



Tracking Community Engagement

Morning Workshop

SPONSPOR: Oklahoma Campus Compact

January 29, 2019

Hi!

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You can find me at [@AmericANNE34](#),
[#civiclearning](#), [#communityengagement](#),
[#institutionalresearch](#), [#datasteward](#)





OUTCOMES

Attendants will be able to:

- ▶ **Identify** key campus-community activities on which to collect data (and therefore tell a story about).
 - ▶ **List** data collection mechanisms, potential allies, threats, and more when it comes to collecting data on campus-community engagement.
 - ▶ *If you stick around all day-* **DRAFT a framework** for collecting robust data on one or more areas of campus-community engagement.
- 

Why this topic? Now?

Why track or monitor? **What** to track and monitor? **How** to track and monitor? **Who** does this work? **When** do we do it? **Where** do I keep this data?



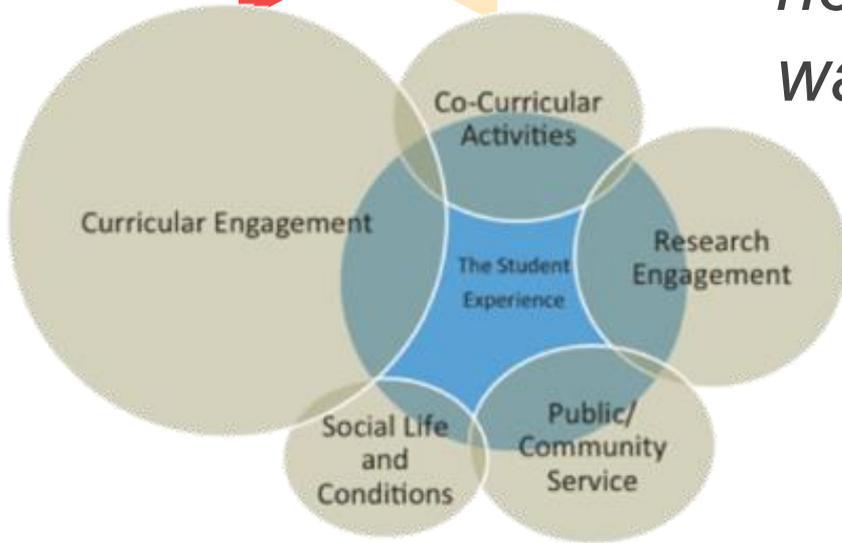


For thirty years we have been focused on institutionalizing a single type of pedagogy:*

- ▶ *service-learning,*
- ▶ *experiential learning,*
- ▶ *community-based learning, etc.*

“

The domination of the banking pedagogy is waning. We must now honor the various & different ways that student learn...





This work is starting to affect everything or anything an institution can/should do with community.

Gallup ([2017](#))

New America ([2017](#))

Pew Research Center ([2017](#))



A Call to Action

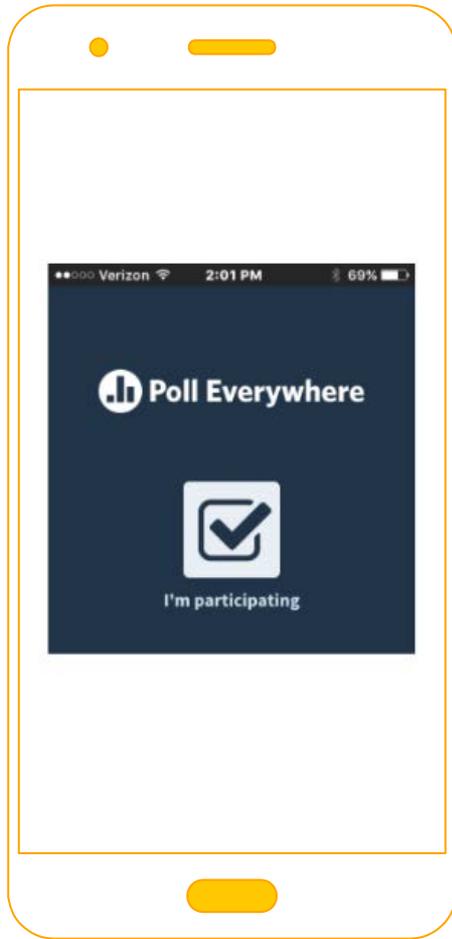
Identify ‘good’ mechanisms for tracking & monitoring civic engagement activities in order to **form ‘good’ questions & rigorous strategies** to measure, assess, and/or evaluate and ultimately **tell a better, deeper story of your institution’s impact** through campus-community engagement.



Let's gauge the room...

Tell me about your context.





Get out a device that can connect to a web browser.

Plan to share your responses to some of the questions on our worksheet.

QUICK BREAK- while we get this all set up.



Culture for evidence
of campus-community
engagement?

p. 1 of worksheet

Visit

PollEv.com/anneweiss584

What kind of
responsibility do
you have?

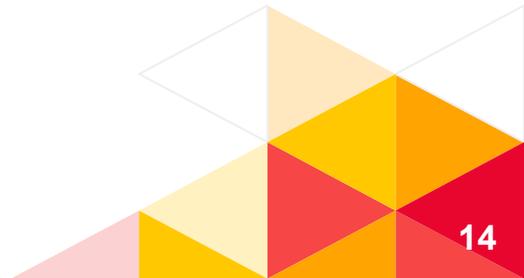
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starts on p. 5 of worksheet.



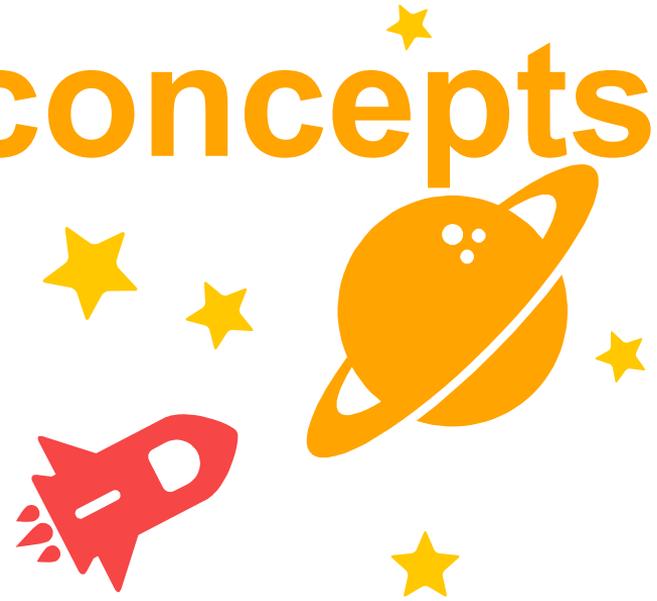
What says you? Why do you want to attend this workshop? On this topic? Today? *Thank you!*



Today's big concepts

Campus-Community Engagement Activities

- ◀ Tracking
- ◀ Monitoring
- ◀ Performance
- ◀ Informed decision-making



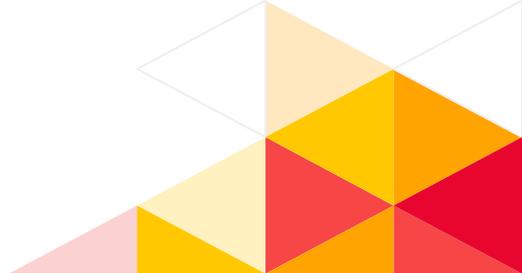


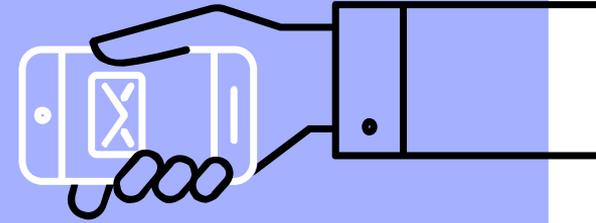
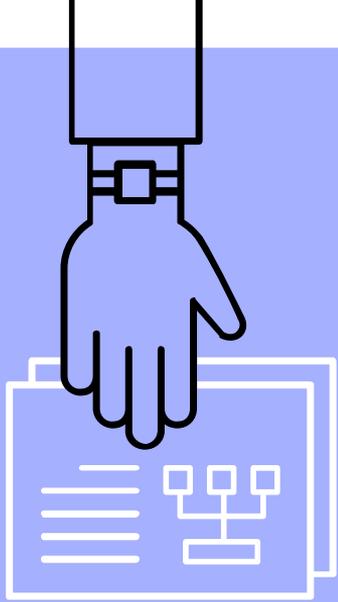
Common Complaints

“I don’t know where to start.”

“How do I even begin to prioritize.”

“I have all this data, but don’t know what to do with it.”

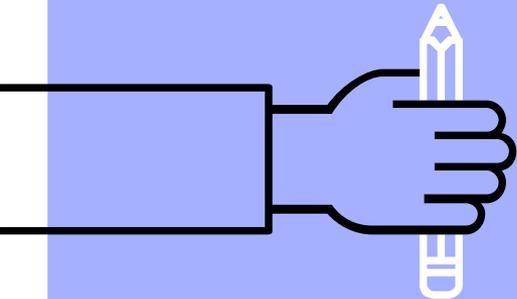
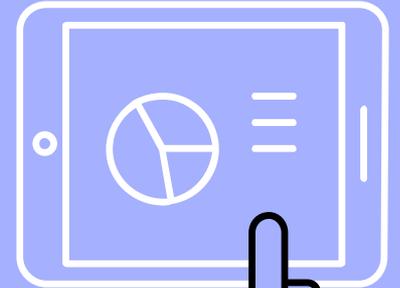




1st

What to track?

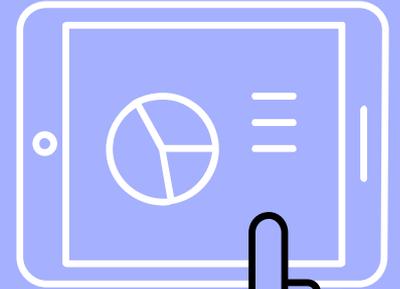
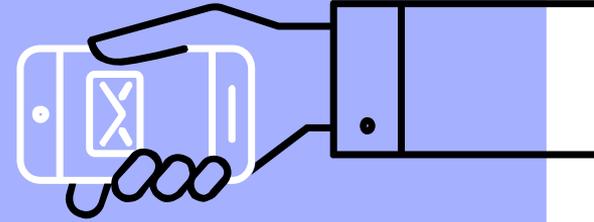
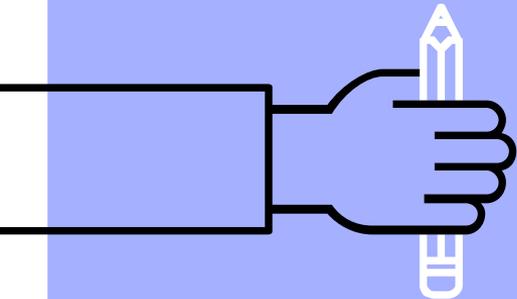
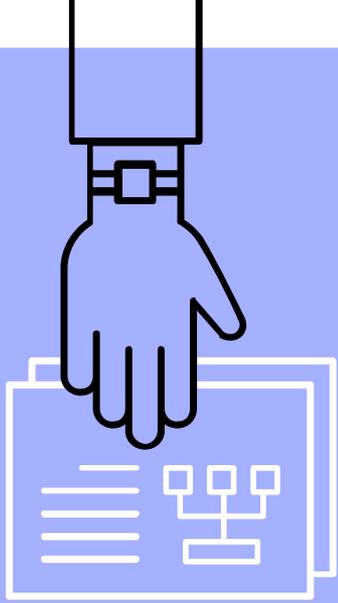
Where, with whom, and how are your campus and community constituents engaging?



SEEMINGLY A WORLD OF POSSIBILITIES

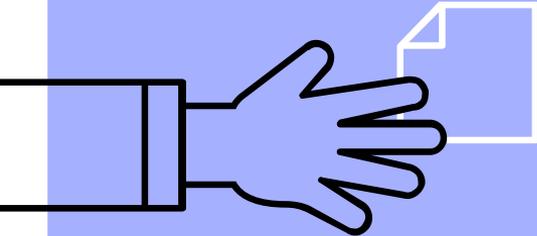
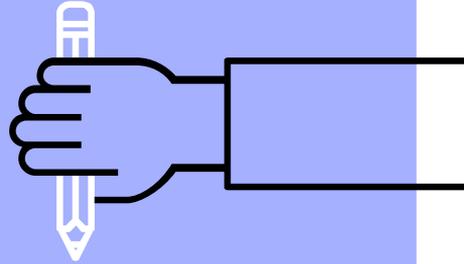


Data points handout!



What do you
currently track?

Pair and Share
Small or Large Group



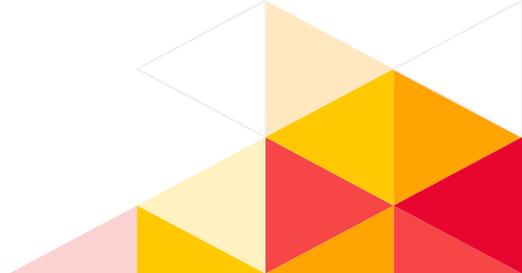
Your 1st Step

DECIDE: What data NEEDS to be collected, what data is EASIEST to track? What data is already collected elsewhere on campus?





Step 1: When tracking...
Back away from the survey!





MOST COMMON?

Curricular tracking

- ◀ Tagging courses, see handout
- ◀ Course evaluations

Scan school ID

- ◀ Already connected with SIS or similar
- ◀ Easily transferable
- ◀ Somewhat reliable

Verification of some sort

- ◀ Signature from community partner
- ◀ Student peer leadership/tracking
- ◀ Sign in sheet, etc.

Information Technologies for Tracking

Vendor Products

in NO particular order:

- ◀ GivePulse
- ◀ Collaboratory
- ◀ OrgSync
- ◀ CoMesh
- ◀ Galaxy Digital
- ◀ Lyons CBISA
- ◀ Digital Measures Activity Insight

But, be warned!

- ◀ There is no one, silver bullet.
- ◀ Buying a platform is easy, getting wide-use is not.
- ◀ Context is key!
- ◀ Maintenance & costs never end.
- ◀ I would not recommend “home-grown” systems.

Other I.T. Typical in H.E.

- ▶ Course Management software or platform
- ▶ Customer Relational Software or CRMs
- ▶ Student Information Systems
- ▶ Cloud-computing platforms

**Customization
is KEY for tracking
C-C-E.**

DELL EMC ellucian. Gartner. JENZABAR workday. Built for the future.

GOLD PARTNERS

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EDUCAUSE

UNCOMMON THINKING
FOR THE COMMON GOOD



IF YOU MUST: Surveys- National, Institutional/Local

NSSE (“Nessie”),
HER, Wabash, etc.

- ◀ Appreciate what it *could* tell you.
- ◀ Recognize its limitations!

Incoming &
Continuing Student
Surveys (Local)

- ◀ Existing questions
- ◀ Adding questions
- ◀ Please do not create your own.

Exiting students,
faculty, or staff

- ◀ Exit interviews
- ◀ Course evaluations
- ◀ Alumni or “first destination” surveys
- ◀ Gallup-Purdue Index

Let's get to planning

SMALL GROUP WORK: Identify or list data points to collect for each area.



OUR PROCESS

Get to know your campus

There is a lot of opportunity to **utilize existing data collection, information technologies, or relationships** to get the habits of systematically tracking campus-community engagement in place.

Identify the area & purpose/use

You must know **what you NEED to collect, WHY, and to WHAT ENDS** in order to be systematic in tracking campus-community engagement.

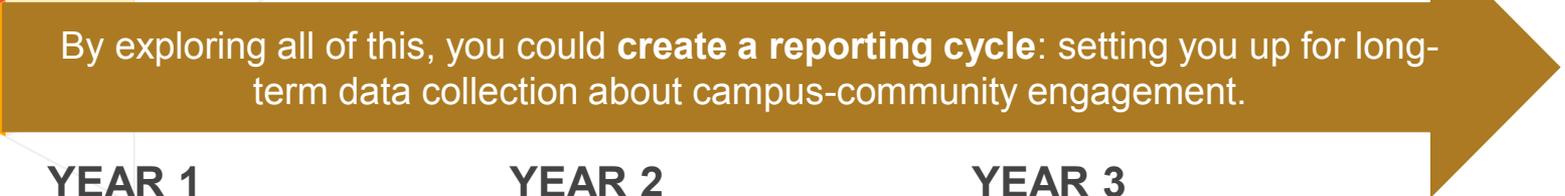
Remember: GOOD tracking...

- Allows you to become more thoughtful and systematic;
- Is an **iterative** process;
- Use up a lot of **political capital**, but also builds **social capital**;
- Is a scholarly approach to **methodology that maximizes participation**.



Here is something exciting!

By exploring all of this, you could **create a reporting cycle**: setting you up for long-term data collection about campus-community engagement.



YEAR 1

Count **CBL courses** to get some baseline data about who, what, with what partners, etc.

YEAR 2

Explore **faculty** experiences in/with community (be more specific than this, obviously)

YEAR 3

Unpack something about **community**- its partners, problems, issues, assets, etc.

YEAR 4

Dive deep into a question you have about **students** experiences in/with community.

YEAR 5

Allow for a year of **reactionary** data collection or exploration, e.g. political engagement of campus constituent.

REPEAT BUT ALTER



Based on what you now know...

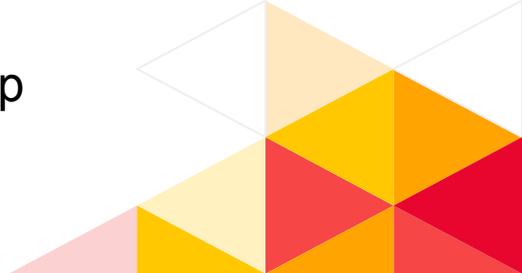
The background is a vibrant red color. It features several clusters of overlapping triangles in various shades of red, orange, and yellow. Some triangles are solid, while others are outlined in white. The overall composition is abstract and geometric.

CLOSING



Are You Ready?

Evaluability Assessment by Wholey 1979, Trevisan and Walser 2014

- ◀ Culture of
 - ◀ Community engagement - marginalized or mainstream?
 - ◀ Assessment - accepted as routine? Rejected, necessary evil, or seen as beneficial?
 - ◀ Foundations & Buy-In
 - ◀ Definitions and language?
 - ◀ Complementary/competing conversations on campus?
 - ◀ Integration into strategic initiatives?
 - ◀ Leadership support? Top down and bottom up
 - ◀ Allies and champions? “Unusual suspects”?
- 



Other Lessons Learned

- ▶ A survey is not sufficient
 - ▶ Create support for data collection
 - ▶ Never underestimate the power of middle-range leadership
 - ▶ You can't get away from it: Data is critical nowadays.
 - ▶ Revisit- this is an iterative process.
 - ▶ Make tracking a worthy and virtuous cycle - faculty and staff are seeing their data used, and they are becoming better, more compliant, participants and partners in the data collection initiative
- 

Thanks!

Any questions?

You can find me at

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- ▶ haweiss@iupui.edu
- ▶ 317-274-5512





Credits

Special thanks to all the people who made and released these awesome resources for free:

- ◀ Presentation template by [SlidesCarnival](#)
- ◀ Photographs by [Unsplash](#)