

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, license, 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?)