POSSIBLE DATA POINTS

OF CAMPUS-COMMUNITY ENGAGEMENT

BASIC- data points on community-based or -engaged courses
- Number of hours
- Number of courses
- Number and demographics of faculty
- Number and demographics of enrolled students in CBL courses
- Number and type of community partners tied to CBL courses

Campus-Community activities writ-large
- Activity Title
- Basic Description of the activity
- Website related to the activity
- Partner and type (gov’t, education, nonprofit, for-profit)
- Geographic location of activity
  - Just know that this one is tricky: Address of community partner?
  - Location of literal service (e.g., where the students pick up trash, wrapped presents for veterans, etc.)?
- Nature of service
  - advocacy
  - direct service
  - in-direct service
  - philanthropic
  - pro-bono
  - other
- Student matriculation and enrollment data
  - DFW rate
  - GPA in a major
  - Financial aid (when did they fill out FAFSA, what financial aid package do they receive, etc.)
  - Persistence from year # to year #
  - Graduation rate
  - Major
  - So many others are possible!
- Design elements of a CBL course (see Taxonomy from Duquesne)
- Community partner involvement/role
  - Were they a speaker?
  - Utilized as a co-educator
  - Conducted reflections on site?
  - Orientation to the service/site?
  - Other
• Internal campus partners
  ▪ Student Affairs division or program?
  ▪ Registered student organization?
  ▪ Center for ZZZZZ
• Other higher education partner
• Areas of focus
  ▪ Arts and Culture
  ▪ Community & Economic Development
    • Homelessness
    • Hunger
    • Food deserts or insecurity
  ▪ Education
    • 3d grade reading levels
  ▪ Environmental sustainability
  ▪ Government and Public Safety
  ▪ Health and Wellness
  ▪ Social issue
    • Crime
    • Justice
  ▪ So many options- may need to be guided here by census data or another source (as to what issues are facing your community)
• Outputs
  ▪ Research brief
  ▪ Marketing materials
  ▪ Patent, liscense, copyright material, etc.
  ▪ Resource of the community partner
  ▪ PR Campaign
  ▪ Journal article
  ▪ Creation of start-up business or social venture
  ▪ Other non-scholarly publication (popular publication)
  ▪ Testify for legislative committee
  ▪ Earned media: Interviewed by local media
  ▪ How many community individuals were served by this activity?
  ▪ Describe what has been learned about the community’s views of this activity.
  ▪ So many other outputs are possible- may need to be guided by what typical and atypical products are "important” to senior administrator.
• Intended outcomes (expected AND achieved)
  ▪ Raise awareness about an issue
  ▪ Community participation in campus event(s)
  ▪ Funding
  ▪ Student- personal growth, professional growth, disciplinary learning, etc.
• So many other outcomes are possible—may need to just ask them: Is there a systematic process for collecting data regarding outcomes and impacts of this activity?

• Type of course, if tied to a course, aka course designation(s)
  ▪ Internship, Externship
  ▪ Service-learning
  ▪ Mentored research project
  ▪ First Year Experience
  ▪ Diversity or global, study abroad,
  ▪ Common intellectual experience

• Funding tied to the activity
  ▪ Internal source
  ▪ External source
  ▪ Amount over time

• Duration of the project
  ▪ Start date
  ▪ End date (when/if applicable)

• Target Populations
  ▪ Infants
  ▪ Children
  ▪ Young adults
  ▪ Adults
  ▪ Senior Citizens
  ▪ Refugees
  ▪ Rural communities
  ▪ Immigrants
  ▪ LGBTQX
  ▪ Families
  ▪ So many others to define!

• Articulating relationship with partner in this activity
  ▪ Current or prior membership (on board or otherwise).
  ▪ Current or prior receiver of service from this community partner?
  ▪ Nature of relationship (network analysis: thick? thin? transactional? transformational?)