

Seeking the Carnegie Foundation
Community Engagement Classification:

An Opportunity for
Institutional Research to Lead and Serve

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Presenters

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About Villanova University



VILLANOVA
UNIVERSITY



What is the
Carnegie Foundation
Classification for
Community Engagement?

Foundation's Inaugural Selection

December 2006

- 76 U. S. colleges and universities were newly classified as institutions of community engagement
- The enthusiastic response to the new classification signaled the eagerness of institutions to have their community engagement acknowledged with a national and publicly recognized classification.

A Quote from a Small Private College in the Midwest

“Despite our commitment to community engagement, we had not previously compiled information about the many types and examples of community engagement that occur here. The self-study tells us that we have much to celebrate. It also provides us with a tool for analyzing where we can further increase our efforts.”

A Quote from a Large Urban University on the East coast

“The Carnegie process is now informing university wide strategic planning and is being turned into a set of recommendations. It has revitalized attention to the core urban mission of the institution and created widespread energy to deepen community engagement.”

The Documentation Framework

The framework was designed to:

- 1) Respect the diversity of institutions and their approaches to community engagement;
- 2) Engage institutions in a process of inquiry, reflection, and self-assessment; and
- 3) Honor institutions' achievements while promoting the ongoing development of their programs

Documentation Process

The framework has two major sections:

- Foundational Indicators, and
- Categories of Engagement.

Foundational Indicators and Categories of Engagement

- Foundational Indicators have two categories: "Institutional Identity and Culture" and "Institutional Commitment"
- Categories of Engagement, calls for data about, and examples and descriptions of, focused engagement activities in the categories of "Curricular Engagement" and "Outreach and Partnerships"

Challenges

Struggles occurred in two areas:

- Assessing the community's need for and perceptions of the institution's engagement
- Developing substantive roles for the community in creating the institution's plans for that engagement

Challenges

- Another challenge for institutions was the assessment of community engagement in general and of the specific categories of engagement in particular

A Final Challenge

A final challenge is the lack of significant support for faculty who are engaged in this work. Although all institutions reported some faculty-development support in the form of workshops, seminars, conference travel, and mini-grants, few documented that community engagement was a priority in their faculty recruitment and hiring practices.... Most institutions continue to place community engagement and its scholarship in the traditional category of service and require other forms of scholarship for promotion and tenure.

Moving Forward

"All these areas of challenge offer insights to 2008 applicants for the new classification. They spotlight the work yet to be accomplished and call for increased attention to strategies for change."

What Sparked Us to Apply?...





UP

Rev. Peter M. Donohue, O.S.A.
President, Villanova University




Utilizing the Carnegie Foundations' Website

- In 2008, the Carnegie Foundation's website on Community Engagement was a key information hub for institutions seeking the classification
 - Access to successful applications (Tufts University and DePaul University, among others)
 - Published articles outlining the submission process for the Community Engagement Classification
 - Literature describing the defining principles of community engagement

Carnegie's Website

- Currently, the Carnegie Foundation's website on Community Engagement is in transition, but still worth a visit.
 - http://classifications.carnegiefoundation.org/descriptions/community_engagement.php

The Timeline - Start Early!

- Applying for the Classification for Community Engagement, like any other campus-wide effort, requires sticking to a vigorous timeline.
 - Month One:
 - Submit letter of intent  to the Carnegie Foundation
 - Months Two-Four:
 - Convene a submission team, review the scope of the task, and study existing info

The Timeline

- Month Four:
Receive permission to apply
- Months Four-Eight:
Work on submission
- End of Month Eight:
Submit required documentation

The Timeline

(continued)

- Month Twelve:

Notification from Carnegie Foundation...did we receive the classification?

- Beyond:

Celebrate and publicize achievement. Lasting products?

Facilitating Factors

- Presidential Backing
- Cross-University High Level Team
- Experienced Data Gatherers/Writers
- Dedicated Leader with Resources
- A Rich Database

Cross-University High Level Team

- OPIR's Executive Director



- Director of Planning & Assessment



- Assistant Director for Institutional Research



Along With

- Student Life: Associate Vice President
- Campus Ministry: Executive Director
- Service Learning: Director – College of Liberal Arts and Sciences

Engaging the Internal Community

- In taking on a project this big, it was imperative for us to understand what questions were being asked and where we could find the answers.
- The team reviewed each of the 40-plus questions and determined which functional areas housed the data we needed.

Engaging the Internal Community

(continued)

- A wide net was cast across the University which garnered large quantities of information, much of it piecemeal.
- Resulted in a combined product which was a comprehensive representation of Villanova's community engagement activities as a whole.

Recognizing the Contributors

- Budget Office
- Center for Church Management
- Center for Peace & Justice Education
- College of Arts & Sciences
- College of Engineering
- College of Nursing
- Controller's Office
- Division of Student Life
- Falvey Memorial Library
- Office of the Dean of Enrollment Management
- Office of Academic Affairs
- Office of Campus Ministry
- Office of Communication & Public Affairs
- Office of Financial Affairs
- Office of Financial Assistance

Key Data Sources

- In-depth review of information available on Villanova University website and internal data sources.
- Face-to-face interviews with program leaders (more on this in a minute)
- Literature review of available Villanova publications (alumni magazine, president's annual report, admissions pamphlets, VP of Academic Affairs magazine, etc)
- Financial analysis from various departments within the Financial Affairs Office (budget reports, expenditure reports, special analysis)

Key Data Sources

(continued)

- Review of grant-funded research efforts from reports provided by the Office of Research & Sponsored Projects
- Registrar reports capturing the number of courses providing, as well as faculty and students partaking in, Service Learning.
- Review of faculty and student research initiatives, within each college, related to community engagement

A Rich Data Base

- Systematic Survey Cycle – since 1994
- Senior Surveys & Freshmen Surveys
 - HERI CIRP
 - HEDS
 - NSSE
- HERI Faculty Surveys
- Commissioned Surveys
 - Campus Ministry Program Activity Reports
 - Day of Service Evaluations

Villanova University: Systematic Survey Cycle (Undergraduate)							
Academic Year	Accepted Students	Entering Students	----- ENROLLED STUDENTS -----				Graduating Seniors
Year	Students	Students	First Year	Sophomores	Juniors	Seniors	Seniors
1994-95		CIRP&CCTST	---- Student Opinion Survey (SOS1) ----				VU2
1995-96		CIRP&CCTST					HEDS/VU3
1996-97		CIRP				CCTST	VU3
1997-98	VU1	CIRP				CTT Pre-test	CSS/CIRP '94
1998-99	VU1	CIRP	MS	MS	MS		MS/AI
1999-00	VU2	VU/AI	NSSE			NSSE	HEDS & Supp.
2000-01	ASQ	CSXQ&Supp.					VU4
2001-02	ASQ	CIRPFS		CSEQ/followup			CSEQ
2002-03	SASQ	CatholicUniv.	NSSE			NSSE	HEDS
2003-04	ASQ	CIRP/FS					CSEQ
2004-05	ASQ	CatholicUniv. Advising					CSS/CIRP '01
2005-06		CIRP/FS	NSSE/Advising				NSSE
2006-07		CIRP/FS	CIRP/YFCY				HEDS & Supp.
2007-08		VU					CSS
2008-09		VU	NSSE				NSSE
2009-10		CIRP/FS	CIRP/YFCY		Middle States Years		CSS/FS 06
2010-11		VU					HEDS
2011-12		VU	NSSE				NSSE
2012-13		CIRP/FS	CIRP/YFCY				CSS/FS '09
2013-14		VU					HEDS
2014-15		VU	NSSE				NSSE
2015-16		CIRP/FS	CIRP/YFCY				CSS/FS '12
		HERI/CIRP	Cooperative Institutional Research Program				
		NSSE	National Survey of Student Engagement				

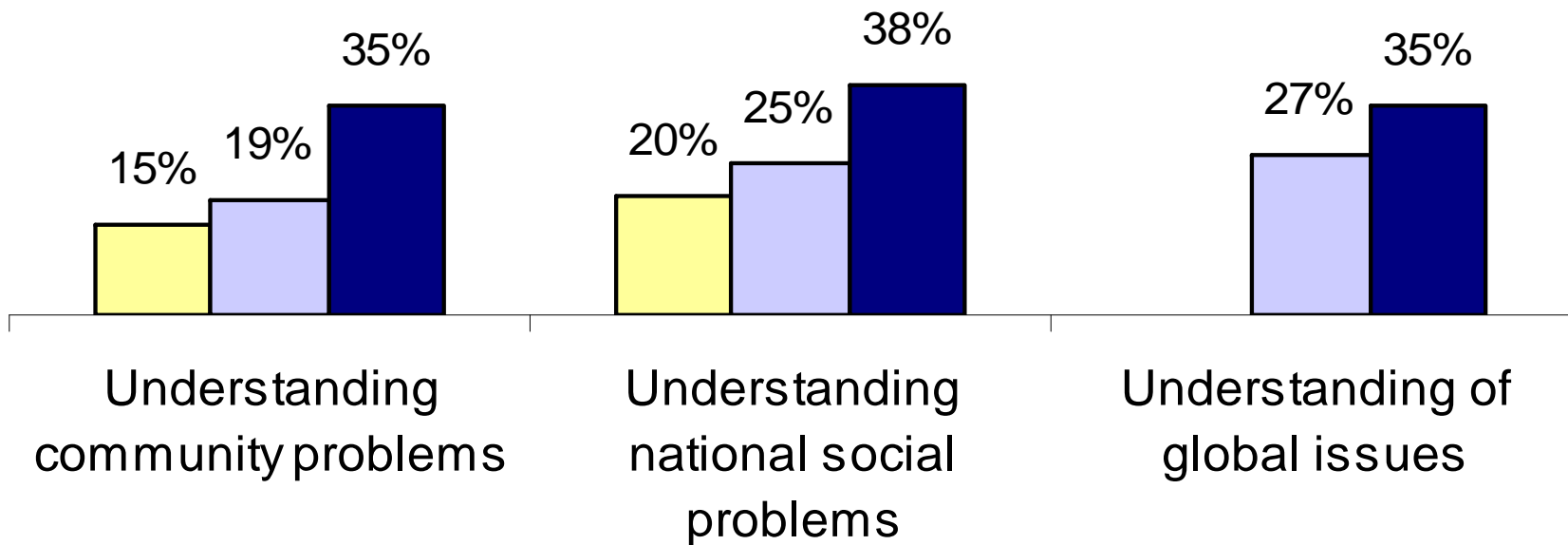
In which years during college did you actively participate in volunteer service?

Volunteer Service by Year	2000 VU Respondents	2007 VU Respondents	2007 HEDS All Respondents
1 st Year	33%	37%	31%
2 nd Year	40%	44%	36%
3 rd Year	39%	43%	35%
4 th Year	33%	37%	32%
One Year	15%	14%	13%
Multiple Years	41%	45%	38%

Compared with when you first entered college, how would you describe your understanding of community, national and global problems or issues?

% Much Stronger

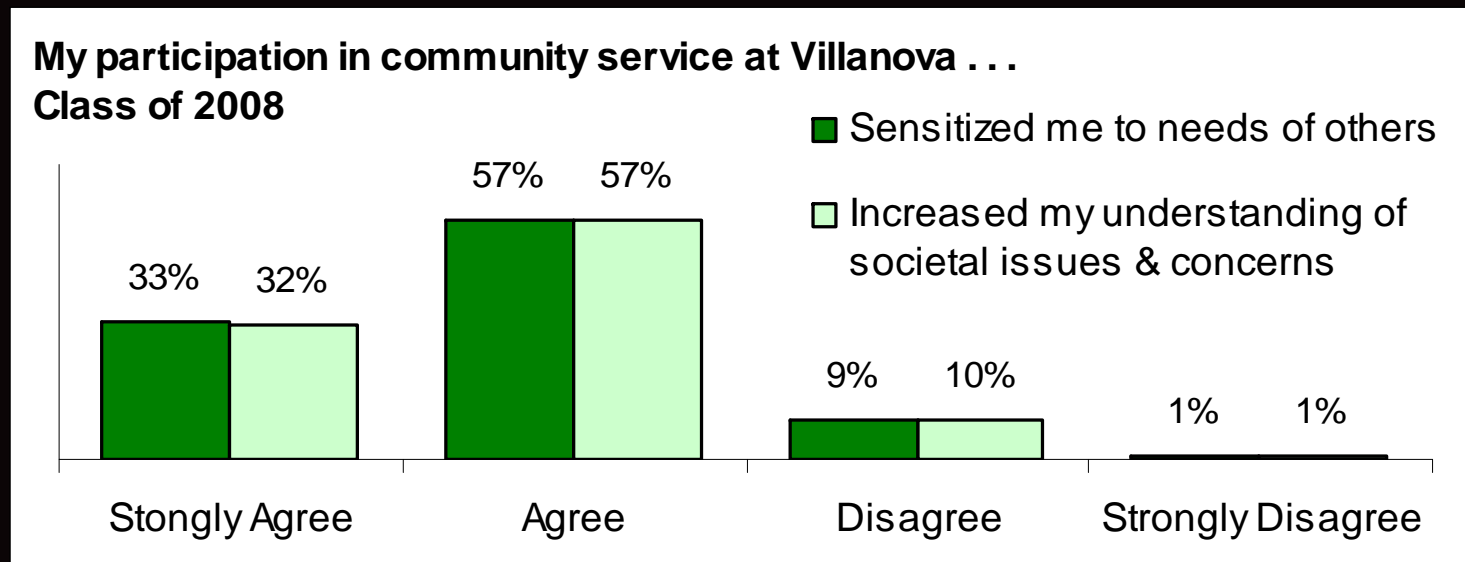
■ 1998 ■ 2005 ■ 2008



Data Source: HERI's College Senior Survey

Seniors were asked to indicate the extent to which they agreed or disagreed with the following two statements:

- *My participation in community service at Villanova sensitized me to the needs of others.*
- *My participation in community service at Villanova increased my understanding of societal issues and concerns.*



Faculty Involvement in Community Service

Respondents who did the following during the prior 2 years:	2004/05	2007/08
Advised student groups in service/volunteer work	31%	33%
Collaborated w/ local community in research/teaching	32%	36%
Used scholarship to address local community needs	34%	38%
Engaged in public service/professional consulting without pay	45%	54%
Engaged in paid consulting outside institution	34%	32%
% Agree Strongly or Agree Somewhat		
Most students are strongly committed to community service	79%	91%
Many courses involve students in community service	Not Asked	62%
Colleges should encourage students to be involved in community service activities	91%	92%
Community service should be given weight in college admissions decisions	Not Asked	65%
Colleges have a responsibility to work with their surrounding communities to address local issues	80%	89%

Snowballing in Summer...



Snowballing Sampling Definition

In social science research, snowball sampling is a technique for developing a research sample where existing study subjects recruit future subjects from among their acquaintances. Thus the sample group appears to grow like a rolling snowball.

A Special Tool: The Common Template

Name of Project	
Year Begun	
Sponsoring VU Office/Individual	
Description of Activity	
Location	
Participants (Number/Type)	
Planning/Assessment	
Funding/Fund-Raising	

Just When You Think You Have It All Covered...

- Always be prepared for technical difficulties. Among those we faced:
 - While the instructions called for *word limits*, that actual submission form was set for *character limits*, forcing last minute revisions of every answer
 - The submission form would not allow rich text format or any attachments, eliminating any potential to use photos or proper citations.
 - **LESSON LEARNED:** Get to know the submission methodology before getting too far into your project

Just When You Think You Have It All Covered...

- Having an objective reader, someone who has no attachment to the project, take a look at your submission is a critical step.
- Allow time for a "high-level" read of the submission, whether it be a president, provost, or a vice president.

Some Other Useful Tips

- Be sure your team has someone who is technically savvy
 - For our submission, it was key that there was somebody who was proficient in Adobe Professional, MS Word, electronic research methods, and some database management.
- Not every answer has to have a positive slant. All organizations have weaknesses. The good ones recognize them and strive for improvement.

More Other Useful Tips

Always read directions and questions carefully. One word can change the scope of the question and the answer.

Other Helpful Hints

- Example #1
 - Are there examples of faculty scholarship associated with their ***curricular engagement achievements*** (action research studies, conference presentations, pedagogy workshops, publications, etc.)?
 - Are there examples of faculty scholarship associated with their ***outreach and partnerships activities*** (technical reports, curriculum, policy reports, publications, etc.)?

Other Helpful Tips

- Example #2
 - Are there *institutional (campus-wide)* learning outcomes for students' curricular engagement with community?
 - Are there *departmental or disciplinary* learning outcomes for students' curricular engagement with community?

Yet More Helpful Tips

- Be sure your team has someone who is well-versed in the subject matter of your project
 - For us, having the Director for Service Learning was important, as she understood key community engagement principles such as an emphasis on the "mutuality and reciprocity of partnerships."

The Last Helpful Tip

When saddled with strict word limitations,
it is a challenge to blend
content and spirit.

What Were the Products/Impacts?



Outcome #1: The Volume of our Projects

A Volume of
Community Engagement,
Community Service, and
Service Learning



VILLANOVA
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April 2009

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Why is the volume such a big deal?

- Groundbreaking – other attempts failed
- Encyclopedia of Community Engagement used for:
 - Networking
 - Grants
 - Refer students to service opportunities
 - PR source
 - Other applications...e.g., Washington Center

As well as 35 page Carnegie submission

**The Carnegie Elective Classification
for Community Engagement**



**2008 Documentation Submitted:
September 1, 2008**

**2008 Classification for Community Engagement Awarded:
December 18, 2008**

Outcome #2

Networking Across the Campus (Presidential Recognition Luncheon)



Outcome #3

Attract new students



Outcome #4

Professional Presentations

- Association of American Colleges & Universities
- Northeast Association for Institutional Research



Network for Academic Renewal

**Educating for Personal and Social Responsibility:
Deepening Student and Campus Commitments**

Hilton Minneapolis, Minnesota
October 1-3, 2009

Raise Community Image



Public Relations



Going to CHERC



Thank you!

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