



Review of Key Community Engagement Measurement Strategies

Updated June 19, 2014

Purpose: This quick comparison tool highlights key community engagement frameworks in order to give campuses an idea of the types of data requested by major assessment tools. There is some overlap, although the rigor of measure in each tool varies.

Carnegie Community Engagement Elective Classification

Community engagement describes collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.

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. **Timing:** Every five years; next applications available in spring 2018

Campus Compact Annual Survey

Conducted each year since 1986, Campus Compact's member survey is the most comprehensive and widely distributed review of service, service-learning, and civic engagement in higher education. The tool calculates student and faculty involvement in service and service-learning, measures campus infrastructure for community engagement, promotes understanding of faculty roles and rewards, determines alumni engagement, and provides valuable feedback about Campus Compact member services. Results allow campuses to compare their progress with state and national trends and Campus Compact to demonstrate progress toward the mission of supporting growth and depth in higher education civic engagement. **Timing:** Annually in the fall

Presidents Higher Education Community Service Honor Roll

The Honor Roll recognizes higher education institutions that reflect the values of exemplary, impactful community service, which includes activities designed to improve the quality of life of community residents, particularly low-income individuals. Campus activities may include but are not limited to: academic service-learning (integrated with course content; may include research) co-curricular service-learning (not part of an academic course, but utilizing service-learning elements); and other co-curricular student volunteer activities, as well as work-study community service and paid community service internships. Community service includes both direct and indirect service. **Timing:** Yearly in the spring

Higher Education Accreditation

If community engagement is included as part of the campus mission, the agency requires evidence of integration, accomplishment and improvement. Integration includes student learning outcomes and educational programs. Details differ by regions, but the Standards for Accreditation as described by the Northwest Commission provide an example of what an

institution must be prepared to demonstrate if community engagement is included as part of the institution's mission and core theme:

- translation of the core themes into assessable objectives supported by programs and services;
- appraisal of the institution's potential to fulfill the mission;
- planning and implementation involved in achieving and assessing the desired outcomes of programs and services; and
- an evaluation of the results of the institution's efforts to fulfill the mission and assess its ability to monitor its environment, adapt and sustain itself as a viable institution.

Timing: Varies from seven to ten years, with potential for earlier visits; schedule determined for each individual campus.

Holland matrix

Barbara Holland's *Levels of Commitment to Community Engagement* provides a vision of the engaged campus in which engagement is fully integrated as strategy to accomplish the campus mission and goals. **Timing:** The Matrix can be used as a basis for ongoing monitoring and measuring of the campus' community engagement.

| | Carnegie Classification | CC Annual Survey | President's Honor Roll | Accreditation | Holland matrix |
|--------------------------------------------------------------------------|-------------------------|------------------|------------------------|---------------|----------------|
| Mission | X | X | X | X | X |
| Strategic Plan | X | X | | | |
| Campus-wide infrastructure | X | X | X | X | X |
| Campus-wide tracking/assessment | X | X | X | X | X |
| Funding provided | X | X | X | | X |
| Joint grants/gifts with community | | | | | X |
| Institution invests financially in the community for engagement purposes | X | | | | X |
| Faculty T&P | X | X | X | | X |
| Awards/Celebrations | X | X | | | |
| Faculty hiring | X | X | | | X |
| Community voice | X | X | | | X |
| Executive leadership of community engagement | X | X | | | X |
| Student voice | X | X | | | X |
| # of federal work study dedicated to community engaged work | | X | X | | X |

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|------------------------------------------------------|--------------------------------|-------------------------|-------------------------------|----------------------|-----------------------|
| Dedicated staffing | | X | X | | X |
| Details about staffing | | X | | | |
| Emphasis in marketing | X | | X | | X |
| Campus wide learning outcomes | X | | | X | X |
| Strategies used to foster/support student engagement | | X | | | |
| Emphasis in fundraising | X | | | | X |
| Faculty support | X | | | | X |
| Faculty scholarship | X | | | | X |
| Assessment of community perceptions | X | | | | X |
| Curriculum integration | | X | | X | |
| FTE undergraduate enrollment | | X | | X | |
| FTE graduate enrollment | | X | | X | |
| FTE faculty | | X | | X | |
| CNCS Specific programs | | | X | | |
| # of VISTA/Americorps/Senior Corps | | | X | | X |
| Evidence of benefits to population served | | | X | | X |
| Number of people served | | | X | | X |
| Tracking of partnerships | X | | | | |
| Curricular | | | | | |
| Specific requirements | | | X | | X |
| Process to identify s-l courses | X | | | | |
| # of courses | X | X | X | | |
| % of total | X | | | | |
| # of faculty | X | X | X | | |
| % of total | X | | | | |
| # of departments | X | | X | | |
| % of departments | X | | | | |
| # of student hours | | X | X | | |
| # of students | | | X | | X |
| # of faculty/staff hours | | | | | |
| Noted on transcript | X | X | | | |

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|--------------------------------------------------------------------|--------------------------------|-------------------------|-------------------------------|----------------------|-----------------------|
| Co-curricular activities | | | | | |
| # of students | | | X | | X |
| Types | | X | X | | X |
| Tracked on co-curricular transcript | X | | | | |
| Engaging alum in service | | X | | | |
| Alumni involved in public service | | X | | | |
| Issue areas addressed | | X | | | |
| Feedback on services provided | | X | | | |
| "We also monitor & measure....." | X | | | | |
| Systems in place to measure impact of engagement | X | | | X | X |
| Interdisciplinary work encouraged | | | | | X |
| Professional development provided for faculty/staff | X | | X | | |
| Engagement connected to diversity/inclusion | X | | | | |
| Engagement connected to retention/success | X | X | | | |
| Public service/outreach activities are tracked in a systematic way | X | | | | |