Higher education “is one of the few public spaces left where students can learn the power of questioning authority, recover the ideals of citizenship, and expand their capacities.”

OUTCOMES FOR TODAY

After participating in today’s workshop you will be able to:

• **Describe** and recognize the types of constituents to gather evidence (measures) from/on when doing community engagement.

• **List** the different levels of data collection or measurement in program evaluation.

• **Identify** the most appropriate assessment methods of collecting evidence (or data) of a civic outcome.

• **Design** a plan to measure a specific reaction, learning or behavioral outcome of your community engagement.
INTRODUCTION TO

Community Engagement in Higher Education
DEFINING “IT”

“…applying institutional resources to address and solve challenges facing communities through collaboration with these communities.”

(Gelmon, Seifer, Kauper-Brown & Mikkelsen, 2005, p. 1)
“...The engaged campus is not just located within a community, it is intimately connected to the public purposes and aspirations of community life itself...”

MANIFESTATIONS OF “IT”

community service, experiential education, curricular-based service-learning, community-based or -engaged participatory research, training and technical assistance, workforce development, translational research, patents, capacity-building, public outreach, economic development initiatives and support, philanthropy (to some extent), sponsorships, co-curricular service-learning (Days of Service, Alternative Breaks, Freedom Rides, etc.), anchor institution programs and support, and so on... and so on... and so on...
DIMENSIONS OF “IT”

• Culture
  • Definition
  • Mission & Vision

• Practices & Policies
  • Faculty Support & Involvement
  • Student Support & Involvement
  • Community Support & Involvement
  • Scholarship of Engagement
  • Place-based & Place-engaged, if not place-building…

• Infrastructure(s)
  • Institutional Leadership
  • Support: Offices, budgets, programs, etc.
  • Community-engaged scholarship
WHY DO ‘IT’?

It is a strategy through which we achieve our institutional mission, goals, strategies, etc.

strengthening our community and/or community partners, community-engage research, economic development, student learning, faculty recruitment and retention, more equitable and accessible institutions, stronger/healthier democracy, active citizens, fundraising/development, alumni engagement, more volunteering, political engagement, recruiting and retaining students, workforce development, strengthening our community and/or community partners, community-engage research
INTRODUCTIONS

• Name
• Institution
• Experiences with community-engagement in higher education (course, program, activity, etc.)
  • and/or assessing outcomes from a CE experience.
• Hopes/Wishes for today…

Townson University. Campus Compact partner institution in Maryland-DC. Students pose for a promotion of the campuses newspaper readership program sponsored by USA Today.
TODAY’S FOCUS: ASSESSMENT!

...emphasizing the civic dimension of learning and development during college.
Choosing the destination

What impact do you want/expect with your campus-community engagement?
SEEMINGLY A WORLD OF POSSIBILITIES

Students
Faculty Learning & Development
Community Partner Impact
Community Impact
Issue Impact
Institution/Cultural, Department or Unit-Level Impact
Explore the Destination:

**Impact on Students**
- Learning & Development
- Satisfaction

Success at your institution (GPA, DFW Rates, persistence, graduation, etc.)

Alumni outcomes
Laser-like focus on engaged pedagogy
(i.e., service-learning, experiential education, project-based or community-based learning)
being impactful on students’ learning & development.
Impact Students’ Learning
  Cognitive (e.g., Bloom’s Taxonomoy)
  Knowledge, Skills/ Abilities
  Disciplinary, Interdisciplinary, Transdisciplinary
Impact Students’ Development
  Dispositions/ Attitudes
  Values
  Career readiness
  Critical thinking, critical consumption, etc.
  Civic readiness
  Community readiness
  Towards Action (i.e., Behavioral)

Direct Flights Daily

Unpacking possible destinations: Students
Impact Students’ Satisfaction…
- With finding volunteer/service opps in/with the community
- With their service with the community partner
- With how well the service tied to the curriculum
- Other…

Impact Students’ Success during college
- DFW rate in courses that have CBL pedagogy
- GPA in the major
- Persistence to year #
- Retention to graduation
- Financial aid
Impact Alumni

- Satisfaction with their experiences at your institution.
- Continued service, volunteerism, or political engagement after college.
- Relationship to participation in CBL and their current employment.
- Connection to becoming a future donor/funder.

How participation in CBL relates to earning power; staying “here” (versus getting a job elsewhere- connection to community, aka, avoiding brain drain); workforce readiness; etc.
Explore the Destination:
Impact on Faculty Learning & Development
Faculty learning
Faculty professional & personal development
Faculty values and contributions to/with community

Unpacking possible destinations: Faculty
Impact on
Faculty Learning & Development

- Interpersonal communication
- Relationship building
- Knowledge of ‘civics’ and/or nonprofit management
- Developmental path (awareness, behavior, attitudes, dispositions, etc.) toward community engagement themselves…
Not much has been said (through published, empirical research).

Not too surprising
How many would say you are primarily doing this for your development or growth?
How do faculty design CBL courses?

What is the quality or intensity of certain characteristics of CBL courses (e.g. reflection, critical reflection, assessment, tying service to course content, connecting across difference, etc.)?

What is the connection between course evaluations and CBL pedagogy?

OF COURSE: How many courses offered; # & demos of students enrolled in those courses; # & demos of faculty teaching these courses; # of community partners tied to CBL courses; Type of community partner; # of hours students served through a CBL course…
How do faculty document (i.e., report) the outputs of their community engaged activities?

**What is the experience** of earning recognition, promotion, or tenure for community-based research (its outputs and outcomes)?

What **policies or practices** at our institution help or hinder community-based activities among faculty?

What **defining characteristics** of a community-based or participatory action research methodology are being utilized by faculty?
FINAL DESTINATIONS

Community Partner Impact

Community Impact

Issue Impact

Institution/Cultural, Department or Unit-Level Impact

Can C-CE impact these things?

$1 Million Question
Explore the Destination:
Impact on Institutions,
Culture/Climates, Departments,
and/or Units
ANSWER: $1 Mill. Question

Establishing community-based or –engaged experiences as a norm within higher education is understood to be a foundational step toward shifting the culture within a department or unit, and even across an entire campus/institution.

BECAUSE OF PEOPLE LIKE YOU!
Institutional Learning

Cultural or Climate Changes (inclusion, access, equity, experiences tied to identities)

Departmental or Unit-Level impact (e.g. “Engaged Department”; Major that requires CBL experiences)

Unpacking possible destinations:
Institution
Explore the Destination:
Impact on Communities,
Community Partners &
Issues
What do we even mean?
Community Impact/Outcomes. Identify some constituencies engaged in a shared experience that when they can “see each other”-- i.e., recognize their interdependency and power--could organize to better or sustain their situation/position in our society.

Community Partner Impact: Identify a non-profit, governmental, K-12, or civic organization.

Issue-based Outcomes/Impact: Identify a particular asset, problem, current issue that the community has identified needs to be addressed.
COMMUNITY IMPACT:
What is realistic?

Community partner impact, *TYPICALLY* = capacity-building
- Volunteers
- Fundraising
- In-kind donations (sock-drive)
- Charitable, project-based

Impact on an Issue or with a Community:
- YOU: faculty or staff
- Applying your particular, research or other skills
- WITH access to unique institutional resources
- In a long-term relationship(s)
- To/in/with a community or organization that is issue-based.
UNPACK CIVIC GOALS

Identity, Agency, Mindedness, etc.
Civic Literacy

“Any learning that contributes to student preparation for public involvement in a diverse democratic society. The knowledge, skills, and values that make an explicitly direct and purposeful contribution to the preparation of students for active participation”

Howard, 2001, p. 45
Civic Identity

“Those fully engaged, fully human citizens of their communities. They see their role in life as contributing to the long-term greater good. And perhaps most importantly, they have the courage to act”

Knefelkamp, 2008, p. 3
Civic Agency

“Emphasizes not only individual action, but also the collective capacity to act on common challenges across difference.” (Boyte, 2008)

“Is the capacity of human communities and groups to act cooperatively and collectively on common problems across their differences” (Boyte, 2007)
Civic Mindedness

“a person’s inclination or disposition to be knowledgeable of and involved in the community, and to have a commitment to act upon a sense of responsibility as a member of that community” (Bringle & Steinberg, 2010, p. 429).”
GOAL: CIVIC MINDED GRADUATE

OBJECTIVES

✓ Civic Identity
✓ Active Participant in Society to Address Social Issues
✓ Works with Diverse Others
✓ Understands how Social Issues are Addressed in Society
✓ Orientation to Social Change
Your 1\textsuperscript{st} Step

DECRIDE: What story NEEDS to be told, what story is EASIEST to tell, what story CAN be told?
THINGS TO CONSIDER

When measuring…
CONSIDERATIONS

• Direct
• Indirect
• Formative
• Summative
• Levels of measurement (Kirkpatrick)
CATEGORIES OF ASSESSMENT

• **Direct assessments**: evaluate the competence of students.
  • Students have completed some work/product that demonstrates they have achieved the learning outcome.
  • A professional makes a decision regarding what a student learned and how well it was learned.
CATEGORIES OF ASSESSMENT

• **Direct assessments**: scores and pass rates on standardized test; writing samples; score gains; locally designed quizzes, tests and inventories; portfolio artifacts; capstone projects; case studies; team/group projects and presentations; oral examination; internships, clinical experiences, practica, student teaching or other professional/content-related experiences; recorded discussions (online or in-person); pre-post; post/retrospective-pre.
• **Indirect assessments**: evaluate the perceived learning.
  - A proxy measure was used, such as participating in a learning activity, student’s self-report (opinions) what has been learned, student satisfaction, etc.
  - The student decides what he or she learned and how well it was learned.
CATEGORIES OF ASSESSMENT

• **Indirect assessments**: questionnaires, open-ended self-reports, focus groups, individual interviews, employment or placement rates of graduating students into appropriate career positions, course evaluation items related to the overall course or curriculum quality (rather than instructor effectiveness).
LEVELS OF MEASURING

Let’s work this out.
AREAS TO GATHER DATA

• Kirkpatrick's Levels of Evaluation
  • Reactionary (& Demographic/tracking)
  • Learning
  • Behavioral
  • Impact
MATRIX OF OPTIONS

Choose your adventure…
DESCRIBING YOUR ASSESSMENT METHOD(S)

• What…
• Of and/or by whom?
• Context (e.g., where or when)
• For what purpose?

EXAMPLE: Test the students at the end of the program for their level of knowledge in XYZ.
## Creating Assessment Methods

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<th>Where/When</th>
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## CREATING ASSESSMENT METHODS

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GATHERING EVIDENCE/DATA & ANALYSIS

Review a variety of measures & tools related to assessing a variety of civic outcomes.
LET’S BRAINSTORM

• What is your form of evidence or artifact of learning?
• How will you measure and/or analyze that artifact?

Let’s look at some tools together… rubrics, surveys/constructs, questionnaires, etc.
ACTIVITY

Drafting a tool for reactionary, learning, or behavioral outcomes.
Why do we assess in higher education?

React to this quote:
“…it is hard to see how assessment is giving us meaningful information, even concerning specific courses or programs.”

--"Why Assessment is a Waste of Time", Erik Gilbert, 11/21/2016 (InsideHigherEd)

NOTE: read the replies to this piece!
IN CLOSING

Why Assessment in Higher Education

Moving from Assessment into Research

- Find a partner.
- Strengthen your (hard) skills in, methodology, data collection and/or analysis.
- Remember to address & evaluate PROCESS (what happened that may attribute to the outcome).
- Disseminate, disseminate, disseminate!
SPONSORING ORGANIZATION

More Information
• Nonprofit established in 1985 by the presidents of Brown University, Georgetown University, Stanford University and Education Commission of the States.

• Reinstate the public purpose of higher education.

• 32 state/regional offices; one national office.

• Currently more than 1,100 member colleges and universities spanning all 50 states, U.S. Territories, and four countries.
INDIANA CAMPUS COMPACT

• Founded in 1993, first as a coalition by students with presidential support, and then as a public declaration by presidents and chancellors of their commitment to making positive change in their communities.

• Six founding institutions

• Currently 34 partner institutions representing 60 campuses
  • 69% of institutions in Indiana.
  • All public institutions and 26% of the independent institutions.
In 2015-2016 ICC supported over 20,500 individuals and invested more than $200,900 through our grant programs, professional development opportunities and research activities.

This is an average 115% return on investment for our partner campuses.

**Partnership of Indiana higher education institutions working together to prepare college students to advance the public good in their communities.**
QUESTIONS, PLEASE CONTACT

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