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This article describes the evolution of an innovative evaluation system initiated by the Ohio Urban University Program, an eight university consortium in Ohio. It highlights a unique state-wide outreach program and the challenges of designing and implementing an evaluation strategy for multiple universities. The detailed discussion includes conceptualization of the development process, specification of data requirements, collection and analysis of data, and report results to multiple audiences.

Evaluation of Outreach Programs:

The Ohio Urban University Program Evaluation System

Since the passage of the Morrill Act of 1862, which provided funds to establish land grant colleges, community outreach programming has been part of the mission of American public universities. Continuing into the 1990's, the federal government and private foundations spent millions of dollars on urban university outreach initiatives. Major programs in recent years include the Ford Foundation University-City Linkage programs (1959), the U.S. Department of Housing and Urban Development (HUD) program and information systems consortium (1968), the National Institute of Mental Health Public Academic Liaison (PAL) program (1970s), the National Science Foundation Urban Technology System (1974) and University-Industry Linkage program (1980), the U.S. Department of Education Urban Community Service program (1986), the HUD University Urban Grant program (1992) and Community Outreach Partnership Center program (1994).

However, recent decreases in federal and state supported funding are leading many public sector organizations to re-evaluate the strategies they use in providing successful and efficient service delivery and to force university administrators and program evaluators to recognize the importance of describing, monitoring, and evaluating their outreach pro-

grams. Unfortunately, few universities have thus far taken evaluation of their outreach programs very seriously. In an extensive search of published and unpublished literature on university outreach programs, James and Johnson (1993) found only scattered reports of outreach programs that had been evaluated. Moreover, discussions with knowledgeable utilization experts in universities, government, and private organizations have corroborated the scant existence of evaluations of university outreach programs.

Not only have evaluations of specific programs been rare, evaluation systems to produce ongoing evaluation information about university outreach processes and outcomes are almost nonexistent. The lack of attention given to evaluation within the university has occurred as other institutions in the public and private sectors have embraced internal evaluation as fundamental to management and ongoing improvement in organizations. The one exception that proved to be valuable to the university-based evaluation project was the experience gained in designing and implementing the Cooperative Extension Service's computerized information system, described by Warner and Christenson (1984) in their national assessment of the Cooperative Extension Service. The computerized system captures program operation data (e.g., number of client contacts) on an ongoing basis at the state level. While this evaluation by the Cooperative Extension Service is the most comprehensive assessment found in the literature, it is largely piecemeal. According to Warner and Christenson, the system placed heavy emphasis on counting the number of persons served, auditing compliance with equal opportunity criteria, and studying impact to demonstrate changes of a few select programs or services. The authors called for designing evaluation systems for university outreach programs that go beyond head counting, administrative audits, and selected impact evaluations. Systematic evaluation results about service delivery, client satisfaction, and the potential usefulness of products not only provides a more complete assessment of the activity, but can also improve the university's relationship with community systems by confronting many of the challenges to effective university outreach services.

In light of the scant attention given to university-based evaluation systems, this article presents a discussion of an evaluation system development project that was initiated by the Ohio Urban University Program, an eight-university consortium in Ohio. This project, launched in 1992, is currently being implemented on a statewide basis. Here, we will first give a brief overview of the outreach program, its mission and goals. Additional details can be found in earlier articles published in this journal (Sweet, 1992.) Second, we will describe the details of the developmental process of the evaluation system and the design options that were considered for implementa-

tion. Finally, we will discuss the implementation of the system and highlight the lessons learned.

The Ohio Urban University Program

The Ohio Urban University Program (UUP) was established in 1979 by the Ohio General Assembly and the Ohio Board of Regents, and is currently composed of eight urban universities. Modeled after the cooperative extension programs of the nation's land grant universities, the UUP began as a "demonstration program to link the resources of Ohio's urban universities with the urban development needs of their communities."

The UUP was implemented as a collaborative research and service initiative among eight universities located in Ohio's urban areas: Cleveland State University (CSU), Kent State University (KSU), Ohio State University (OSU), University of Akron (UA), University of Cincinnati (UC), University of Toledo (UT), Wright State University (WSU), and Youngstown State University (YSU). The UUP has four major components: the Urban Center of the College of Urban Affairs at CSU; linked Centers of Excellence on seven of the campuses; the Northeast Ohio Inter-institutional Urban Research Consortium, consisting of CSU, KSU, UA, and YSU; and the state research and technical assistance program that is implemented at all eight universities. The UUP also supports several smaller initiatives, including three urban design centers, the Urban Child Research Center at CSU, and public communications outreach efforts.

Faculty, students, and professional staff in UUP units serve Ohio's major metropolitan areas through activities which include research, training, planning, database development, and technical assistance. The individual campus programs work both independently and collaboratively as part of the Northeast Ohio Inter-institutional Urban Research Consortium and five research networks in an effort to maximize their coverage.

Collaboration is central to the delivery of UUP services. UUP member universities work with each other on issues related to the revitalization of Ohio's urban areas, such as public finance, urban infrastructure, housing and neighborhood development, and tax base issues. A UUP priority is strengthening the five ongoing multicampus research network projects, which involve faculty and staff in critical statewide urban issues such as movement of population and businesses in urban regions, community development, Ohio's public service and administration, urban economic development, and urban-related data for research and community use. The following are examples of the types of multi-year projects being implemented

by UUP networks:

- the Ohio housing research network studies housing and population dynamics in seven of Ohio's urban regions;
- the Ohio GIS-Net has been working on the strategic planning initiative of the Ohio Board of Regents through the analysis of demographic and workforce data related to potential markets for higher education;
- the Ohio Economic Development Information Network has been using ES-202 data to analyze the suburbanization of manufacturing in Ohio.

The Ohio UUP offers a university outreach model in which a consortium of urban universities, each with a distinct urban service mission, plays a leadership role in formulating public policies. A significant factor that enables these universities to be responsive to the needs of their communities is the dedicated source of state funding provided as a special line item by the Ohio General Assembly. Since its inception in 1979, funding has grown from one million dollars for the FY 1980-81 biennium, to \$7.6 million dollars for the FY 1994-95 biennium. Over the 1992-93 biennium, the UUP served over 250 organizations in 23 Ohio counties. It served local, state, and national governmental agencies as well as nonprofit organizations. Over 200 students were involved in research and service activities, gaining valuable hands-on experience to complement their academic studies. In addition, over 1,500 persons were trained through UUP programs.

The Evaluation System Development Project

The UUP undertook a strategic planning initiative in 1992 which resulted in the adoption of the following mission and goals and set the stage for systematically evaluating the UUP outreach services: "The mission of the Ohio Urban University Program is to apply the resources of urban universities to help identify urban problems and propose solutions designed to enhance the vitality of Ohio's urban regions and distressed central cities. This mission will be implemented through collaborative university networks and individual centers of excellence."

Five goals were adopted to provide overall guidance to the UUP:

1. To address Ohio's urban problems and opportunities by supporting collaborative inter-institutional research and service networks.
2. To meet the distinctive needs of each metropolitan region by cultivating and supporting linked Centers of Excellence on all eight urban university campuses.

3. To propose solutions by undertaking research, education and training, technical assistance, data base development, and design services.
4. To communicate findings of UUP-related activities to state and local policymakers and citizens.
5. To develop and encourage a synergistic process of combining the strengths of traditional university research and teaching with the public service role of the urban university.

In conjunction with the strategic planning effort, the Ohio Board of Regents Advisory Committee on the Urban University Program (UUP Advisory Committee) launched an unprecedented evaluation initiative, which entailed the development of an evaluation system for capturing systematic data about the UUP service delivery on a continuing basis. The development project was co-sponsored by the Knowledge Utilization Society, an international professional association comprised of academics and policymakers who are committed to improving the use of technical information.

To direct the UUP evaluation development effort, the UUP Advisory Committee appointed a special evaluation subcommittee with representatives from five of the eight consortium universities. This subcommittee was assisted by a team of consultants from the Knowledge Utilization Society, which guided the development of the design.

Conceptualizing the Project Development Process

The UUP evaluation system development project was guided by past experience in implementing three different approaches to planned change, as described, e.g., by Bennis, et al. (1983), Fairweather and Tornatzky (1977), Havelock (1969), and Johnson, Frazier, and Riddick, (1983). These are:

- problem solving;
- social interaction;
- research, development, and diffusion.

Change strategies based on problem-solving principles are the most widely used. The process begins with a need articulated by a user, which behavioral scientists then translate into a problem statement and diagnosis. An outside consultant and the user work together to conduct research and retrieve information for developing or selecting a solution. The user then introduces the solution into the system, evaluates its effectiveness, and decides whether or not to adopt it. If the solution to the problem is innovative, the user and consultant may disseminate it to other user systems.

This approach emphasizes developing collaborative relationships.

The second approach, which is social interaction, emphasizes patterns in which innovations diffuse throughout a social system. It also emphasizes reference power and informal influence. Individuals must have direct or indirect contact with the power network of the user's system. Internal organizational leaders or outside consultants may direct or orchestrate the diffusion process or may allow it to occur naturally. Both the problem-solving and social interaction approaches rely on the user's system to control what happens in the change process. Social interaction proponents make decisions more often on political grounds than on rational grounds.

The third approach to change—research, development, and diffusion (RD&D)—is guided by a rational process that requires research, development, and packaging before mass dissemination takes place. An outside consultant may initiate the process or join forces with inside users in carrying out the change. The RD&D needs an extended period of time, a division of labor, and sufficient funds for high initial development and piloting costs. Unlike the problem-solving and social interaction perspective, the RD&D approach is passive in the adoption stage. Its proponents place more emphasis on evaluation than do proponents of the two former approaches.

The change or developmental process of the UUP evaluation system development project was conceptualized as a four stage process that integrated the three change approaches described:

1. designing a model innovation that is acceptable by key stakeholders,
2. successfully implementing and evaluating the innovation on a pilot basis,
3. getting stakeholders or UUP participants to adopt and stabilize the model in the host jurisdiction, and
4. successfully disseminating and diffusing the model to other jurisdictions.

In stage one, literature and experience indicated the importance of considering the UUP leadership needs early in the change process; therefore, the basic problem-solving principles of diagnosis and involvement of UUP representatives were essential to planning and designing a viable UUP evaluation model. Using central tenets of the RD&D perspective, an extensive search of the literature was conducted for research and discussion on the subject and an evaluation system model was carefully designed. Given the importance of getting stakeholders to accept the evaluation system model in stage one, key UUP decisionmakers from each of the UUP universities directed the development of the model design with assistance from outside consultants. Each representative was responsible for networking in their respective universities to keep the appropriate people apprised of the evaluation system devel-

opment project. This approach highlighted both problem-solving concerns, such as collaboration and involvement of key UUP decisionmakers, and social interaction elements, such as development of a support network within universities.

In stage two, the most important consideration was to successfully pilot the evaluation system on a limited basis and evaluate its impact on the university environment and clients in various community systems. The RD&D principles were useful in completing this stage. Stage three involved integrating the evaluation system into the mainstream of the UUP operation and allowing it time to stabilize. Social interaction tactics that used the influence of a large support network are considered effective to gain adoption and stabilize innovations. Stage four, which emphasizes RD&D and social interaction considerations, focuses on diffusion media and national professional association networks directed toward stimulating other jurisdictions to adopt the evaluation system.

Designing the Evaluation System

The evaluation system design that was developed for the Ohio UUP underwent a series of revisions and adaptations. First, a project-level system was designed that required the collection of data on projects initiated by the UUP at the eight campuses. These data, which captured the project delivery dynamics, outcomes, and impacts on community systems, could be analyzed and the results then reported to campus units, the UUP, and the Ohio General Assembly. Late in the design phase of the project, the project-focus design was revised to incorporate UUP system-level and campus-level subsystem components that focused attention on the UUP and its inputs, operations, outcomes, and impacts in community systems. This modification emphasized the collection of data, which could be captured in quantitative and qualitative terms, on projects and clients associated with UUP unit services within the entire statewide system.

Project-Based Evaluation System

The initial design of the project-level evaluation system was guided by a framework that required the evaluation subcommittee to define university outreach services in terms of projects and type of data. For each type of service, data was to be collected on the stages of the project development process and on the desired outcomes of project activity. The intention was to (a) collect data from monitoring project implementation, (b) determine why project processes were working or not working (formative evaluation), and (c) examine the project effect on client decisionmaking (summative evaluation).

Figure 1 presents a conceptual view of the project-focused system design. One dimension consists of the types of project activity (research, training, planning, database development, and technical assistance) that UUP members engage in to provide services to community systems in Ohio. Illustrations of the various projects were described earlier. A second dimension divides the project process into five stages:

- proposal development,
- planning and development,
- implementation,
- information dissemination,
- policy application.

Data about the dynamics of each stage were to be captured on each project. The third dimension consists of four categories of outcomes:

1. client perception of quality and satisfaction with services received,
2. client self-report diffusion and use of information received from a project,
3. adequacy of use of project information as viewed by a panel of information use experts, and
4. effective use of information as measured by the extent to which it assisted in achieving the specific objectives of the client system(s).

These outcomes could pertain to a particular project with a single activity (e.g., training program) or to a project with multiple activities (e.g., a project with a survey, a training program, and a database).

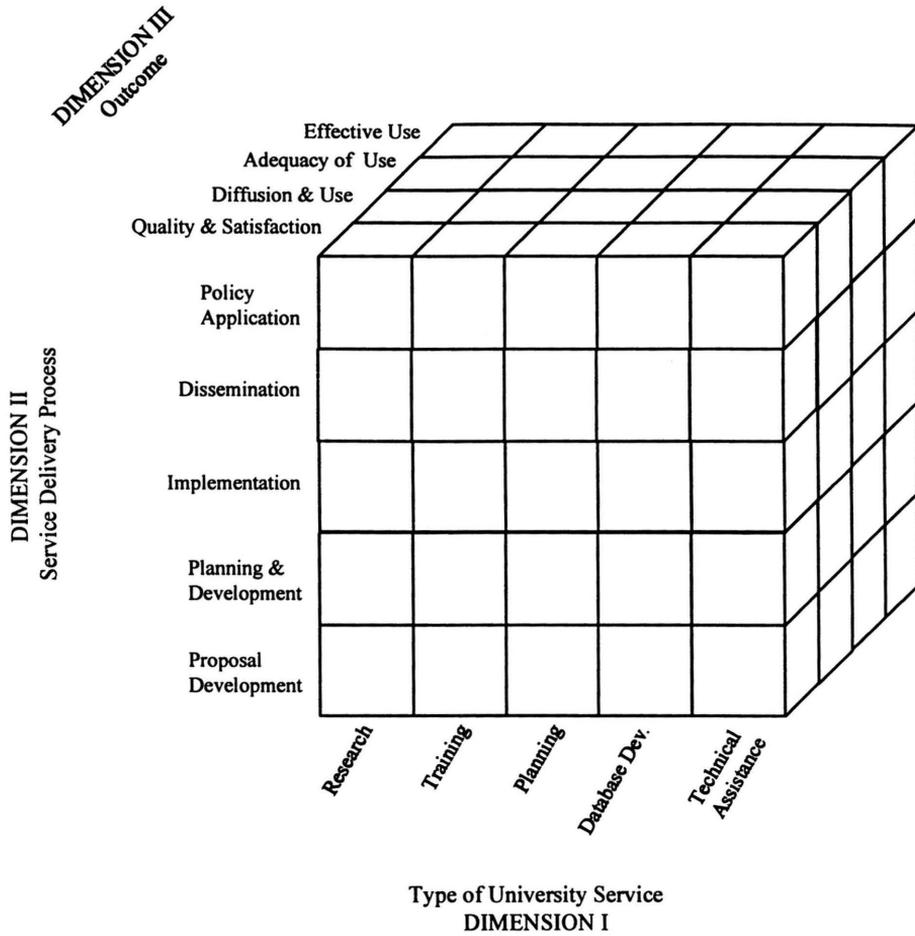


Figure 1: Project-Level Evaluation System for the Ohior Urban University Program

The developmental process, which spanned eight months, entailed conducting a series of four one-day evaluation subcommittee meetings, completing individual assignments, making presentations to the Regents' Advisory Committee, soliciting feedback from the Knowledge Utilization Society, and producing a final report and extensive bibliography on university linkages with its urban environment.

Early in the project, the project-focused evaluation system model was presented and critiqued in a panel session of the 1993 Knowledge Utilization Society Annual Meeting in Washington D.C. The audience provided helpful suggestions for improving the evaluation system design.

From February to June 1993, subcommittee discussions centered on the four developmental criteria of the project-based evaluation system:

- Identify project-specific measures that describe the project, its service delivery stages, and its clients' reactions to and use of project information.
- Operationalize these measures in the same way for all types of projects.
- Define the client in the same way for each project.
- Standardize project-specific data collected at each university so that it can be aggregated for campus and for UUP system-level analyses and reporting.

The subcommittee's struggle to use these criteria surfaced in their efforts to identify process and outcome measures for the five types of UUP projects that are specified in Figure 1. Their specific task involved developing a data element dictionary containing the measures for which data would be captured on each project. The KUS consultants developed a draft of this dictionary, which was critiqued and revised by the evaluation subcommittee.

In the seventh month of the project, the subcommittee decided that the project-based design, while it invoked much needed discussion about how to evaluate UUP services, was too complex and expensive to set up across all eight campuses. Because of the vast differences in services provided by campus units, the subcommittee had difficulty defining what constituted a "project," so that common data could be collected on all service activities.

Confronted with the challenge of UUP service diversity, the subcommittee proposed that the original evaluation system design be revised in the following way: first, detailed project-level data on process and outcomes would be captured only for major projects on each campus, whereas only selected data would be captured on other project activities. Second, the subcommittee proposed assessments at the campus

unit and UUP system-levels based on summary data. Both qualitative data (e.g., testimonials, newspaper articles) and quantitative data for process/impact evaluation would be captured for each level of analysis. It was the intention of the subcommittee that the alternative evaluation system be implemented as a systematic assessment process which highlighted positive accountability to the OBR and the legislature (i.e., did each campus individually, and all of the campuses collectively, address issues that were central to the UUP mission and goals?);

- assess quality of UUP efforts;
- improve performance of UUP; and,
- plan and implement new programs.

In an effort to facilitate the subcommittee's adaptation of the initial project-based evaluation system design, the Knowledge Utilization Society consultants developed a UUP unit-level evaluation system design to incorporate the evaluation considerations that were put forth in the subcommittee's proposal to the Regents Advisory Committee. This reformulation of the evaluation system design was presented in the final report and is described below.

The UUP Unit-Level Evaluation System

The UUP unit-level evaluation system for the Ohio outreach program was designed to:

- include quantitative and qualitative information;
- contain data at four distinct UUP levels, including project, network, center, and system levels with all results accumulated upward from the project level to the system level in pyramid fashion; and
- produce evaluation information for different audiences within state government, the UUP system, and campus units (i.e., centers, academic departments, and networks).

The evaluation system design consists of three phases: construction of a data framework, data sources and collection, and analysis and reporting.

Data Framework

Figure 2 outlines the data framework for the UUP unit-level evaluation system. Illustrative data elements are included for five major system components: inputs, UUP unit operations, outcomes, impacts, and environmental factors.

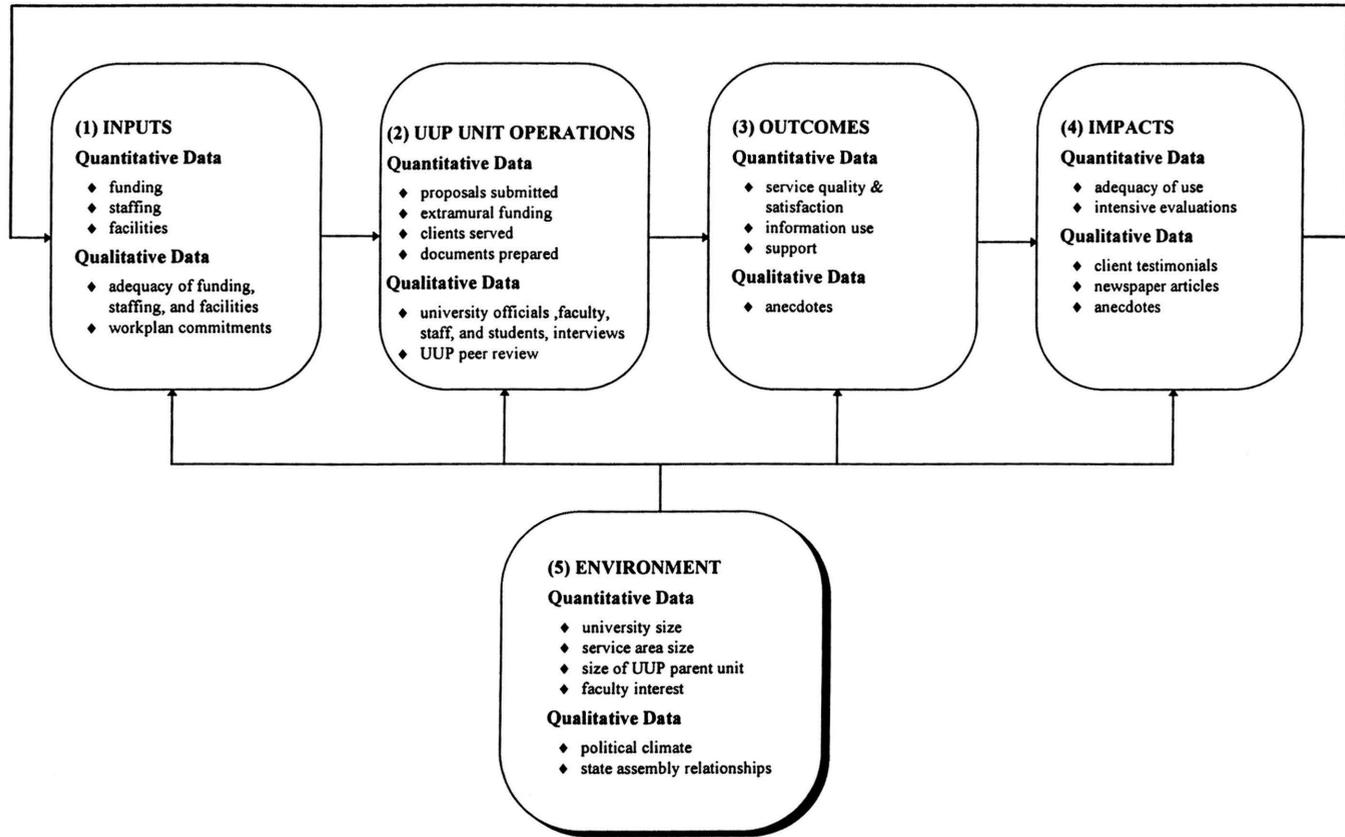


Figure 2: UUP Unit-Level Evaluation System Design for the Ohio Urban University Program: Illustrative Data Elements

Inputs are the university resources that go into operating the urban university programs. They are represented by data such as special UUP funds, general funds, staff, and facilities. Quantitative data were to be captured annually or biennially. There was to be a biennial qualitative assessment of the adequacy of the inputs and a description of the work plan commitments.

Inputs are converted into project activities and support services. The UUP unit *operations* are the immediate results stemming from projects, centers, and networks. There are a number of different types of quantitative indicators of efforts which might be captured. These indicators concern proposal development, faculty and student involvement, clients served, document preparation, and information dissemination. Qualitative data about unit operations might be obtained through (a) periodic interviews with university officials, staff, students, and faculty, (b) observations of a peer review involving colleagues from other UUP funded universities, and (c) assessments of workplan achievements in comparison with workplan commitments.

Outcomes that pertain to client response to unit services, emphasize how important it is to know: (a) the extent to which clients view services as high quality and are satisfied with those who delivered the services, what was delivered and how services were delivered; (b) how clients used or anticipate using information provided by the unit services; and (c) the level of client support for the UUP unit (given the political climate of universities). These outcomes, which concern quality, satisfaction, use, and support, should be measured quantitatively and qualitatively. This type of outcome information was captured in quantitative terms in the earlier national assessment of the Cooperative Extension Services by Warner and Christenson (1984).

The UUP unit-level system was intended to capture two types of *impacts*. First, there is adequacy of information use as determined by a panel of knowledge use experts. That is, experts will make judgments about the extent and type of information use relative to their experience, and knowledge of information use reported in the literature. In cases where UUP information influenced changes in policy, procedures, and services, experts will also judge the potential impacts on organizational effectiveness. Second, impacts will be determined by conducting intensive evaluations of selected projects and their effects on the lives of people.

The interface of UUP unit operations and clientele must be related to the *environment in which the unit operates*. The evaluation system might include data over time that help to explain changes in inputs, unit operations, outcomes, and impacts. For example, changes in university policy or faculty interest in community outreach might affect faculty involvement. Further, a UUP unit relationship with the state assembly, which could be measured in qualitative terms, could be related to in-

creases or decreases in UUP funding inputs.

Data Sources and Methods of Collection.

Information to be included in the UUP unit-level evaluation system will come from several sources. The input and unit operations data will be captured by the staff of particular UUP campus units on an annual basis. If there is interest among the UUP campus units, a peer review, which would involve colleagues from other UUP campus units, could be another source of qualitative data about inputs and unit operations every two years.

Outcome data will be collected from clients by telephone interviews every two years. Depending on the number of clients during this time period, a sample of clients may have to be drawn. Impact data would consist of (a) judgments of knowledge use experts about the level and type of information use and its potential impact on organizational effectiveness and (b) intensive evaluations of the impact of selected projects on people.

Analysis, Reporting, and Data Retrieval.

Analysis and dissemination of the evaluation results from internal systems are often overlooked in organizations (Johnson, Hutchins, and Phifer, 1990). The UUP Advisory Committee recommended that four audiences be considered for analysis and reporting purposes: the campus UUP unit, the UUP, the Ohio Board of Regents, and the Ohio General Assembly. The most extensive analysis and reporting will be for the campus UUP unit. This analysis would center on an in-depth description of the inputs, UUP unit operations, outcomes, and impacts. In addition, the campus unit analysis might compare workplan commitments with workplan achievements.

The capacity to retrieve data from the evaluation system on an ongoing basis could be important to campus unit directors. Retrieval of unit operations data for interim analyses could be especially important at the campus unit level. Further, it could be important to develop a database (e.g., dBase IV program) for collecting and storing biennium data over time so that trend analyses could be conducted in future years. These data could be maintained and controlled by the campus UUP unit.

Implementation of the Evaluation System

Following submission of the final report that presented the UUP unit-level evaluation system design in August 1993, the UUP Advisory Committee began planning for implementation of the alternative evaluation system with some modifications.

Instead of using Knowledge Utilization Society consultants to implement the system, the committee decided to convene a network of evaluators from the UUP universities to assist the advisory committee in developing the evaluation methodology and process. The factors considered in making this decision were cost, time, and the need to implement the system on an ongoing basis. It was also at this point that the UUP Advisory Committee changed its terminology from an evaluation system to an assessment system, reflecting the change in expectations regarding the outcome of the process and the less stringent data collection requirements of the revised system.

The implementation strategy consisted of developing forms which were to be used to collect data at three levels. First, project-level client data were to be collected during the pilot stage on all activities that could be defined as projects. In addition, campus units were to be asked to select one or more major projects for a detailed process and impact assessment. Second, an assessment to determine the extent to which campus units (i.e., centers and networks) are achieving their stated goals and objectives was also to be conducted during the pilot stage. Third, the performance of the UUP Advisory Committee in achieving the statewide UUP system goals and objectives was to be assessed, as was the contribution of each campus unit to the UUP system achievements.

For FY 1993-94, the UUP Advisory Committee membership agreed to begin collecting two types of project-level data: first, each member agreed to perform an assessment of client satisfaction and use of research service products at the completion or termination of every UUP activity that could be defined as a project. Second, each member committed to selecting one or more major projects for a thorough process and impact assessment from start to finish. Each project director would be allowed to design his or her own assessment.

Instruments for collecting these data were constructed during the 1993-94 fiscal year. Regarding the project assessment, project/program/network directors were to complete a request for project assessment that asked for descriptive data about the project and a list of clients. Based on this information, clients were to be surveyed by mail or telephone using a standard questionnaire.

The in-depth project assessment was to focus only on one or two projects identified by a program or network director. The project director would be responsible for designing the evaluation methodology for each project.

In addition to data collection forms, three annual reporting forms were designed. These forms were to be used to capture data for two reports: (1) UUP Annual Report—Summary of Performance Activities and Data Services Activities Summary; and (2) UUP Projects—Annual Summary of FY Activities. The first report in-

cludes counts of persons served, services provided, products produced, and data requests filled, and the second report contains data service requests by type of clients over the fiscal year.

Each campus completed the annual reporting forms for the 1992-93 biennium and the forms will continue to be used for the 1994-95 biennium. With regard to the project assessment during the 1992-93 biennium, three of the eight campuses participated in the pilot phase. Two campuses completed the forms for each of its projects and planning for future projects. A third campus completed the forms sporadically, but found the information to be useful. A goal of the UUP for the coming biennium is to implement this project assessment more consistently across all campuses.

Conclusions and Lessons Learned

Our presentation of the Ohio evaluation system development project highlights the change process that was associated with designing and implementing a system for a large scale multi-university outreach program. Based on our experience, we conclude that change can be planned and engineered when implementing an evaluation system for a large university outreach program after the program has been in operation for some time, but contingencies need to be anticipated. Our experience also has shown that it is important to integrate change strategies from different theoretical change perspectives (e.g., problem solving, social interaction, RD&D) in order to respond to the challenges that are created when a design is implemented in the world of practice.

The experience gained in designing and implementing this project for the Ohio Urban University Program offers some valuable lessons. While some of the challenges to success are similar to those discussed earlier in connection with universities providing quality service to community systems, there are important differences too. The major challenges include:

- the amount of time it takes to implement an evaluation system,
- the cost of implementation,
- the degree of buy-in at the campus level, and
- the extent of integration of an evaluation system into business as usual.

There are solutions to consider in responding to these challenges to evaluation of university outreach programs. For example, there have been a number of strategies recommended in the literature as solutions for successful implementation of university outreach programs which also can apply to the challenges of implementing a university-based evaluation system. Discussions on improving university outreach programming have highlighted the importance of secure funding (cf., e.g., Johnson and Koebel, 1986; Sweet, 1992), capable leadership (cf. e.g., Sweet, 1992), proper organizational alignment (cf. e.g., Foster, Dorrill, and Johnson, 1987), faculty with expertise to work in community systems (Szanton, 1981), and the need for a faculty and departmental reward or incentive system for community service (cf. e.g., Crosson 1983; Lynton, 1995).

The UUP has incorporated most of these strategies into its formula for the successful design and implementation of an assessment system. The UUP Advisory Committee, which consists of university leaders from each of the eight consortium universities, is considering setting aside funding to implement the assessment system on a continual basis. Members of the Advisory Committee have personally committed their campus UUP unit to implementation of the system in their respective campus environments. The university that serves as the UUP secretariat is assuming responsibility for coordinating data collection, analysis, and report writing associated with the assessment system. The program successfully utilized consultants from the Knowledge Utilization Society to develop a formal evaluation system that was adapted to fit the needs of the UUP. Further, a group of researchers from the consortium universities has been empowered to assist the UUP Advisory Committee to phase-in the various components of the UUP assessment system so that the concept of project and program assessment becomes an integral part of business as usual. Finally, the UUP does not provide special incentives to faculty and staff for their participation in implementing the UUP assessment system. However, this strategy may be considered if implementation problems emerge in the future.

In conclusion, our efforts to design, implement, evaluate, and diffuse a model evaluation system for outreach programming in a consortium of universities in Ohio may provide guidance for other universities that are interested in evaluating their outreach program. We offer this assessment model for others to consider as an alternative since this is only a single case study. We hope our experience will stimulate others to engage in the evaluation of their university outreach programs.

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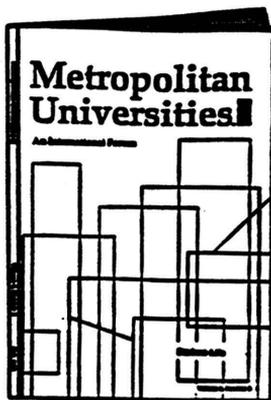
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