

Reporting “OTHER ACTIVITIES” in Digital Measures (DM)
Instructions for Extension Educators and for Faculty and Extension Specialists
Updated - 9/26/2018

OTHER ACTIVITIES

The “Other Activities” screen may be completed by Extension Educators, Specialists or Faculty. It is used for a specific list of metrics – consultations, community committees/boards/coalitions, popular press (educational articles in the newspaper, a newsletter, or TV/Radio spots), professional publications, and indirect contacts. Questions? Email DMhelp@lists.purdue.edu or click on “Help” in the Digital Measures left navigation.

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Reporting Expectations for Extension Educators

Extension Educators are expected to report OTHER ACTIVITIES monthly. Data entry is due the 5th business day of the month.

Reporting Expectations for Faculty and Extension Specialists

Faculty and Extension Specialists are expected to report on the calendar year – Jan- Dec. Since the OTHER ACTIVITIES screen is set up by month, you may choose to report by month in DM, or put totals for the year in the month of December only.

Defining “OTHER ACTIVITIES”

“Other Activities” are **3 targeted actions**:

1) **Consultations with clients** (in person, via phone or email)

- Consultations are when clients seek out Faculty, Extension Specialists or Educators to get education/information about a particular issue, need, or concern. It is an “education moment.” These are not planned, scheduled events. Some examples may be:
 - A family may visit with an Educator for help in mapping out their farm succession plan.
 - A couple may discuss finances with an Educator to identify ways to increase savings or reduce debt.
 - A Specialist or Educator may go on a farm visit to help a farmer with a livestock issue.
 - An Educator may work with a 4-H high school senior on writing for scholarship or application.
 - A homeowner may bring in a sample of a leaf from the tree in their yard to get help from the Educator to determine what is wrong and what actions can be taken.
 - A Specialist may receive a call or email from a farmer asking for information about drainage systems.
- The following are examples of interactions that are **not** consultations reported in Digital Measures:
 - Giving a form, URL for website, or number to client.
 - Sharing instructions on how to enter information in the website.
 - Communicating with other Purdue Faculty, Specialists, staff, or County staff.

2) **Community committees, boards, or coalitions**

- These are community-based or community-generated committees (not Extension committees) on which Faculty, Extension Specialists, or Educators serve as members and represent Extension. Some examples may be:
 - College Success Coalition
 - Soil and Water Conservation District
 - County Park Board
 - Health Coalition
- These are **not** committees that Extension organizes or leads, for example: Fair Board, Homemaker Planning Committee, Master Gardener committees.

3) **Articles, newsletters, publications**

- These are for educational efforts or sharing of information / findings. These are **not** marketing, promotion, advertising, lists of activities, recruitment, instructions where to meet, etc.
- **POPULAR PRESS** -- Articles or Newsletters or TV/Radio Spots – There are educational articles you created/compiled that appeared in a newspaper or local magazine, on a segment on TV or in a Radio spot; and/or educational newsletters that you created and distributed.
- **PROFESSIONAL PUBLICATIONS** – There are 2 types: 1) Extension Publications - education articles or curricula/materials published (new or revised); and 2) Research publications - research articles published.

Indirect Contacts

In addition to these 3 targeted actions, there is a place to report “indirect contacts” for educational efforts involving social media, websites, videos, and informal activities. Indirect contacts refers to an estimate of the number of adults and/or youth (under age 18) who may have been reached via informal education.

FAQs about “OTHER ACTIVITIES”

OA1Q: Exactly what activities should go under the Other Activities section?

A: Other Activities are those in which you are providing education and information in a variety of ways that aren’t necessarily a Learning Event. For example, these include one-on-one consultations with clients (in person, via phone, or by email); being on a community committee, board, or coalition; or creating, distributing, or publishing articles in the newspaper, participating in a TV or radio spot, contributing to professional journals or magazines, or creating an educational newsletter.

OA2Q: What about social media, website, YouTube videos, and other efforts? How do we report those?

A: For your efforts in which you provide education — and which cannot be classified as consultations, committees, or articles / publications that are specifically recorded in Other Activities in DM — such as via social media like Twitter or Facebook, YouTube video demonstrations, a website, blogs, text messages, blogs, or events at which you distribute educational flyers / brochures from a booth or table — you may estimate the number of adults and / or youth who may have received that educational information. You would record that estimate for Indirect Contacts – Adult or for Indirect Contacts – Youth.

OA3Q: How should we report recruitment, e.g., going into classrooms for 4-H?

A: Recruitment is considered a marketing effort and, as such, is not reported in DM.

OA4Q: The Other Activities section does not seem to capture time writing and submitting grants, and I did not hold a grant-writing workshop, so it wasn’t a Learning Event. How and where do I report grant-writing?

A: You would **not** report those efforts in DM, but rather in your Communique or annual activities. When you receive any of those grant funds and apply them to a Learning Event, you would record that in DM under Learning Events – “Grants/Sponsorships.”

OA5Q: If I’m advising someone via email, is it still considered a consultation?

A: Yes. Consultations can be by phone, email, or in person. The key is about the topic of consultation. If it is to help with, for example, 4-H content and skills, you should report that. But if you are discussing, say, online systems, enrollment questions and guidance, or available projects, this would not be reported in DM. When in doubt, ask yourself: Is this an education moment?

OA6Q: If someone asks about a topic and I provide an Extension publication, does that constitute a consultation?

A: Yes.

OA7Q: Which Collaboration / Coalition Groups should we report in DM?

A: You report committees, boards, or coalitions that have **origins in the community** to address a community need / issue, such as Area Planning Committee for ANR, CHEP for HHS, Leadership ABC County, County Park Board, Career Success Coalition, and Soil and Water Conservation District. You would **not** report such bodies as Master Gardener Committee, Fair Board, and Homemaker Planning Committee. We realize there are some concerns about collaborations with these groups that tackle an issue Extension should address. **HOWEVER, we are not including these boards, even if there is a separate 501(c)(3) to make them “external.” These are really part of our structure and organizational efforts, there to enhance and ensure our success.**

OA8Q: How would I categorize a needs assessment letter or visit with officials to create such a letter?

A: Both the letter and the visit would be information for your Communique or annual activities. You would not report either in DM.

Step-by-step instructions

Add New Item



- Click on button at top: ADD NEW ITEM

Month / Year

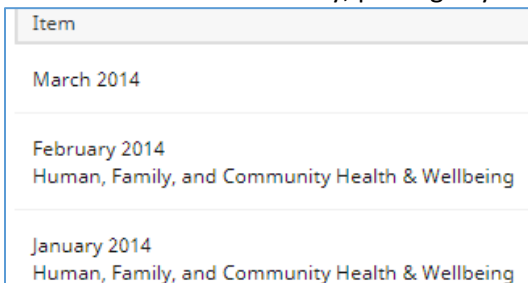


- Select month and year from drop down lists.
- NOTE: Faculty & Extension Specialists may choose to report for the month or to put totals for the year in December only.

SAVE



- Save the month in which you are going to report “Other Activities.”
- Next, click on that month to open it and input your activities.
- This may seem like an extra step to save the month first. But it is helpful to have that month saved first, then move to the next level of data entry, putting in your activities.



NIFA Priorities

Month / Year

[Click here](#) for **Childhood Obesity (CO)**

[Click here](#) for **Climate Change (CC)**

[Click here](#) for **Food Safety (FS)**

[Click here](#) for **Global Food Security and Hunger (GF)**

[Click here](#) for **Human, Family, and Community Health & Wellbeing (HF)**

[Click here](#) for **Natural Resources and the Environment (NR)**

[Click here](#) for **Sustainable Energy (SE)**

- Select “Click here” to choose a NIFA Priority and a popup window will open.
- All popup windows have identical lists for consultations, committees/boards/coalitions, and articles/newsletters/publications, they are simply organized by the NIFA priorities.
- Your task is to pick the NIFA priority that applies to your “Other Activities.”
- **Most Faculty, Specialists or Educators will pick just ONE** of the NIFA priorities from this listing.
 - This depends on your role. If your work involves more than one NIFA priority, you can select more than one. For example, if you are in ANR and fill agriculture roles and horticulture roles, you would select two: “Global Food Security and Hunger” and “Natural Resources and Environment.” You would need to track those numbers and report them in DM. **HOWEVER**, please be practical about this; if picking a lot of NIFA priorities and tracking them takes up a great deal of your time, you should select fewer categories and fit in the work you do.
- Some MAY select more than one based on their role. Here are some examples.
 - ANR Specialists or Educators may report ag efforts in “Global Food Security and Hunger” and horticulture efforts in “Natural Resources and the Environment”
 - HHS Educators who have activities in both “Childhood Obesity” and in “Human, Family, and Community Health and Well-being” might select two NIFA priorities.
 - CD Educators who have activities in both “Global Food Security and Hunger” and in “Human, Family, and Community Health and Well-being” might select two NIFA priorities.
 - 4-H Educators who are also the ANR Educator, may record in “Human, Family, and Community Health and Well-being” and in “Global Food Security and Hunger”

Descriptions of NIFA Priorities

The following descriptions are provided from USDA NIFA priority statements and have Purdue Extension program areas and programs / descriptions added.

1 Childhood obesity

- Programs to ensure that nutritious foods are affordable and available and that individuals and families are able to make informed science-based decisions about their health and well-being.
- Programs which focus on policies, knowledge, skills and other aspects relating to healthy eating, exercise, etc. to control weight and reduce obesity for individuals, families or communities.
- HHS is program area most likely here.

2 Climate change

- Programs to help producers adapt to changing weather patterns and sustain economic vitality while also reducing greenhouse gas emissions and increasing carbon sequestration in agricultural and forest production systems.
- Programs about weather and climate
- 4-H and ANR are program areas most likely here.

3 Food safety

- Programs to help provide a safer food supply and reduce the incidence of foodborne illness by addressing the causes of microbial contamination and antimicrobial resistance, educating consumer and food safety professionals, and developing enhanced food processing technologies.
- Includes ServSafe
- ANR and HHS are program areas most likely here.

4 Global food security and hunger

- Programs to boost domestic agricultural production, improve capacity to meet the growing global food demand, and foster innovation in fighting hunger and food insecurity in vulnerable populations.
- Economics, community -- food production systems, marketing & retail management, logistics & systems, and/or business development
- Crops -- environment, productivity, and/or biotic/abiotic stress
- Disaster preparation, education and/or recovery
- Hunger and/or malnutrition -- food products, food quality, and/or food quantity
- Livestock -- environment, productivity, and/or health & welfare
- Non-food products and/or non-food systems
- Including gardening and Master Gardeners
- ANR and CD are program areas most likely here.

5 Human, Family and Community Health and Well-being

- Policy and/or regulation about human, family and community health and well-being
- Economics, community -- leadership, economic development, government operations and/or community development
- Family well-being -- family resources management, parenting & relationships, and/or child development
- Human health -- nutrition & wellness, chronic diseases, and/or environmental factors
- Youth development – citizenship, science, healthy living, universal, teen leadership, adult volunteer development
- Including Junior Master Gardeners.
- 4-H, CD, and HHS program areas are here.

6 Natural Resources and Environment

- Programs about forests, land, water, soil, air quality, ecosystems, conservation, wildlife and fish, sustainability, etc.
- Including Master Naturalist
- ANR and CD program areas are most likely here.

7 Sustainable energy

- Programs to develop optimum biomass, forests, and crops for bioenergy production; and produce value-added, bio-based industrial products.
- ANR is program area most likely here.

TARGETED ACTIONS – Consultations, Committees, and Articles/Publications

Childhood Obesity (Co) ✕

Please enter the cumulative monthly total for each category. Data is generally expected to be in the companion field.
(1) Consultations (in person, by phone or email) & Consultation Contacts; (2) Community Committees/Boards/Coalitions & Community Committees/Boards/Coalitions - Events or Meetings; (3) Popular Press - Educational Articles, Newsletters, TV/Radio Spots & Popular Press - Readers - Youth OR Popular Press - Readers - Adult.

1a. Consultations (in person, by phone or email) (CO)

1b. Consultation Contacts (CO)

2a. Community Committees/Boards/Coalitions (CO)

2b. Community Committees/Boards/Coalitions - Events or Meetings (CO)

3a. Popular Press - Educational Articles, Newsletters, TV/Radio Spots (CO)

3b. Popular Press - Readers - Youth (CO)

3c. Popular Press - Readers - Adult (CO)

4a. Professional - Extension Publications (CO)

4b. Professional - Research Publications (CO)

For any other efforts not reported above where you provide education (via Social Media, Twitter, Facebook, Text Messages, Blogs, Website, YouTube video demonstrations, events where you have a booth or table and you distribute educational fliers/brochures or answer questions, etc.), estimate the number of adults and/or youth who may have received that educational information.

Indirect Contacts - Youth (CO)

Indirect Contacts - Adult (CO)

- After you have selected one NIFA priority, a popup window will open. Here you will enter **TOTALS** in the boxes as they apply to your activities during the month. (For Faculty & Extension Specialists you may be putting in annual totals in the month of December.)
- Notice the **3 targeted actions** are separated by horizontal lines into sections:
 - ✓ CONSULTATIONS
 - ✓ COMMITTEES
 - ✓ ARTICLES/PUBLICATIONS
- At the bottom are fields for indirect contacts for youth and adults.

Companion Data

Data is generally expected to be in companion fields.

1a. Consultations (in person, by phone or email) & 1b. Consultation Contacts

2a. Community Committees/Boards/Coalitions & 2b. Community Committees/Boards/Coalitions - Events or Meetings\

3a. Popular Press-Educational Articles, Newsletters, TV/Radio Spots & Popular Press & 3b. Readers-Youth, and/or 3c. Readers-Adult.

Childhood Obesity (Co) ✕

Please enter the cumulative monthly total for each category. Data is generally expected to be in the companion field.
(1) Consultations (in person, by phone or email) & Consultation Contacts; (2) Community Committees/Boards/Coalitions & Community Committees/Boards/Coalitions - Events or Meetings; (3) Popular Press - Educational Articles, Newsletters, TV/Radio Spots & Popular Press - Readers - Youth OR Popular Press - Readers - Adult.

1a. Consultations (in person, by phone or email) (CO)	<input type="text"/>	→
1b. Consultation Contacts (CO)	<input type="text"/>	
2a. Community Committees/Boards/Coalitions (CO)	<input type="text"/>	→
2b. Community Committees/Boards/Coalitions - Events or Meetings (CO)	<input type="text"/>	
3a. Popular Press - Educational Articles, Newsletters, TV/Radio Spots (CO)	<input type="text"/>	→
3b. Popular Press - Readers - Youth (CO)	<input type="text"/>	
3c. Popular Press - Readers - Adult (CO)	<input type="text"/>	
4a. Professional - Extension Publications (CO)	<input type="text"/>	
4b. Professional - Research Publications (CO)	<input type="text"/>	

These two are companion data. If the top one is filled out, the bottom one also needs to be filled out.

These two are companion data. If the top one is filled out, the bottom one also needs to be filled out.

These three are companion data. If the top one is filled out, **one OR both** of the bottom need to be filled out depending on the activities that were completed.

Consultations

1a. Consultations (in person, by phone or email) (CO)	<input type="text"/>
1b. Consultation Contacts (CO)	<input type="text"/>

• Consultations are when clients seek out Faculty, extension Specialists or Educators to get education/information about a particular issue, need, or concern. It is an “education moment.” These are not planned, scheduled events. Some examples may be:

- A family may visit with an Educator or Specialist for help in mapping out their farm succession plan.

- A couple may discuss finances with a Specialist or Educator to identify ways to increase savings or reduce debt.
- A Specialist or Educator may go on a farm visit to help a farmer with a livestock issue.
- An Educator may work with a 4-H high school senior on writing for scholarship or application.
- A homeowner may bring in a sample of a leaf from the tree in their yard to get help from the Educator to determine what is wrong and what actions can be taken.
- A Specialist may receive a call or email from a farmer asking for information about drainage systems.
- The following are examples of interactions that are **not** consultations reported in Digital Measures:
 - Giving a form, URL for website, or number to client.
 - Sharing instructions on how to enter information in the website.
 - Communicating with other Purdue Faculty, Specialists, staff, or County staff.
- Put the total number of consultations (in person, by phone or email) for this NIFA priority in the top box. (Do not include consultations among Purdue Faculty, staff, Specialists, Educators or County Staff.)
- In the next box for “Consultation Contacts” put the total number of people involved in those consultations. Most of the time it is one-on-one, but sometimes you might deal with a group, for example, a family or representatives from a community agency.
- If you enter a number in the top box, you must also put a number in the bottom box in this section.

Committees

2a. Community Committees/Boards/Coalitions (CO)	<input type="text"/>
2b. Community Committees/Boards/Coalitions – Events or Meetings (CO)	<input type="text"/>

- These are community-based or community-generated committees (not Extension committees) on which Faculty, Extension Specialists, or Educators serve as members and represent Extension. Some examples may be:
 - College Success Coalition
 - Soil and Water Conservation District
 - County Park Board
 - Health Coalition
- These are **not** committees that Extension organizes or leads, for example: Fair Board, Homemaker Planning Committee, Master Gardener committees.
- In the top box, put the total number of your committees/boards/coalitions for that NIFA Priority that were active for the month AND that you attended.
- In the next box, put the total number of times your committees/boards/coalitions held meetings and/or had events during the month in which you participated.
- If you enter a number in the top box, you must also put a number in the bottom box in this section.

Popular Press and Professional Publications

3a. Popular Press - Educational Articles, Newsletters, TV/Radio Spots (CO)	<input type="text"/>
3b. Popular Press - Readers - Youth (CO)	<input type="text"/>
3c. Popular Press - Readers - Adult (CO)	<input type="text"/>

- These are for educational efforts or sharing of information / findings. These are **not** marketing, promotion, advertising, lists of activities, recruitment, instructions where to meet, etc.

First record POPULAR PRESS -- Articles or Newsletters or TV/Radio Spots

- In the top box, record the total number of educational articles you created/compiled that appeared in a newspaper or local magazine, on a segment on TV or in a Radio spot; and/or educational newsletters that you created and distributed.
- In the next two boxes, record the total number of youth or adults who might receive your educational article/newsletter.
 - Estimate the number for “readership” or “market” of that media. These will generally be adults only.
 - Number of newsletters you distributed. These may be youth or adult as it applies to your group.
 - If the readership does not apply to your situation, leave it blank. For example, you may report adults for a newspaper article, but you wouldn’t record youth.

Second, record PROFESSIONAL PUBLICATIONS

- Extension Publications - report the total number of education articles or curricula/materials published (new or revised).
- Research publications - report the total number of research articles published.
- If you have no professional publications, leave these boxes blank.

FAQs about Publications:

Pub1Q: If I submit an article but cannot verify whether it was actually published, should I add it to DM?

A: No. You must verify that your work was printed/published before entering it into DM.

Pub2Q: If I am the source of an educational quote in a magazine article I did not write, does that count as popular press?

A: Yes. If a reporter contacts you as an expert source on a particular topic and includes your educational information in the article, this would be recorded as a popular press article for DM.

Pub3Q: How should I count one article that gets published in multiple newspapers?

A: You would count that as one Popular Press Article, then add up total readership in the multiple sites for the “Readers.”

Pub4Q: For email newsletters, do I count the number of contacts or the number of emails?

A: Estimate the readership of those emails. If your email is to a list of adults, put that number. If you send emails to households of youth in the 4-H activity, you could estimate adults and youth in that readership.

Pub5Q: Are press releases about programs or fundraising letters to be included as popular press?

A: No. Press releases and fundraising letters are marketing efforts and should not be reported in DM. **HOWEVER**, marketing pieces, news releases, and fundraising letters are essential to the vitality and visibility of our programs, so you may report on these instances in your Communique or annual activities.

Pub6Q: In regard to applicable Extension Publications, do we report the number of publications or the number who read them?

A: The number of publications.

Pub7Q: What if I am reviewing current Extension publications and making revisions?

A: You would report the revisions in DM once they have been printed/published.

Pub8Q: What if multiple Specialists or Educators contribute to educational content in a newsletter or article?

A: Each staff would indicate their contributions and the reach, etc., when listing Other Activities. You do not have to coordinate and select a “lead” individual to coordinate recording this information.

Indirect Contacts

For any other efforts not reported above where you provide education (via Social Media, Twitter, Facebook, Text Messages, Blogs, Website, YouTube video demonstrations, events where you have a booth or table and you distribute educational fliers/brochures or answer questions, etc.), estimate the number of adults and/or youth who may have received that educational information.

Indirect Contacts - Adult

Indirect Contacts - Youth

- After completing the 3-targeted actions, at the bottom of the popup window is a place for you to record “Indirect Contacts” for any other educational efforts. If you provide education via social media, website, or booth/table events, estimate the total number of adults and/or youth who might have received it. If either or both do not apply this month, leave blank.

OK and Save

- When finished entering total numbers in the popup window for this NIFA Priority, click OK at the bottom. This will close the popup and return you to the NIFA Priority listing.
- **Next, you must save your entered data for that NIFA Priority. Select SAVE.**

Month / Year

[Click here](#) for **Childhood Obesity (CO)**

[Click here](#) for **Climate Change (CC)**

[Click here](#) for **Food Safety (FS)**

[Click here](#) for **Global Food Security and Hunger (GF)**

[Click here](#) for **Human, Family, and Community Health & Wellbeing (HF)**

[Click here](#) for **Natural Resources and the Environment (NR)**

[Click here](#) for **Sustainable Energy (SE)**

Done or Repeat Process

- Now you will see that for the month, you have one NIFA Priority completed and saved. If that is all you have to report for the month, you are done.
- However, if you have activities in another NIFA Priority that you need to report this same month, you will need to click on the link to the second NIFA Priority and enter your data.

Item	Item
October 2015 Child Obesity	October 2015 Child Obesity Food Safety

Other Activities Menu

Item
October 2015 Child Obesity Food Safety
September 2015 Climate Change
August 2015 Child Obesity Climate Change
July 2015 Child Obesity Human, Family, and Community Health & Wellbeing

- The most recent month will be on the top of the list. The “oldest” month will be at the bottom.
- The summary screen will show each record’s month, year, and NIFA Priority. You may have one or more NIFA Priorities with it depending on your role and activities for the month.
- If you want to look at what you have entered, or if you need to make any updates/changes to your Other Activities, click on the Month to open it. Then you select “Click here” for the NIFA Priority to open the popup where you can make edits in the numbers.
- If you need to delete one of your entries on the Other Activities listing, click on the box on the right to insert a check mark. Once you have done that, the TRASH CAN button on top will be available. Click on it to delete that entry.

← **Extension Educators or Specialists - Other Activities**

Item	<input type="checkbox"/>
September 2017	<input type="checkbox"/>
January 2014	<input checked="" type="checkbox"/>