Carnegie: Assessment and Measurement

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Utah Valley State College Visit to Michigan State University
East Lansing, Michigan
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Carnegie and Accreditation Self-Studies

Primary Form of Engagement for activities focusing significantly on international development and understanding, by percentage of respondents

- Outreach Research: 33%
- Outreach Instruction: 25%
- Public Events and Information: 20%
- Clinical Service: 8%
- Experiential/Service-Learning: 4%
Carnegie Community Engagement Elective Classification

Documentation Process

Stage 1: Foundational Indicators
- Institutional identity and culture
- Institutional commitment

Stage 2: Categories of Community Engagement
Each institution describes its engagement with community in one of two categories, or may elect to demonstrate how its engagement addresses both categories, as comprehensive community engagement.
- Curricular engagement
- Outreach and partnerships
Carnegie and Accreditation Self-Studies (cont.)

**External Partnerships**

<table>
<thead>
<tr>
<th>Type of Partner</th>
<th>Average</th>
<th>Total Number of Respondents*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human Service</td>
<td>2.06</td>
<td>18</td>
</tr>
<tr>
<td>Community Organization</td>
<td>3.07</td>
<td>27</td>
</tr>
<tr>
<td>Professional Organization</td>
<td>1.06</td>
<td>28</td>
</tr>
<tr>
<td>Business</td>
<td>2.58</td>
<td>40</td>
</tr>
<tr>
<td>Government</td>
<td>2.27</td>
<td>23</td>
</tr>
<tr>
<td>Health Agency</td>
<td>1.67</td>
<td>12</td>
</tr>
<tr>
<td>Schools (PreK-12)</td>
<td>2.75</td>
<td>8</td>
</tr>
<tr>
<td>University</td>
<td>1.90</td>
<td>40</td>
</tr>
<tr>
<td>Foundation</td>
<td>1.46</td>
<td>13</td>
</tr>
<tr>
<td>Other</td>
<td>1.89</td>
<td>27</td>
</tr>
</tbody>
</table>

**Collaborative Activities**

<table>
<thead>
<tr>
<th>Indicator of Engagement</th>
<th>Percent of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joint planning and assessment</td>
<td>39</td>
</tr>
<tr>
<td>Needs assessment</td>
<td>26</td>
</tr>
<tr>
<td>Sustained relationships</td>
<td>60</td>
</tr>
<tr>
<td>Future plans for sustainability</td>
<td>57</td>
</tr>
<tr>
<td>Dissemination of knowledge to the public</td>
<td>54</td>
</tr>
<tr>
<td>Community/partner capacity building</td>
<td>30</td>
</tr>
</tbody>
</table>

Data Sources for MSU Carnegie and Other Self-Studies

- Outreach and Engagement Measurement Instrument (OEMI)
- Service-Learning Enrollment System
Outreach and Engagement Measurement Instrument (OEHI)
Engagement activities from January 1, 2006, through December 31, 2006

What is Outreach and Engagement?
Outreach occurs when a person's research, teaching, in-service activity significantly engages that person's scholarly or professional expertise with communities and/or organizations outside the academy with the direct goal of improving outcomes for those who live and work in them. That is, outreach is scholarly activity conducted for the direct benefit of audiences external to the academy; for example, non-traditional students, government agencies, industrial firms and associations, health and welfare organizations, preK-12 schools, labor organizations, and the like. Outreach occurs in many different forms and in many different locations. For example, by scheduling classes at their homes, in police stations, in schools, prisons, etc.; or in ways that the external audience finds both understandable and usable; at its best engagement models shared goals, spirituality, commonalities and mutual accountability.

What is the OEHI?
In order to help increase public understanding of Michigan State University's outreach and engagement efforts, the Provost's Office collects data annually on outreach and engagement activities. Sections 1-3 of the OEHI gather numerical data about your outreach activities during the current calendar year.

Who should complete the OEHI?
All faculty and academic staff should complete the OEHI. If you were not engaged in outreach and engagement activities during this period, please indicate that you did not participate in any outreach and engagement activity during this time period in Section 2.

What to report?
Because outreach is an aspect of many different kinds of scholarly work, not a separate sphere of activity distinct from teaching or research, it is critical that each individual faculty member identify the specific outreach and engagement activities that will be an aspect of the faculty member's teaching, research, or creative activities. It is very likely that you will include in the OEHI data on activities that you may have reported in other places such as up to 2008 on the previous faculty development and research surveys: "Community Engagement Faculty Development and Research Survey 2007-2008." This form can take the form of outreach and creative activities, outreach and creative activities, outreach and creative activities. (Check boxes for all that apply for each type of activity.)

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Outreach and Engagement Measurement Instrument: Section 1
Engagement activities from January 1, 2006, to December 31, 2006

For this period, what percentage of your time did you spend in outreach work? (Count all work that has an engagement component, namely, that portion of your teaching, research, creative activity, and service that is conducted for the direct and immediate benefit of audiences external to the academy. Include the time spent in planning, preparing, advising, and counseling as it relates to outreach activity. Please enter the percentage of your time you spent in outreach and engagement work, not the percentage of your time that may have been formally allocated to this function by your department or college.

Please note: your time for service and engagement to your campus, college, and department may exceed 100% as you may work with multiple college and departmental units. This data is used to accurately reflect how much time you spend in service and engagement activities across all units. Please list all research, creative activity, and service that is conducted for the direct and immediate benefit of audiences external to the academy. Include the time spent in planning, preparing, advising, and counseling as it relates to outreach activity.

If your answer is 100% or greater, please indicate the location where you have spent the majority of your time in outreach and engagement activities. Please use both college and departmental units.

Welcome to this section of the OEHI. Thank you for your time and input.

If you have questions, please contact your local division of research at research-help@msu.edu.

Current Survey Section

1. 2. 3. 4. 5. 6. 7. 8. 9. 10.

Please indicate if you did not participate in any outreach and engagement activity during this time period. If you did not, please note that below.

Please indicate if you did not participate in any outreach and engagement activity during this time period. If you did not, please note that below.

If you have any comments or suggestions, please indicate them below.

Enter your MState ID and password below to log in.
Outreach and Engagement Measures: Section 3

Engagement activities from January 1, 2000 to December 31, 2001

Note: This section uses pop-up windows for some data input and definitions. If you have problems entering data, please disable your pop-up blocker.

What percentage of your total outreach and engagement efforts were in the process or output? In most cases, (less than) you spent 75%. If a quarter of that time is focused on Science and Technology (and less than 5%), you should not include all of your efforts, the loss is less than 10%.

Outreach and Engagement Measurement Instrument: Section 3

Did the work contribute to achieving objectives? Did the work contribute to achieving objectives? Did the work contribute to achieving objectives?

- Enhance the student experience
- Expand international reach
- Increase research opportunities
- Stewarship

- Yes
- No
- N/A

- Yes
- No
- N/A

- Yes
- No
- N/A

What forms of your work was not? What form of your work was not? What form of your work was not? What form of your work was not?

Outreach and Engagement Activities Checklist

- Technical or Expert Assistance
- Outreach Activities: Credit Courses and Programs
- Outreach Activities: Non-Credit Courses and Programs
- Outreach Activities: Public Events and Meetings
- Outreach Activities: Service Learning
- Other Service
Outreach and Engagement Measurement Instrument: Section 4

Engagement activities from January 1, 2006 to December 31, 2006.

This section helps you provide in-depth information about your outreach and engagement work. In this section you may choose to describe any number of your recent or current projects or initiatives; after filling in the data for a project or activity, click move on to describe another project or activity. To describe additional projects or activities, click here. Make comments using 'next button' to complete the survey and get a printable summary of your response.

Project or Activity 1

1. Please select social issue(s) at the first project or activity you are describing. If the work you are describing aligns with both social issues you selected, select the one that most clearly relates to your work or select both:
   - [ ] Business Induced Development
   - [ ] Poverty

2. Project or activity title:
   - [ ] Urban/Unserved Web Site Development

3. What aspects did you take for action, about what issue, opportunity, or problem and why? (Include research conducted, classes held, technology used, goals of the project, etc."

   The Urban UnServed Foundation operated a Web site and e-mail system. The foundation established a Web site and provided access to the Internet. The Non-profit organization of 35 years was not reflected by other category.

   The Urban UnServed Foundation operated a Web site and e-mail system. The foundation established a Web site and provided access to the Internet.

   The Urban UnServed Foundation operated a Web site and e-mail system. The foundation established a Web site and provided access to the Internet.

4. What was the length of the project or activity?
   - [ ] On-going activity
   - [ ] N/A Year Started
   - [ ] Year Ended

5. If this activity was directed at institutions or individuals within Michigan, please list it to a given location. Specify Michigan locations.

6. Were any of the following sponsors and/or participants involved in this work?
   - [ ] Undergraduate students: [ ]
   - [ ] Graduate and/or professional students: [ ]

7. List the primary partner/external to MSU that were involved in the work.
   - [ ] Urban UnServed Foundation

8. If collaborators and/or sponsors external to MSU were involved, what were their roles? Select all that apply.
   - [ ] Provided assistance to unServed
   - [ ] Assisted in the planning and management.
   - [ ] Participated in research, evaluation, or teaching.
   - [ ] Shared responsibility for dissemination of products or practices.
   - [ ] Contributed to the identification of resources to support the effort.
   - [ ] Provided monetary support or other.

9. Please classify the sources of funding for the project or activity. Select all that apply.
   - [ ] Federal/State grants
   - [ ] Industry
   - [ ] Private foundation
   - [ ] Governmental agencies (State, local, Federal)
   - [ ] Non-profit organizations or other not-for-profit entities
   - [ ] Other

10. What types of formal evaluation did the project or activity include? Select all that apply.
    - [ ] Descriptive
    - [ ] Summative
    - [ ] Other

11. What were the outcomes and impacts of the project or activity, or if this project has not ended what are the intended outcomes and impacts? For example, describe:
    - [ ] A program metric.
    - [ ] A positive or negative impact (e.g., changes in policy; aggregated changes in environment improvement, capital building).
    - [ ] Outcomes or continued collaborative efforts resulting from this work.

12. What forms of intellectual property did the project or activity enable you to create? Select all that apply.
    - [ ] Articles
    - [ ] Books
    - [ ] Presentations
    - [ ] Reports
    - [ ] Poster sessions
    - [ ] Web site
    - [ ] Software

13. Did the project or activity have any impact on your own scholarly or teaching practices (such as new areas of research or inquiry and new pedagogical practices)? If yes, please describe:
   - [ ] Yes

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14. Have you created any scholarly work that assesses or describes how you want about your outreach work? If yes, please indicate.

15. Please provide any additional comments you have about this project or activity.

16. How did you develop the project or activity?

17. Was any other project or activity significantly impacted by this project?

Current Survey Section

[Image of survey page]

Outreach & Engagement Measurement Instrument

[Image of report page]

University-wide Summary by College

[Table containing data]

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<table>
<thead>
<tr>
<th>Engagement Focus Area/College/Department</th>
<th>Academic Staff/Students Connected to Outreach</th>
<th>Number of Respondents/Participants</th>
<th>Activity Helped Generate Revenue for</th>
<th>Value of Partner's In-kind Contributions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Business and Industry Development</td>
<td>23.74</td>
<td>$2,932,449</td>
<td>142</td>
<td>128,124</td>
</tr>
<tr>
<td>2. Children, Youth, and Family (non-school related)</td>
<td>19.78</td>
<td>$2,323,233</td>
<td>97</td>
<td>108,913</td>
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<tr>
<td>4. Cultural Institutions and Programs</td>
<td>15.44</td>
<td>$2,005,775</td>
<td>91</td>
<td>405,591</td>
</tr>
<tr>
<td>5. Education, Pre-kindergarten Through 8th Grade</td>
<td>20.86</td>
<td>$2,214,612</td>
<td>192</td>
<td>348,753</td>
</tr>
<tr>
<td>6. Food and Fiber Production and Safety</td>
<td>13.13</td>
<td>$995,111</td>
<td>44</td>
<td>35,531</td>
</tr>
<tr>
<td>7. Governance and Public Policy</td>
<td>8.51</td>
<td>$911,838</td>
<td>73</td>
<td>46,793</td>
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<tr>
<td>8. Health and Health Care</td>
<td>20.81</td>
<td>$2,017,645</td>
<td>122</td>
<td>139,075</td>
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<tr>
<td>9. Labor Relations, Training, and Worksite Safety</td>
<td>5.51</td>
<td>$223,451</td>
<td>16</td>
<td>49,048</td>
</tr>
<tr>
<td>10. Natural Resources, Land Use, and Environment</td>
<td>18.74</td>
<td>$1,620,472</td>
<td>115</td>
<td>79,251</td>
</tr>
<tr>
<td>11. Public Safety, Security and Corrections</td>
<td>6.74</td>
<td>$223,151</td>
<td>30</td>
<td>58,093</td>
</tr>
<tr>
<td>12. Public Understanding and Adult Learning</td>
<td>5.30</td>
<td>$1,041,411</td>
<td>162</td>
<td>565,091</td>
</tr>
<tr>
<td>13. Science and Technology</td>
<td>9.30</td>
<td>$1,113,799</td>
<td>139</td>
<td>59,349</td>
</tr>
<tr>
<td>Total</td>
<td>18.85</td>
<td>$10,717,112</td>
<td>1,234</td>
<td>870,738</td>
</tr>
</tbody>
</table>

* The number of responses is greater than the number of “respondents.” Each respondent who indicated involvement in engagement had the opportunity to describe those activities under one or two areas of impact – each such description is counted as a separate response. Therefore, there are more “responses” than “respondents.”
**University-wide Summary by Form of Engagement**

<table>
<thead>
<tr>
<th>Form of Engagement</th>
<th>FTE</th>
<th>Salary</th>
<th>University</th>
<th>Partner</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical Service</td>
<td>66.60</td>
<td>$1,235,069</td>
<td>61</td>
<td>55,453</td>
</tr>
<tr>
<td>Experimental/Service-Learning</td>
<td>6.61</td>
<td>$641,700</td>
<td>60</td>
<td>41,120</td>
</tr>
<tr>
<td>Outreach Institutions: Credit Courses and Programs</td>
<td>13.60</td>
<td>$3,006,000</td>
<td>77</td>
<td>33,726</td>
</tr>
<tr>
<td>Outreach Institutions: Non-Credit Courses and Programs</td>
<td>29.53</td>
<td>$2,706,000</td>
<td>339</td>
<td>548,696</td>
</tr>
<tr>
<td>Outreach Institutions: Public Events and Understanding</td>
<td>23.66</td>
<td>$1,413,000</td>
<td>177</td>
<td>149,596</td>
</tr>
<tr>
<td>Outreach Research and Creative Activity</td>
<td>71.61</td>
<td>$6,675,000</td>
<td>362</td>
<td>561,125</td>
</tr>
<tr>
<td>Technical or Report Assistance</td>
<td>45.53</td>
<td>$4,670,000</td>
<td>306</td>
<td>156,168</td>
</tr>
</tbody>
</table>

*The number of "respondents" is greater than the number of "respondents". Each respondent who identified involvement in engagement had the opportunity to describe their activities under either one or both areas of impact. As a result, each respondent is counted as a separate respondent. Therefore, there are more "respondents" than "respondents".*

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**Data about Outreach and Engagement at MSU**

**Number of Student Applications for Service-Learning Received and Accommodated, 2002-2007**

**Forms of Outreach Cross-Tabulated with Societal Concerns for 2006**

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Data about Outreach and Engagement at MSU

Promotion and Tenure Revision

• 1996: Publication of Points of Distinction: A Guidebook for Planning and Evaluating Quality Outreach

• 2001: Revision of the promotion and tenure guidelines
  – Undertaken by UOE, a faculty team, academic governance, and the Office of the Provost
  – P&T forms now utilize the quality indicators recommended by POD
  – MSU’s National Center for the Study of University Engagement (NCSUE) is currently studying the new forms’ impact on the reappointment, promotion, and tenure review process
  – Web site: www.hr.msu.edu/Hrsite/forms/FacultyForms/FormInfoRrptPages.htm
Contact Information

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