

Documenting a High Impact Institutional Practice: The Case of Community Engagement at 52 U.S. Institutions

Jana Noel
CSU, Sacramento

David Earwicker
CSU, Sacramento

Definition/Purpose of Community Engagement


“The purpose of community engagement is the partnership of college and university knowledge and resources with those of the public and private sectors to

- ▶ enrich scholarship, research, and creative activity;
- ▶ enhance curriculum, teaching and learning;
- ▶ prepare educated, engaged citizens;
- ▶ strengthen democratic values and civic responsibility;
- ▶ address critical societal issues; and contribute to the public good.”

(Carnegie Foundation for the Advance of Teaching)



Purpose of Today's Presentation

- ▶ Review the questions and issues raised by the Carnegie Classification and the data demands inherent in the process?
 - ▶ Consider the implications for Offices of Institutional Research
 - ▶ Discuss how institutional reputation and “brand management” are part of this process
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Carnegie Community Engagement Classification


▶ History of Classification

- First entirely elective Carnegie Classification
- 2006, 2008, 2010, 2015, 2020

▶ Purpose

- Provides a structure and framework for institutions to gather data to determine institutionalization of community engagement

Major Sections of Application

1. Institutional Identity and Culture
 2. Institutional Commitment
 3. Curricular Engagement
 4. Outreach and Partnerships
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Audience Participation

**Is your institution committed to
engaging with community?**

What evidence is required?



Evidence of community engagement (Carnegie)

Student Leadership in Planning

Strategic Plan

Promotion and Tenure Policies

Internal Budget Allocations

Partnerships

Awards and Celebrations

Notations on Transcripts

Student Research

Hiring Practices

Fundraising

Learning Outcomes:

Campus and by Discipline

Professional Development

Mission

Community Voice in Planning

First Year Seminar

Marketing Materials

Tracking of Engagement

Service Learning

Use of Data for Improvement

Priority of Community Engagement

Curriculum

Reciprocity

In President or Provost

Faculty Research

Speeches and Addresses

Measuring Impact:

Students, Faculty, Institution, Community

Internships

Outreach

On-Campus Service

Center for Community Engagement


Community Engaged Scholarship

Faculty Governance Committee

Assessment

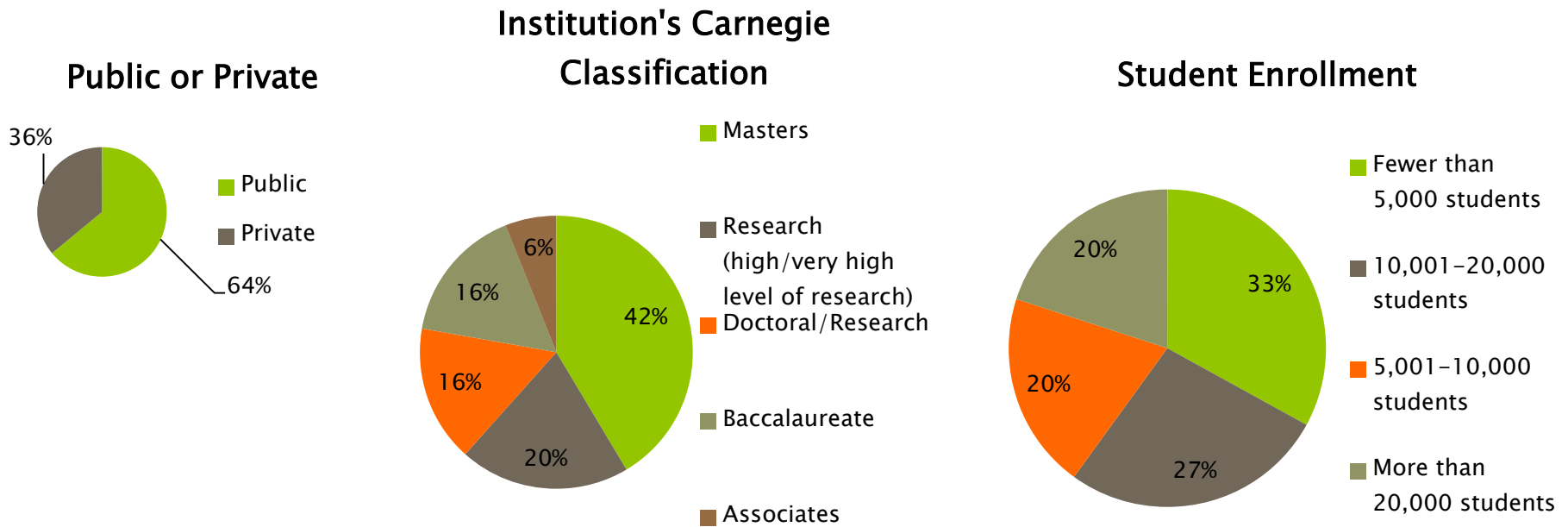
Grants and Contracts

Goals of Study

1. To document the strategies and methods used by successful applicants for the 2010 Carnegie Community Engagement Classification.
 2. To identify cultural shifts experienced by institutions as they developed successful applications and after Classification.
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Methodology

- ▶ Phase I – Interviews – 9 purposefully selected
- ▶ Phase II – Surveys of authors of 2010 Classified Institutions (52 respondents out of 121 Classified institutions = 43% response rate)



Results Part 1:

Who leads the data gathering related to community engagement?

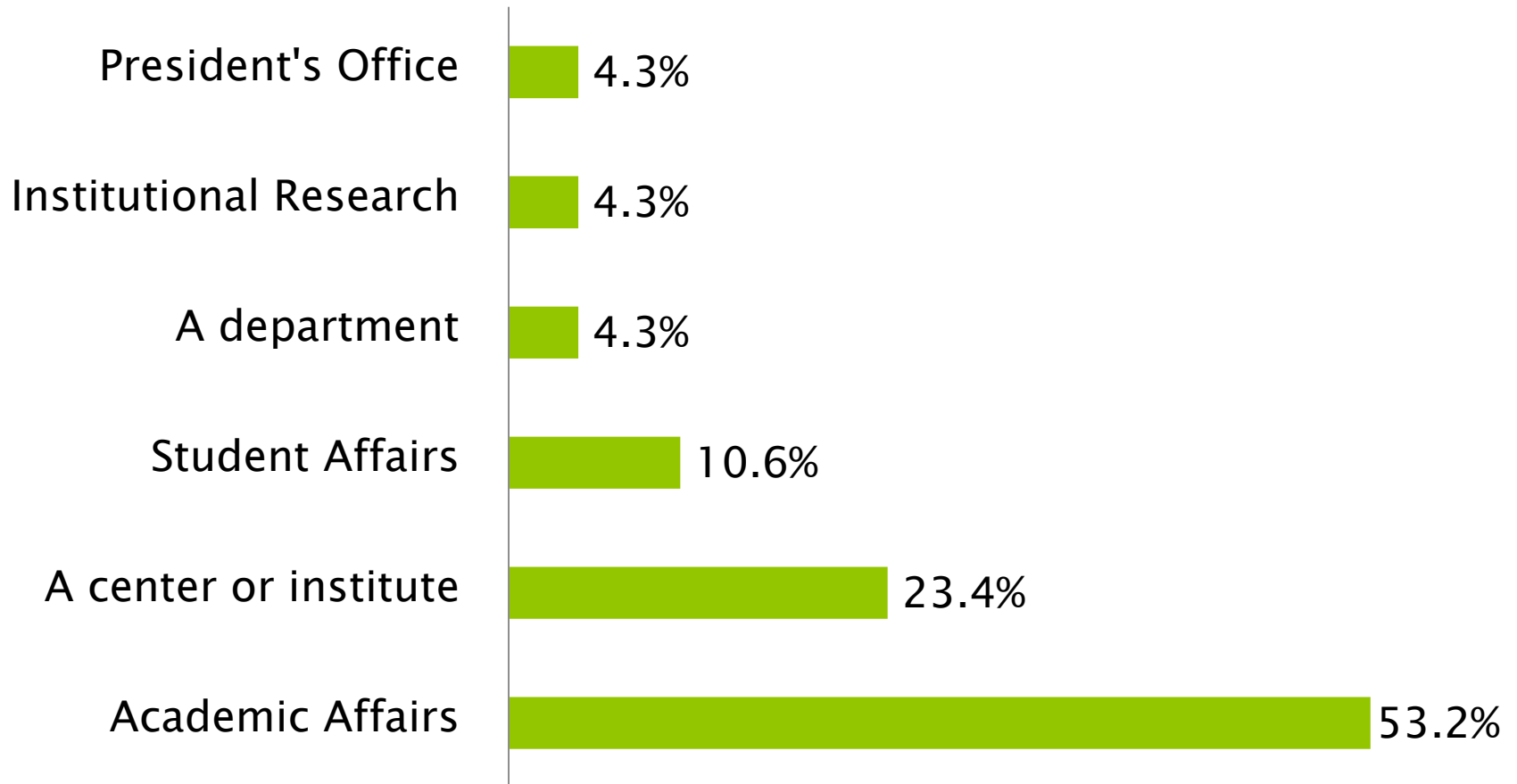
▶ Lead Applicants

- Of the 52 authors respondents, 28 different positions/titles were identified.
- 21 were Directors/Coordinators at university level
- 16 were Directors of Centers
- Remainder were faculty, project directors, etc.

▶ Most common identification within titles of authors

- | | |
|-------------------------------|--------------------------|
| ◦ Civic Engagement | Community Engagement |
| ◦ Community Partnerships | Community-Based Learning |
| ◦ Institutional Effectiveness | Outreach and Engagement |
| ◦ Research | Service Learning |

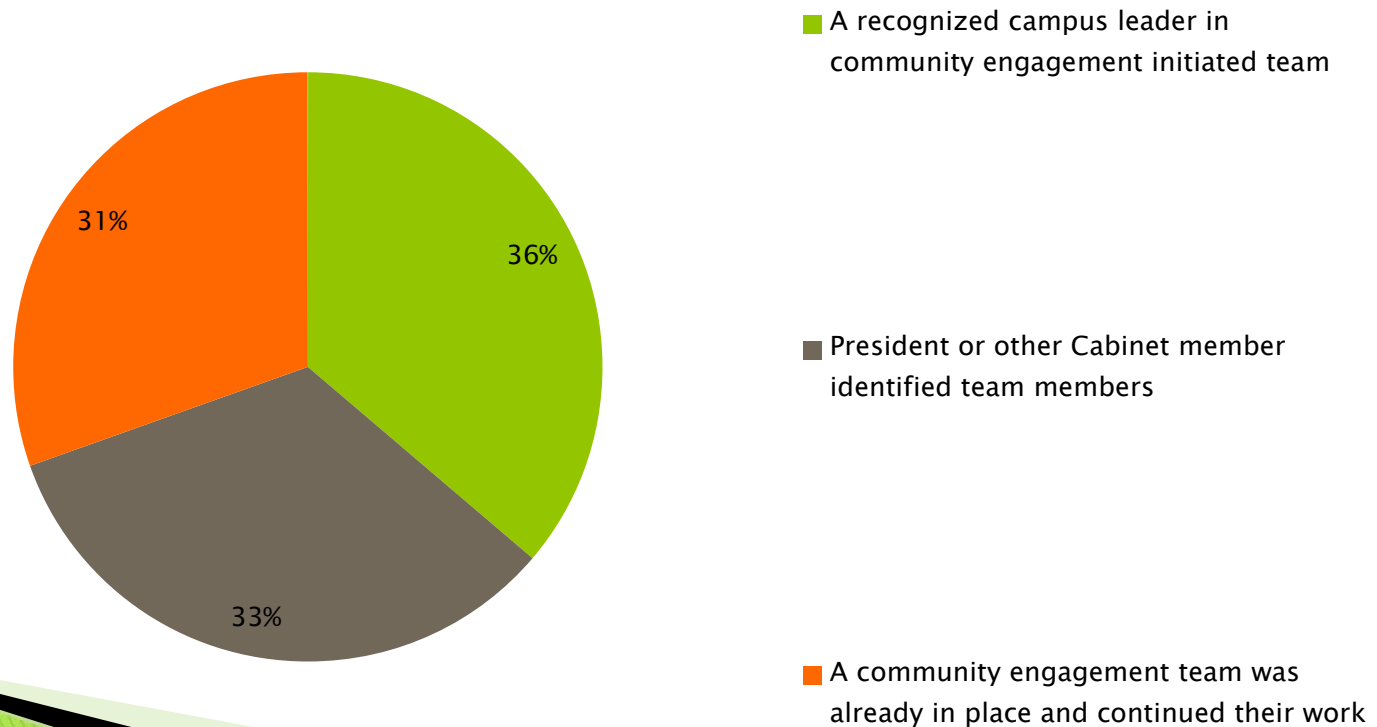
Institutional Unit of Lead Applicant




Team Approach to Gathering Data

- ▶ Data gathering teams averaged 6.1 members.

Selection of Application Team



Roles of Members of Institutions and Communities

- ▶ Completed surveys or served as interviewees or focus group members
 - Primary role for faculty, students, community members, deans, and department chairs
 - ▶ Served as part of data gathering team
 - Primary role for staff
 - ▶ Helped write the application
 - Secondary role for staff and faculty
 - ▶ Provided feedback on drafts of application
 - Primary role for upper level administrators
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Results Part 2: Data Sources

Data Gathered	Percentage of Data Used in Application	Number of Data Sources
Existing Data	62%	22
Newly Gathered Data	38%	17

Nearly two-thirds (62%) of the data needed to complete the application was found to already have existed within the institution.

The remaining 38% of the data was newly gathered (or re-purposed) specifically for the Carnegie application.

Existing Data Sources (Audience Participation)

Identified by multiple respondents

- Center of Office of Community or Civic Engagement
- Institution's web sites
- Faculty publications
- NSSE/FSSE reports
- Self-studies

Each Identified by a single respondent

- Advisory groups and councils
- Annual reports
- External surveys
- Cooperative or extended education
- Departments
- Fact Books
- Grant-funded programs
- Historical documents
- Institutional research
- Library database
- Previous applications
- Registrar data
- Student services
- Policies, procedures, mission

Newly Gathered Data Sources or Methods

Utilized by multiple respondents

- Community members
- Created new database
- Existing data re-purposed
- Focus groups
- E-mail requests
- Interviews and one-on-one conversations
- Institutional web sites
- Surveys

Each identified by a single applicant

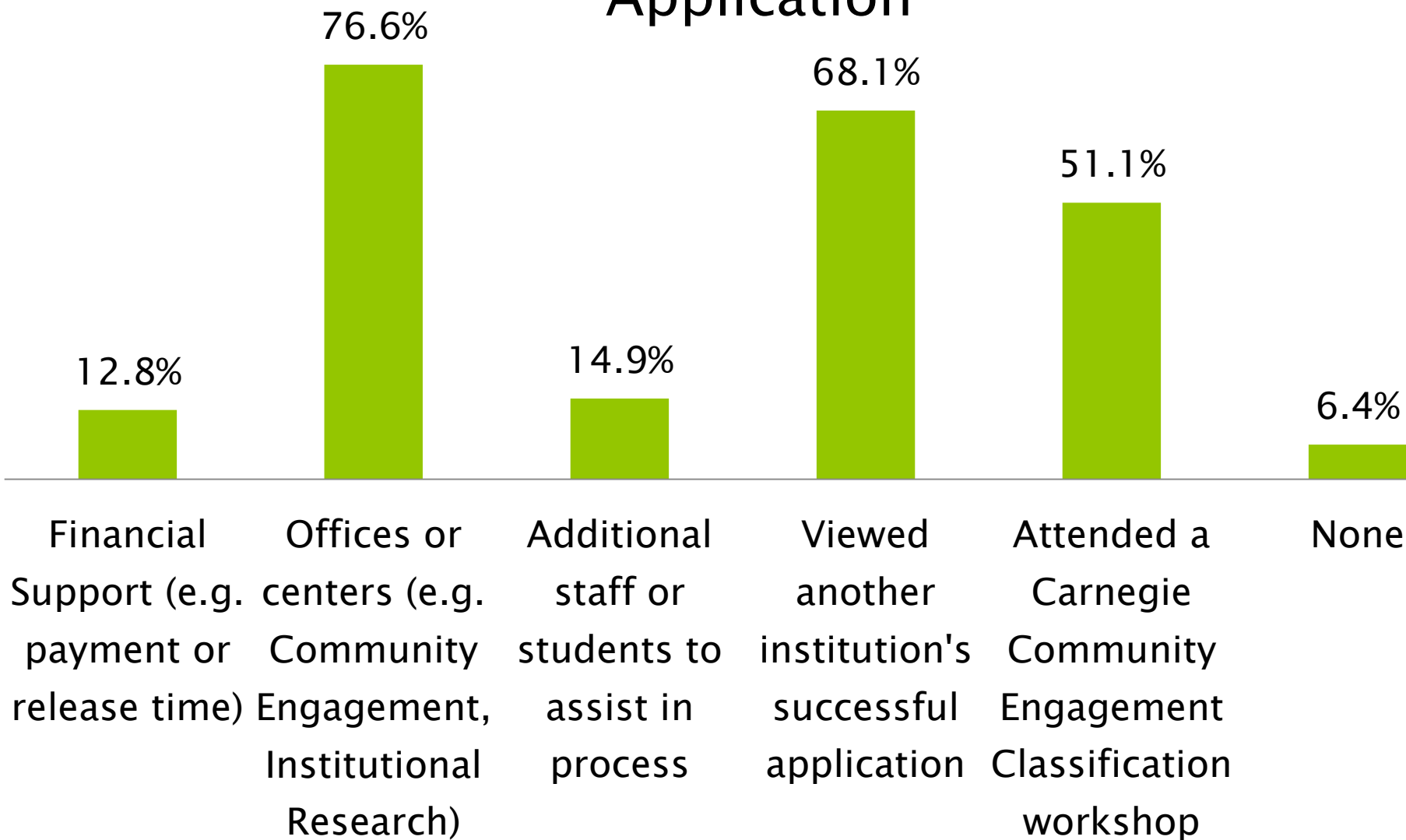
- Annual reports
- Financial records
- Handbooks and policy manuals
- Institutional Research
- Press releases
- University publications

Length of Time to Prepare Application

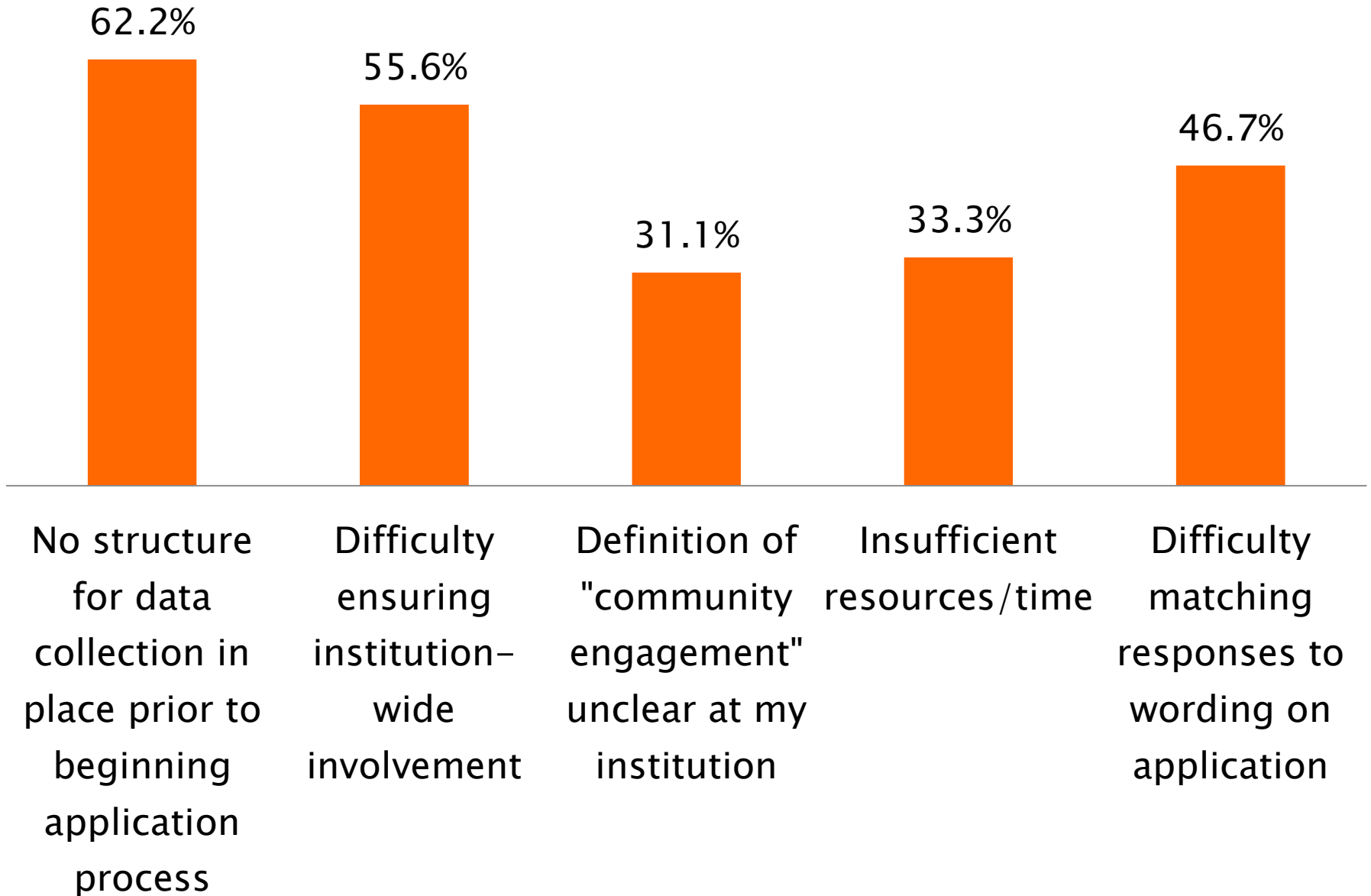
Months Spent on Application: Average	% of Time Spent on Application: Average
6.6	29%

Months Spent on Application	# of Students
5.8	Fewer than 5,000
7	5,001–10,000
7.5	10,000–20,000
9.1	More than 20,000

Additional Support Received for Work on Application



Challenges or Obstacles



Post-Classification – Now What?

Changes in Institutional Culture	% of Respondents
New, increased, or improved cross-campus collaborations	71%
Greater involvement by administration/faculty/staff/students/ community in institutionalizing community engagement	69%
New or improved data reporting structures for community engagement	56%
New, increased, or improved partnership with community	52%
Better alignment of institution's mission with goals of community engagement	48%
Structural changes in university to support community engagement (i.e. new positions or assignments of faculty/staff/administration in order to support campus-wide community engagement)	36%

Plan for Announcing Classification

- ▶ 56% No – we had no plan
- ▶ 44% Yes – we had a plan

Announcements in local media

Banner on website

Banners placed at campus entrances

Campus announcements

Celebration including community

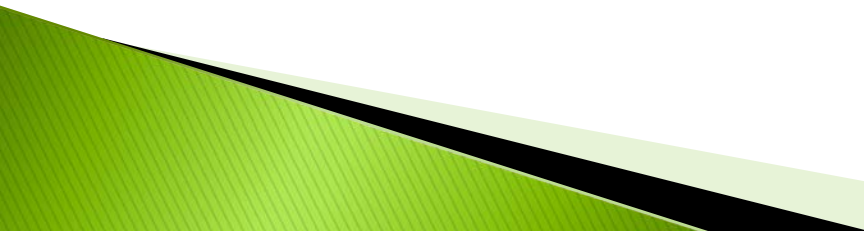
Facebook

President's newsletter

Sent announcements to

- ▶ US News & World Report
- ▶ Peer institutions

Respondent Recommendations for Gathering Community Engagement Data

- ▶ Form a team (25 respondents)
 - ▶ Utilize or develop a data gathering structure (12)
 - ▶ Need administrator involvement and/or support (11)
 - ▶ Institutionalize or centralize service learning or community engagement (9)
 - ▶ Generate awareness of the Classification (8)
 - ▶ Use multiple sources of data and resources (8)
 - ▶ Start early (7)
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Thank You!

Questions? Discussion?

Jana Noel
noelj@csus.edu

David Earwicker
david.earwicker@csus.edu