sensible, and measurable indicators of these minimum expected levels of commitment. Typically, quantitative, standardized measures answer "How much is being done?" and are used to document achievement of expected minimum levels (e.g., number of projects undertaken, numbers of constituent groups affected, number of reports published, number of policies or procedures modified, etc.). The mission and expectations of the unit will also help establish indicators of quality. The quality of an outreach effort is contextually defined by addressing such questions as: "How well are goals being met, how significant is the issue, how appropriate are the expertise and the methodology, are scholarship and knowledge being advanced, and are desired impacts being obtained?"

The sample questions and indicators that follow have been designed primarily to illustrate various ways to describe outreach. Four dimensions of quality outreach have been identified: significance, contextualization, scholarly characteristics and contributions, and external and internal impacts. For each of these dimensions, components are suggested, with examples of both qualitative and quantitative indicators that may be used as evidence and documentation. As the questions and indicators suggest, outreach quality can be assessed to some extent by using familiar measures already employed to assess teaching and research.

It is not expected that every dimension will be appropriate for every outreach effort or that all components or indicators will be appropriate for each unit. Units should focus on those criteria that are most appropriate to their mission or goals.