Collecting Community Engagement Data for Assessment and Community Impact
Meet Your Presenters!

• Kristin Norris, Ph.D., Director of Assessment, IUPUI Office of Community Engagement

“Director of Inquiry”, advance the public mission of institutions, evidence of progress toward campus goals
Meet Your Presenters!

• Maggie Dalrymple, Ph.D
  Associate Director for Research and Analysis, Indiana State University

Works closely with key offices, staff and faculty members to support and foster student success scholarship and engagement
Impact...at what level?
A closer look

Common Campus Goals

1. Student Learning and Success
2. Optimize Enrollment Management
3. Accelerate Research and Creative Activity
4. Strengthen Internationalization Efforts
5. Promote an Inclusive Campus Climate
6. Recruit and Retain Faculty and Staff

Community Engagement is a Strategy for Success.

How is community engagement helping to achieve your institutions goals?
Traditional Tracking

The Fabulous Five

1. Hours
2. Students
3. Faculty
4. Community Partners
5. Courses

Descriptive data . . . tells us what
Current Goal of Tracking, Monitoring, Assessing, & Evaluating

Want to better understand the *how* and the *why*

- HOW and WHY IUPUI achieves our institutional mission and goals THROUGH community engagement
- How IUPUI students, faculty, and staff are working across all parts of campus to address various social issues
What “counts”?

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, 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, 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

Key Question: Can you identify a population, community partner, agency, organization, or individual? Does it contribute to improving society? If yes, it “counts”
Data Collected Related to Community Engagement

Leveraging existing sources of data
The Collaboratory

Community Engagement and Public Service Activities

Juvenile Art Therapy Project
Community Engagement Activity

Lisa Christy

IU School of Medicine students work with individuals currently at the Marion County Juvenile Detention Center to foster creative reflection and expression through the use of art therapy. While doing so, medical students also develop partnerships with the residents, creating a positive and engaging environment for all parties involved.
Collaboratory
(minimum data required):
• Name of faculty/staff (point person)
• Who or where (partner orgs, population served, area targeted)
• Short description or how to find out more
Reporting: Relevant and Time Sensitive Information

Mapping community engagement.

Creating interdisciplinary faculty networks.

External reports, applications, recognitions

- Accreditation
- Grant application/reports
- Carnegie

Fielding ad hoc requests

Internal reports -- available any time:
- Current engagement across campus
- Partnerships
- Student learning outcomes
- High-Impact Teaching Practices
- Research and creative activity
- Connections between faculty, staff, and community collaborators
- Community and Economic Development initiatives
- Funding sources
IUPUI’s “Deep Dives” (5 year plan)

• Year 1 (16-17): Curricular and Co-curricular Engagement
  • Numbers, courses, students, partners, hours; Barriers and support for co-curricular engagement

• Year 2 (17-18): Faculty Experiences with Community Engaged Research
  • Process, challenges, opportunities utilized, documentation, promotion and tenure

• Year 3 (18-19): Campus/Community Partnerships
  • Mutually-beneficial, reciprocal, sustainable outcomes

• Year 4 (19-20): Engaged Pathways
  • High-impact practices, impact of engaged learning (alumni), political engagement

• Year 5 (20-21): Community & Economic Development
Mapping Community Engagement
Lessons Learned

1. Tool(s) to collect data (home-grown, vended product, leveraging several systems and processes); Start with a needs analysis

2. Generating Buy-in---Leveraging campus-level initiatives, long-term planning (that aligns with Carnegie), alignment with campus strategic plan (metrics); Key: DATA LIAISONS

3. Tensions: informed decision-making vs communications/marketing
Collecting Community Engagement Data for Assessment and Community Impact

ICHE Faculty Leadership Conference 2019

Maggie Dalrymple
Indiana State University

Kristin Norris
Indiana University Purdue University at Indianapolis
Engagement at ISU

- Internal and external interest
- Student participation and community engagement in activities and events
  - Co-curricular and Extra-curricular
What do we capture?

• Participation in activities and events
  – Student activities
  – Community engagement
  – Professional development

• Organization memberships

• Study abroad/Faculty-led trips

• Curricular engagement (course–based)
How do we capture Student Engagement?

• Via ID card swipes
  – Event/program attendance

• Unit Excel files
  – Sign-in sheets
  – Study Abroad/faculty led trips

• Downloads from other software systems
  – Organization memberships - ISU Treehouse

Uploaded by units to Banner SIS via batch interface
How do we organize Student Engagement data?

• Student Activities
  ➢ System (e.g. Student Affairs or University Engagement)
  ➢ Activity (e.g. Student Engagement)
  ➢ Purpose (e.g. Social Responsibility or Career Prep)
  ➢ Detail (e.g. Career Center Workshop)

• Student organization memberships
  ➢ Organization category (e.g. Social Fraternity & Sorority)
  ➢ Organization (e.g. Alpha Chi Omega)
How do we capture Curricular Engagement?

As part of building the schedule of classes, the academic departments record the number of engagement hours by category per student in BANNER for each course section.
How do we organize Curricular Engagement data?

A. Community Based Service Learning
B. Internship, Practicum, Clinical Experience, and Fieldwork
C. Student Teaching
D. Consultation
E. Student Research
F. Arts Performance/Exhibition
G. Laboratory/Studio
H. Study Abroad
I. SENCER
J. Writing Intensive
What do we do with it?

• Activity summary reports (Blue Reports)
  – Student Participation (activities/events)
  – Organization memberships
  – Study Abroad/Faculty-Led trips
• Department-based operational reports
• Curricular engagement summaries
Blue Reports
## Participation Summaries

### Student Affairs and University Engagement Categories:
- Arts and Entertainment
- Career Preparedness
- Community Engagement
- Civility and Respect
- Diversity and Inclusion
- Educational Development
- Global Internationalization
- Health and Wellness
- Leadership Development
- Organizational Management
- Political Engagement
- Pride and Traditions
- Professional Development
- Service and Volunteerism
- Social Engagement
- Social Responsibility
- Sport and Recreation
- Sycamore Athletics

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Professional Development Program

- Incorporates student professional development into course curriculum
  - Business Concepts
  - Global Awareness
  - Problem solving
  - Professional Skills
- Faculty are asked to participate and require attendance at events
- Coll of Bus Development Center generates reports for faculty
Professional Development Program

![Course Data Table]

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Division of Student Affairs Assessment

• New dimensions
  – DSA Unit (based on activity prefix)
    • Example: Campus Recreation (OCR: RecFest)
  – DSA Participation Indicator

• Designing reports
  – Determining metrics
    • Retention next term
    • Average GPA
Division of Student Affairs
Participation by Class
Division of Student Affairs
Key Metrics by Unit
Division of Student Affairs Participation Levels
2016-17 Quantitative Data
The Division of Student Affairs tracked student participation at programs and events using the ISU Treehouse platform during the 2016-17 academic year. The student’s identification numbers were then uploaded into ISU’s Student Participation System, where they are aggregated and stored in the Office of Institutional Research’s data warehouse. The data is then sorted by ISU’s in-house reporting system, Blue Reports. Blue Reports allows researchers and programmers to review quantitative data on student participants and non-participants, reflecting student success and retention. The following graphs provide a snapshot of those quantitative findings from Blue Reports.
Division of Student Affairs Assessment

• Statistical Analysis
  – Initial Analysis
    • Chi Square on Retention by classification
    • Correlation by GPA and activity level
    • Regression on GPA and activity level
  – Next Step
    • Random sample
    • 4 equal groups of various level of activity, and a control group
    • Same statistical analysis
Center for Community Engagement Assessment

• Quantitative Analysis
  – Washington Monthly
  – President’s Honor Roll
  – Campus Compact annual reviews
  – Strategic Plan initiatives
Center for Community Engagement

Surveys and Feedback

**What went well?**

- What growth has been produced by students and faculty for the partner and for learning outcomes/research?
- How can we grow or add on to the content?

**What went wrong?**

- Which community partner is not producing for students and faculty?
- What area of content are we missing?
Lessons Learned

• Data consistency and accuracy
  – Decentralized capture/uploads
  – Personnel turnover

• Unit software system transitions

• Responsibility & Partnering

• What do we mean by Impact?
Lessons Learned

• Tool(s) to collect data (home-grown, vended product, leveraging several systems and processes); Start with a needs analysis

• Generating Buy-in---Leveraging campus-level initiatives, long-term planning (that aligns with Carnegie), alignment with campus strategic plan (metrics); Key: DATA LIAISONS

• Tensions: informed decision-making vs communications/marketing
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