

Findings from the University Community Engagement Survey

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CRESP

RIGOROUS RESEARCH TO IMPROVE LIVES

The **Center for Research in Education and Social Policy (CRESP)** within the College of Education and Human Development at the University of Delaware conducts rigorous research, program evaluation, and policy analysis to help practitioners, policymakers, and the researchers who collaborate with them better understand critical issues in education, community health, and human services. [**Learn more about what we do.**](#)

Presentation Overview

- Background and Brief History
- Survey Development Process
- Data Collection Process
- Survey Design
- Findings
- Future Directions
- Tool Dissemination

Background and Brief History



Center for Research in
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A Brief History of UD's Commitment to Community Engagement

2013 - The Carnegie Foundation Task Force designed and fielded the first-ever UD Community Engagement Survey to all faculty and staff

2015 - The Carnegie Foundation honored UD for its institutional commitment to community engagement

2016 - Community Engagement Initiative (CEI) formed to strengthen civic engagement

2017 - CEI held quarterly evaluation meetings to define community needs and identify corresponding data sources, and CEI published the University's Civic Action Plan & develops partnership groups

2018 - Dr. Karpyn accepted the position as Evaluation Fellow for the initiative in response to a call for ongoing evaluation of institutional engagement

Fundamental Questions in Creating a Measurement Tool

1. Which key indicators are most relevant for tracking University-wide progress on community engagement goals?
2. How can existing measures be leveraged to track and improve reciprocally beneficial engagement activities?
 - a. Survey for the Carnegie Foundation application
 - b. Other national measures

Community Engagement Framework



Campus Compact

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

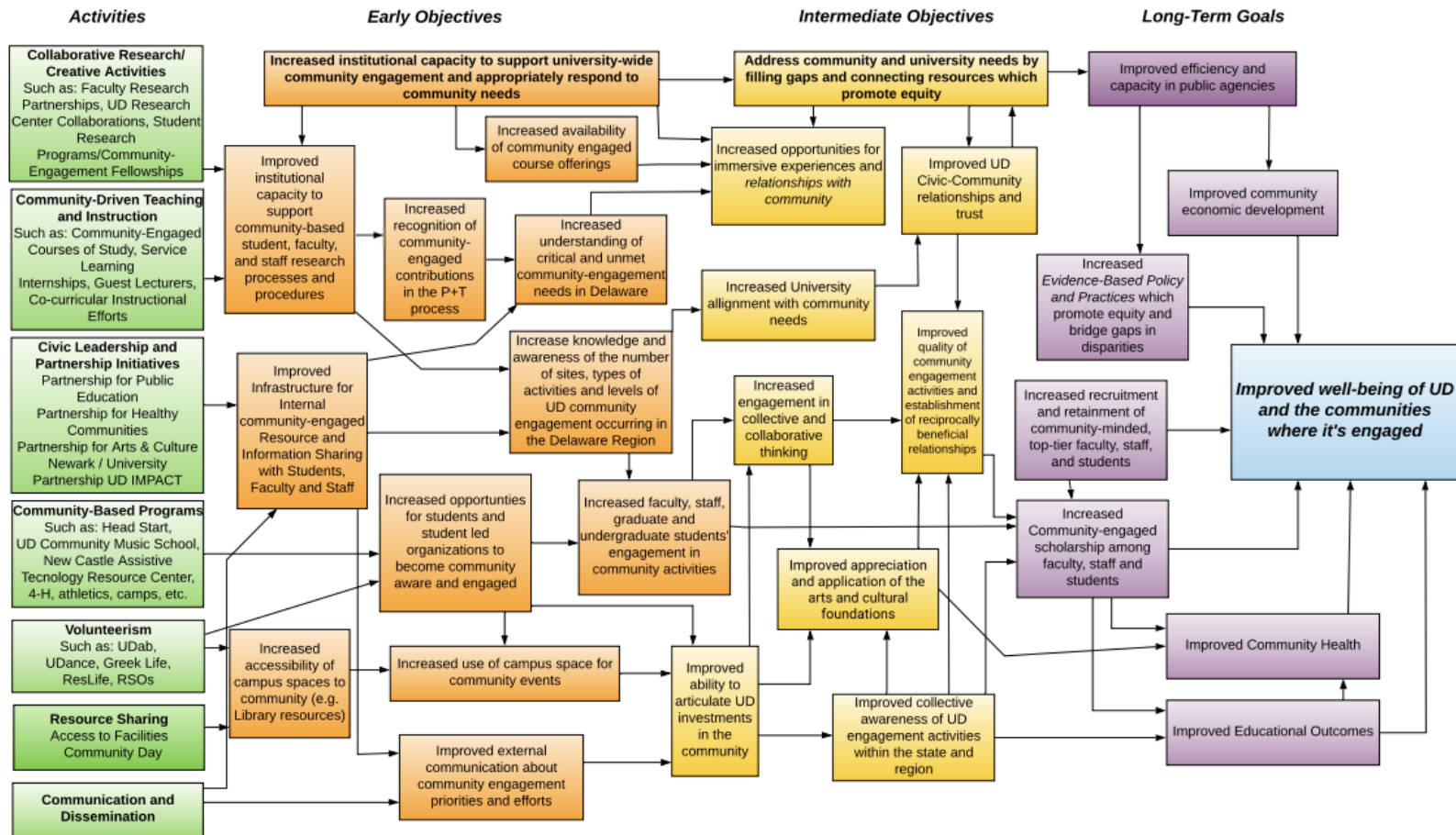
Levels of Commitment to Community Engagement

Holland Framework

	Level One: Low Relevance	Level Two: Medium Relevance	Level Three: High Relevance	Level Four: Full Integration
Mission	No mention or undefined rhetorical reference	Engagement is part of what we do as educated citizens	Engagement is an aspect of our academic agenda	Engagement is a central and defining characteristic
Leadership (Presidents, Vice Presidents, Deans, Chairs)	Engagement not mentioned as a priority; general rhetorical references to community or society	Expressions that describe institution as asset to community through economic impact	Interest in and support for specific, short-term community projects; engagement discussed as a part of learning and research	Broad leadership commitment to a sustained engagement agenda with ongoing funding support and community input
Promotion, Tenure, Hiring	Idea of engagement is confused with traditional view of service	Community engagement mentioned; volunteerism or consulting may be included in portfolio	Formal guidelines for defining, documenting & rewarding engaged teaching/research	Community-based research and teaching are valid criteria for hiring and reward
Organization Structure and Funding	No units focus on engagement or volunteerism	Units may exist to foster volunteerism/community service	Various separate centers and institutes are organized to support engagement; soft funding	Infrastructure exists (with base funding) to support partnerships and widespread faculty/student participation

	Level One: Low Relevance	Level Two: Medium Relevance	Level Three: High Relevance	Level Four: Full Integration
Student Involvement & Curriculum	Part of extracurricular student life activities	Organized institutional support for volunteer activity and community leadership development	Opportunity for internships, practica, some service-learning courses	Service-learning and community-based learning integrated across curriculum; linked to learning goals
Faculty Involvement	Traditional service defined as campus duties; committees; little support for interdisciplinary work	Pro bono consulting; community volunteerism acknowledged	Tenured/senior faculty may pursue community-based research; some teach service-learning courses	Community-based research and learning intentionally integrated across disciplines; interdisciplinary work is supported
Community Involvement	Random, occasional, symbolic or limited individual or group involvement	Community representation on advisory boards for departments or schools	Community influences campus through active partnerships, participation in service-learning programs or specific grants	Community involved in defining, conducting and evaluating community-based research and teaching; sustained partnerships
External Communications and Fundraising	Community engagement not an emphasis	Stories of students or alumni as good citizens; partnerships are grant dependent	Emphasis on economic impact of institution; public role of centers, institutes, extension	Engagement is integral to fundraising goals; joint grants/gifts with community; base funding

Barbara A. Holland, 2006. Adapted from Holland, Michigan Journal of Community Service Learning, Vol.4, Fall 1997, pp. 30- 41.
Retrieved from <http://www.henceonline.org/resources/institutional>



Methods

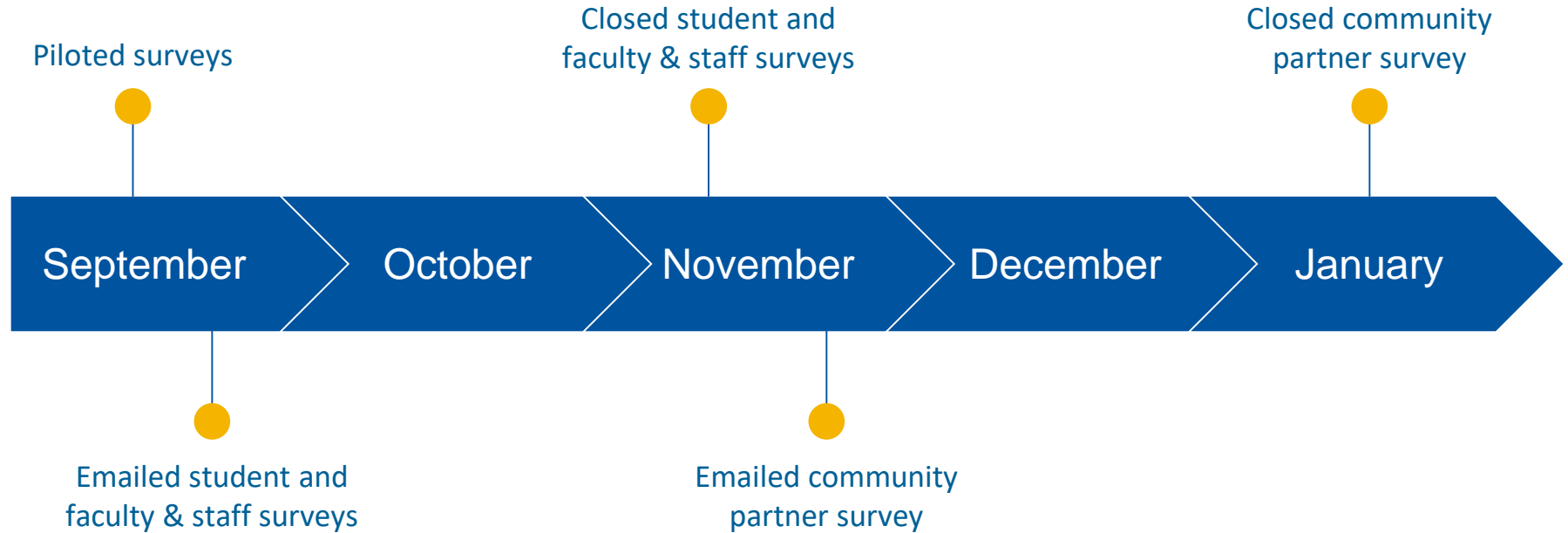
Survey Development: 7-Step Process

1. Reviewed documents describing the nature and intent of civic engagement work at UD
 - Tools including:
 - 2017 Civic Action Plan
 - Mission statements and engagement work of Partnership groups
2. Conducted a literature search on strategies for evaluating institutional community engagement
3. Used prior tools and partnership feedback as guides to develop short- and long-term objectives and indicators
 - 2013 UD Community Engagement Survey of faculty & staff
 - Allows us to compare a small sample of prior results
 - University of Michigan Ginsberg Center's tool

Survey Development: 7-Step Process

4. Objectives were mapped to indicators for each survey group
5. Survey questions were developed through both reviewing existing tools and developing unique questions tailored to UD and the surrounding communities
6. Questions were reviewed by stakeholders, including:
 - Community partnerships: Public Education, Arts and Culture, and Healthy Communities
7. Piloting occurred with a subset of students, faculty, staff and community partners.
 - Confusing or potentially redundant questions were eliminated or refined and the second round of questions was distributed

Data Collection Timeline: 2019 to 2020



Participants

Students

- UD internal lists: Sent to all current undergraduate and graduate students
- 1,756 students responded to the survey and 804 submitted the survey
- Response rate around 7%

Faculty & Staff

- UD internal lists: Sent to all faculty/staff
- 1,329 faculty & staff responded to the survey and 656 submitted the survey
- Response rate around 20%

Community Partners

- Sent to 2,136 community partners who work directly with UD
- 356 community partners responded to the survey and 208 submitted the survey
- Response rate around 17%

Survey Design Included Quantitative and Qualitative Questions

- Survey was created and administered using Qualtrics
- Includes questions that are
 - Quantitative
 - Qualitative, Open-ended
- Some questions were the same for students, faculty & staff, and community partners and some were unique to each group
- A subset of questions on faculty & staff survey are identical to the 2013 UD Community Engagement Survey for comparison purposes

The Same Survey Questions Were Used on Student, Faculty & Staff, and Community Partner Surveys to Enable Comparisons

- On a scale of 1 to 10 where 1 is poor and 10 is excellent, how would you rate UD's community engagement work?
- In the past year, has your attitude towards UD's work in the community improved, declined, or stayed the same?

Same for All Groups: Example Questions

Thinking about your experience over the past 12 months, to what extent do you agree or disagree with the following statements:	Strongly disagree	Disagree	Agree	Strongly agree
I am aware of the Partnership for Public Education at UD.				
Equity matters to UD when it comes to its community work.				
UD does not understand the critical or unmet needs of communities in Delaware.				
UD supports arts and cultural activities in the state.				

Student Survey

3 pages; 28 questions

Primary objectives:

- Understand the perceived ease by which students can become involved in community engaged research and scholarship
- Measure quantity of existing opportunities for participation in community engagement
- Assess student awareness of specific active institutional community engagement programs

Student Survey: Example Questions

Thinking about your experience over the past 12 months, to what extent do you agree or disagree with the following statements:	Strongly disagree	Disagree	Agree	Strongly agree
It is easy for me to become engaged in research at this University.				
It is difficult for me to participate in off-campus community engagement activities supported by the University.				
It is difficult for me to get involved with the community work UD faculty are doing.				
Community minded students are supported by the faculty.				

Student Survey: Example Questions

Last, we have a final few short answer questions about the extent of your engagement with UD in the past year:

In the past year, how many courses have you taken that included community outreach or engagement activities?

In the past 12 months, have you participated in a community-engagement activity through UD which was located off campus and intended to benefit the community?

In the past 12 months how many presentations have you attended regarding community engaged scholarship?

Faculty & Staff Survey

3 pages; 36 questions

Primary objectives:

- Evaluate the perceived degree to which the institution supports community engaged faculty & staff research and artistic productions, and in what ways
- Assess faculty & staff awareness of specific active institutional community engagement programs
- Measure quantity of existing opportunities for faculty & staff participation in community engagement

Faculty & Staff Survey: Example Questions

Aligned with the 2013 UD Community Engagement Survey

Please indicate your personal involvement in any of the following community engagement roles or activities during the past year whether they were done as part of your University duties or on your own time. (Check all that apply)

I planned or conducted a performance or exhibition that was based on the interests of a community and directly involved that community in its planning or execution.

I taught a credit-bearing course that had a significant “service learning component” (i.e., where students interact directly with non-university people and organizations).

I was a member of a governmental commission, committee, or task force.

I was not directly involved in any of the community engagement roles or activities listed above in this panel.

Faculty & Staff Survey: Example Questions

Thinking about your experience over the past 12 months, to what extent do you agree or disagree with the following statements:	Strongly disagree	Disagree	Agree	Strongly agree
I understand how to designate a course as “community engaged”.				
The collaborative research UD does in the community is beneficial.				
Community engagement is a valued component of the P&T (promotion and tenure) process in my department.				
The University has dedicated resources to support faculty and staff community engagement.				

Faculty & Staff Survey: Example Questions

Last, we have a final few short answer questions about the extent of your engagement with UD in the past year:

How many articles, books, chapters or reports have you published in the past 12 months which you would classify broadly as “community engaged scholarship”?

In the past 12 months, how many UD hosted community meetings or events have you sponsored or hosted?

What was the total number of non-university people who worked with you on any community engagement activities last academic year?

What was the total number of graduate students who worked with you on any community engagement activities last academic year?

Community Partner Survey

3 pages; 32 questions

Primary objectives:

- Understand perception of community engagement activities broadly and specific to their experience
- Assess community perceptions of UD's community awareness and effectiveness
- Understand range and types of activities undertaken with students and faculty & staff

Community Partner Survey: Example Questions

Thinking about your experience over the past 12 months, to what extent do you agree or disagree with the following statements:	Strongly disagree	Disagree	Agree	Strongly agree
I have a strong partnership with UD.				
I know how to get in touch with a University employee capable of helping with my community needs.				
The community-based research UD does is beneficial.				
It is easy to host a community meeting or event at a UD-owned facility.				

Community Partner Survey: Example Questions

Last, we have a final few short answer questions about the extent of your engagement with UD in the past year:

In the past 12 months, how many UD-hosted meetings or events have you attended?

In the past 12 months, about how many projects, grants or programs supported by the University of Delaware were you engaged in?

In the past year, about how many different UD faculty, staff or students have you met or worked with?

Estimating in dollars, what financial benefit has your engagement with UD resulted in?

Survey Data Analysis

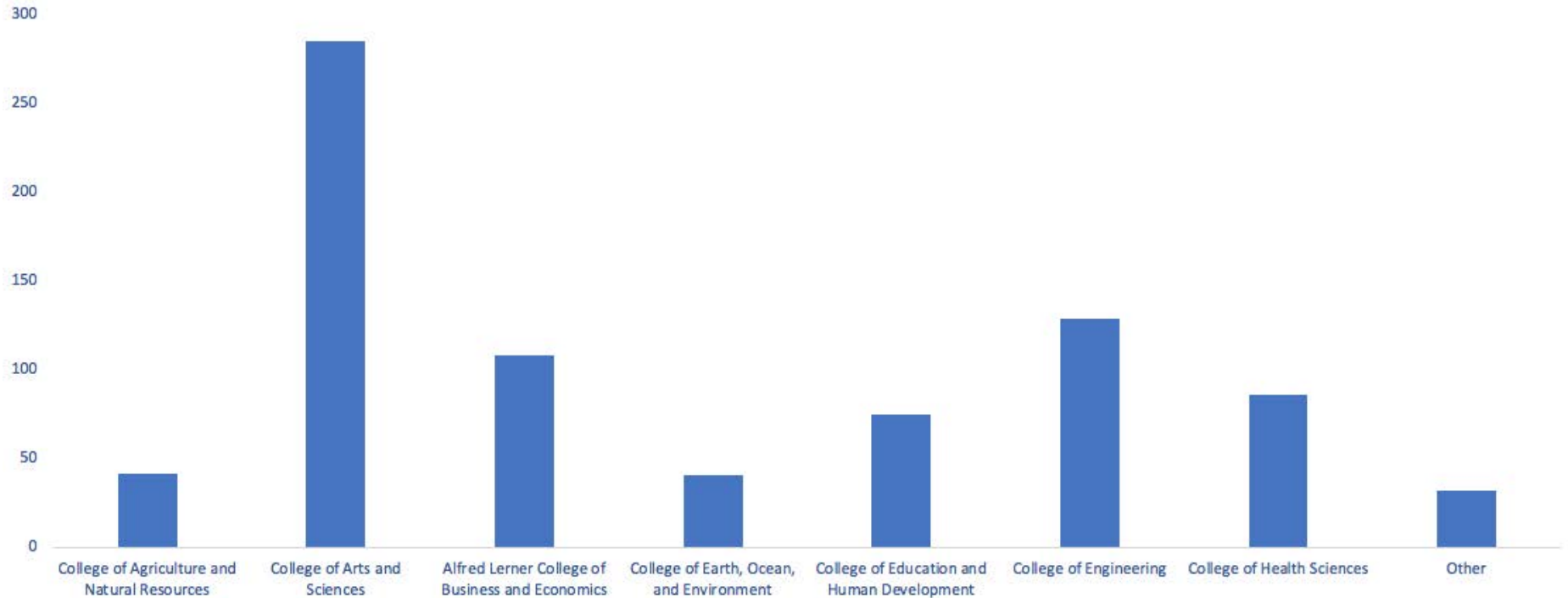
1. Early descriptive analysis: comparisons with the 2013 survey and other stakeholder groups, where opportunities exist
2. Qualitative data analyzed in Dedoose
 - a. Line-by-line coding
 - b. Each code given explicit definition to ensure coding accuracy
 - c. Three research assistants coded all three surveys

Quantitative Results

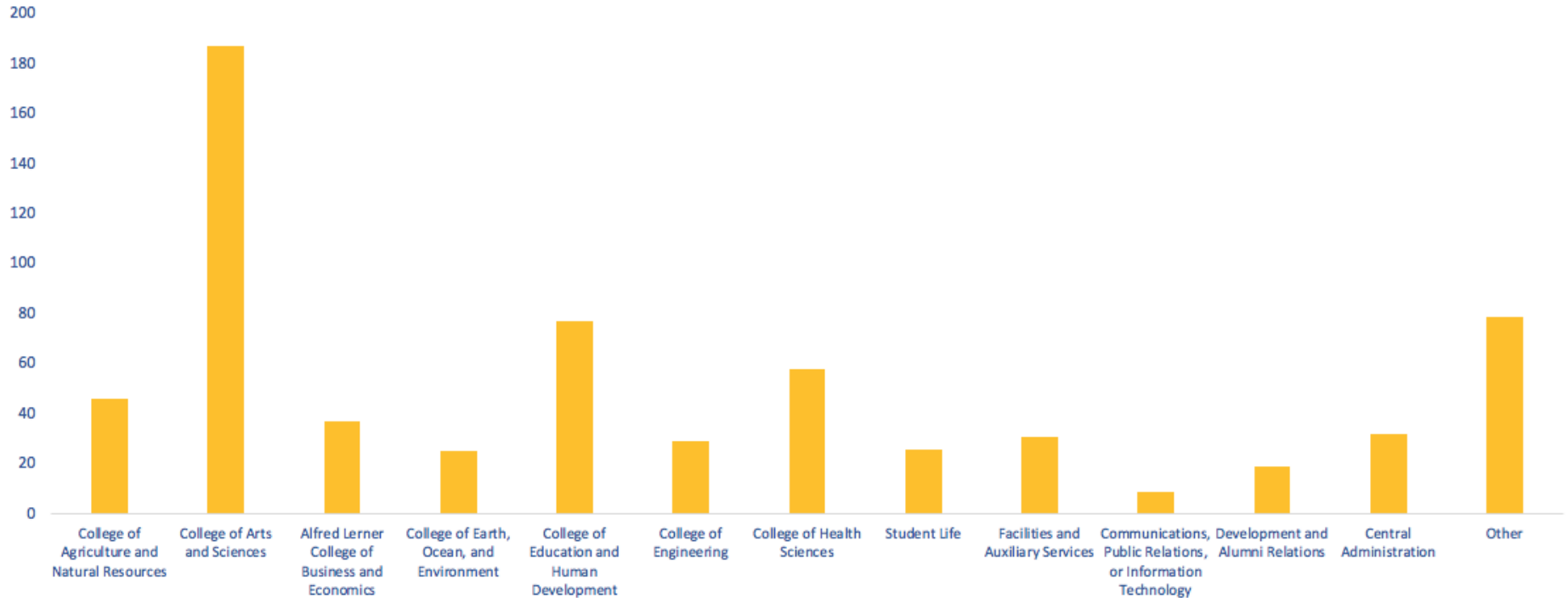


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Student College Affiliation

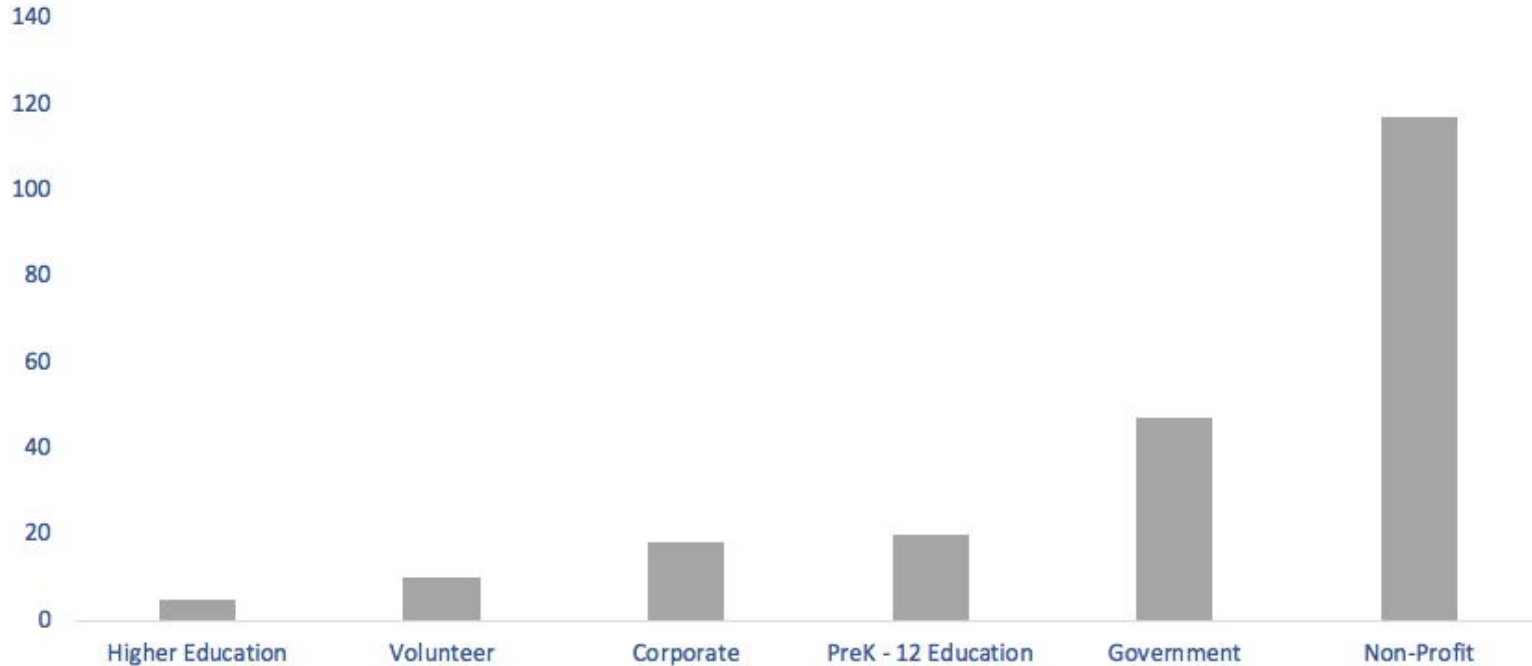


Faculty & Staff Organization Affiliation



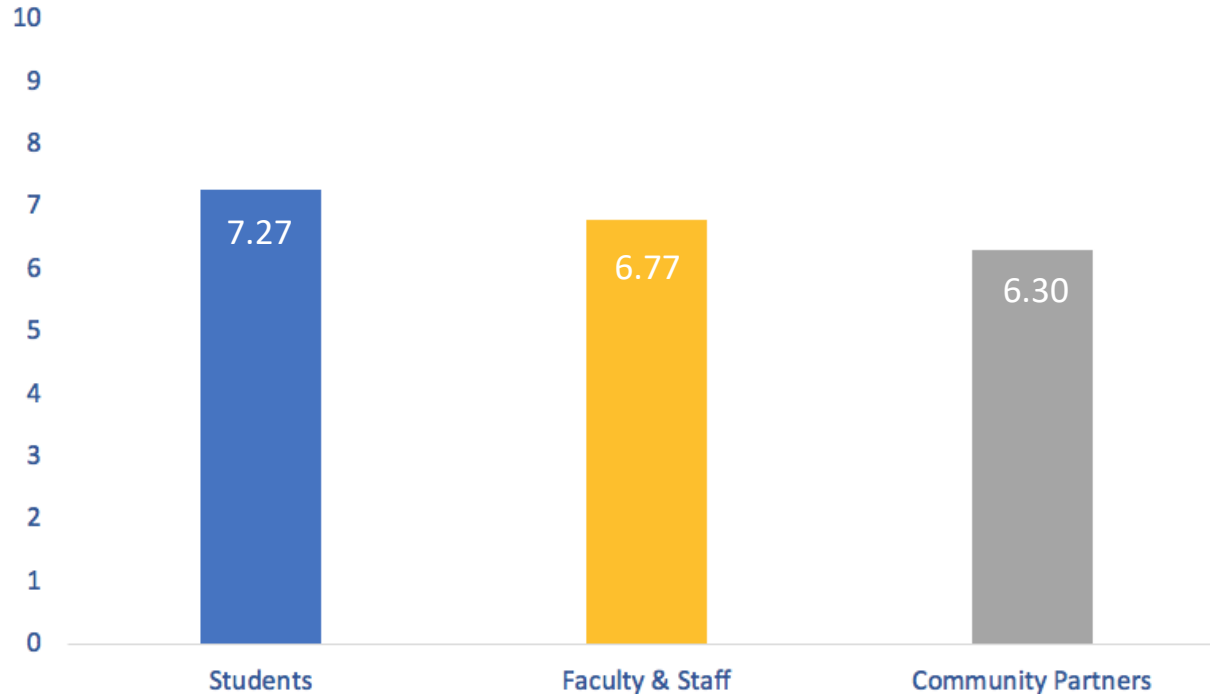
Community Partner Affiliation

What sector does your primary business/organization fall into?



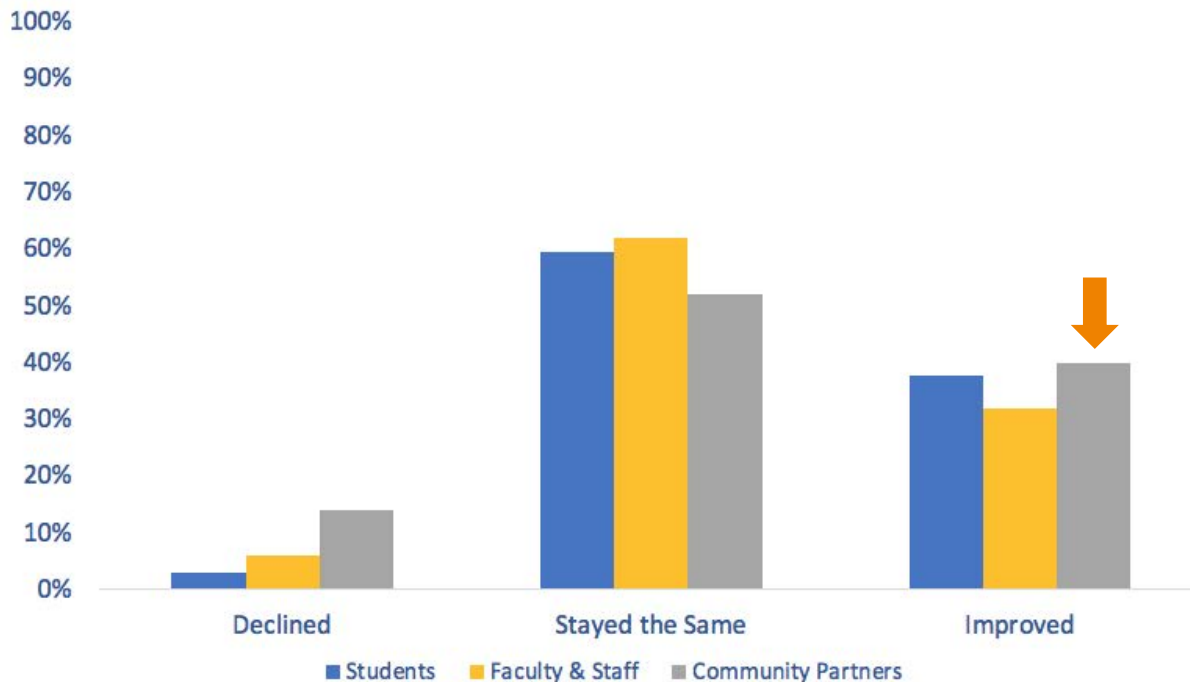
Student, Faculty & Staff, and Community Partner Perspectives:

On a scale of 1 to 10 where 1 is poor and 10 is excellent, how would you rate UD's community engagement work?



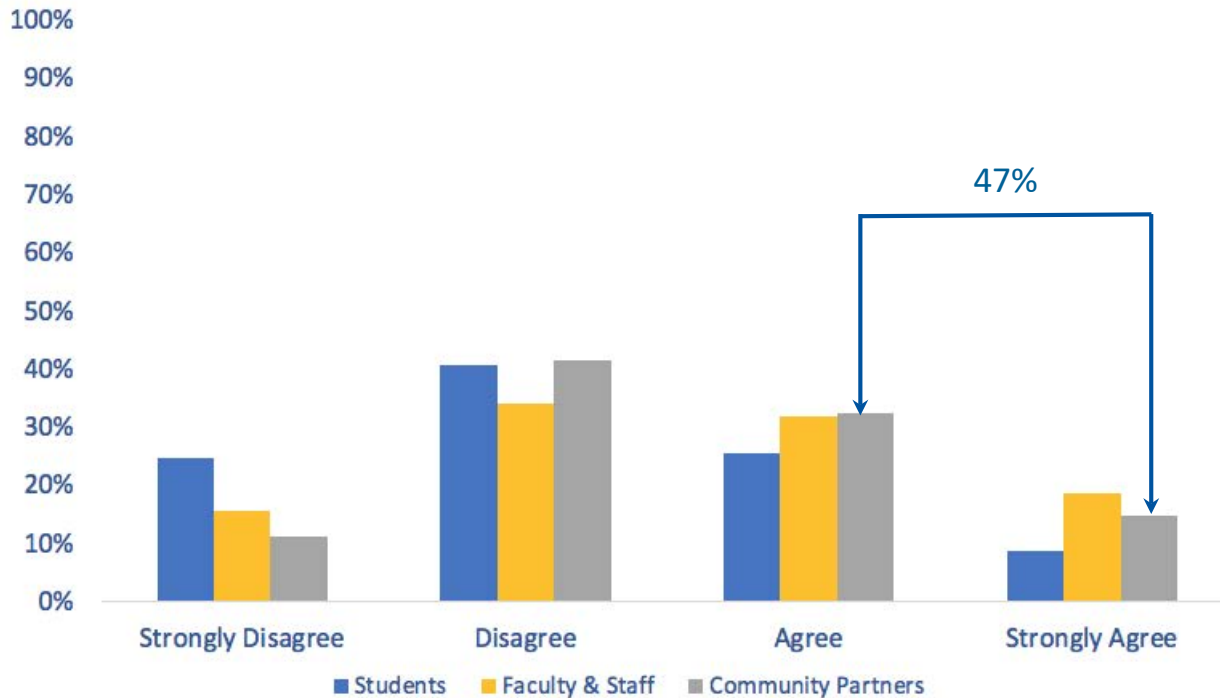
Student, Faculty & Staff, and Community Partner Perspectives:

In the past year, has your attitude towards UD's work in the community improved, declined, or stayed the same?

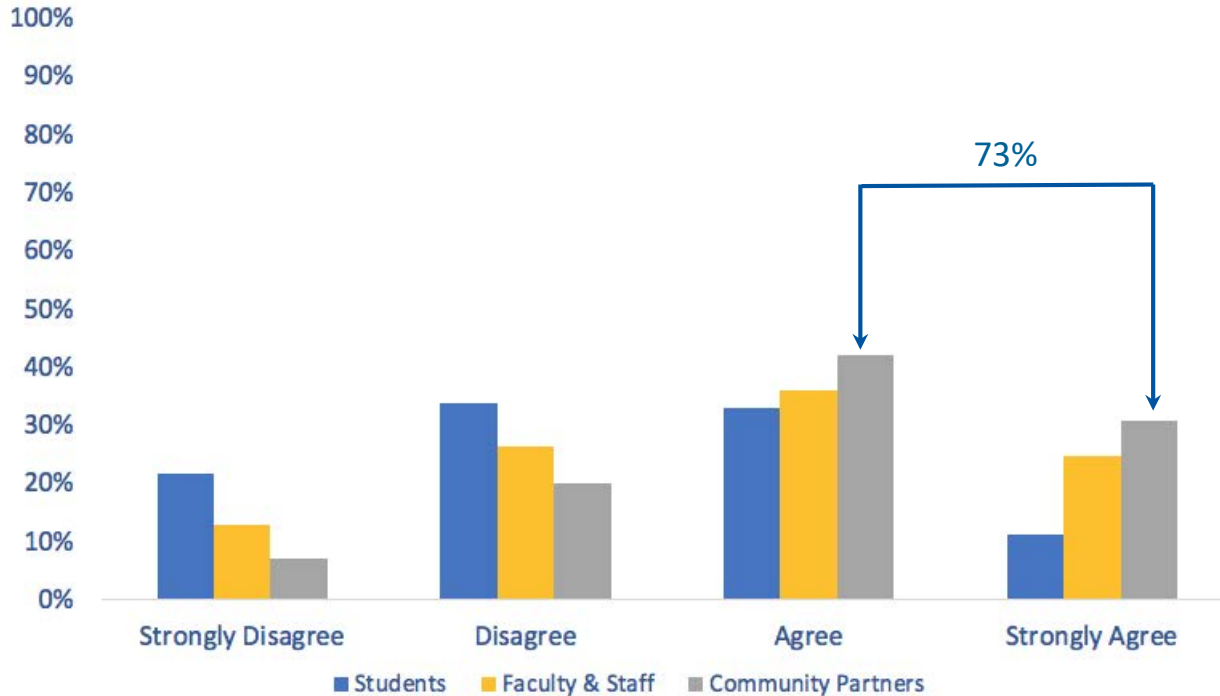


Student, Faculty & Staff, and Community Partner Perspectives:

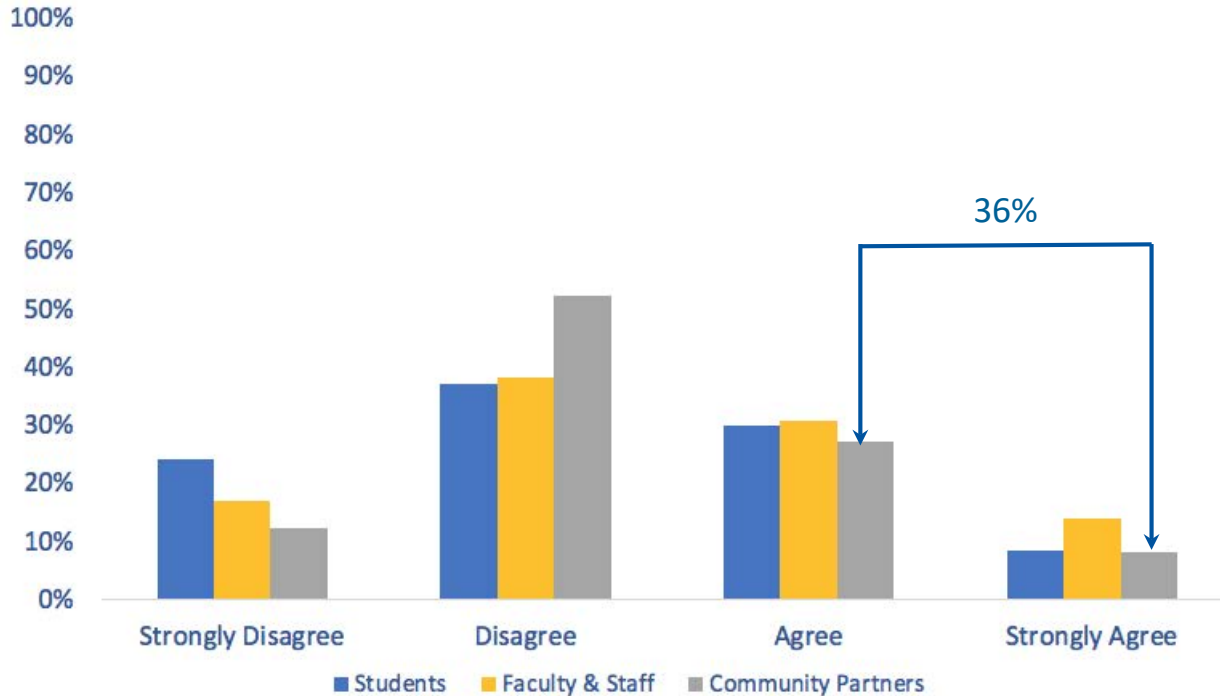
I am aware of the Partnership for Public Education at UD.



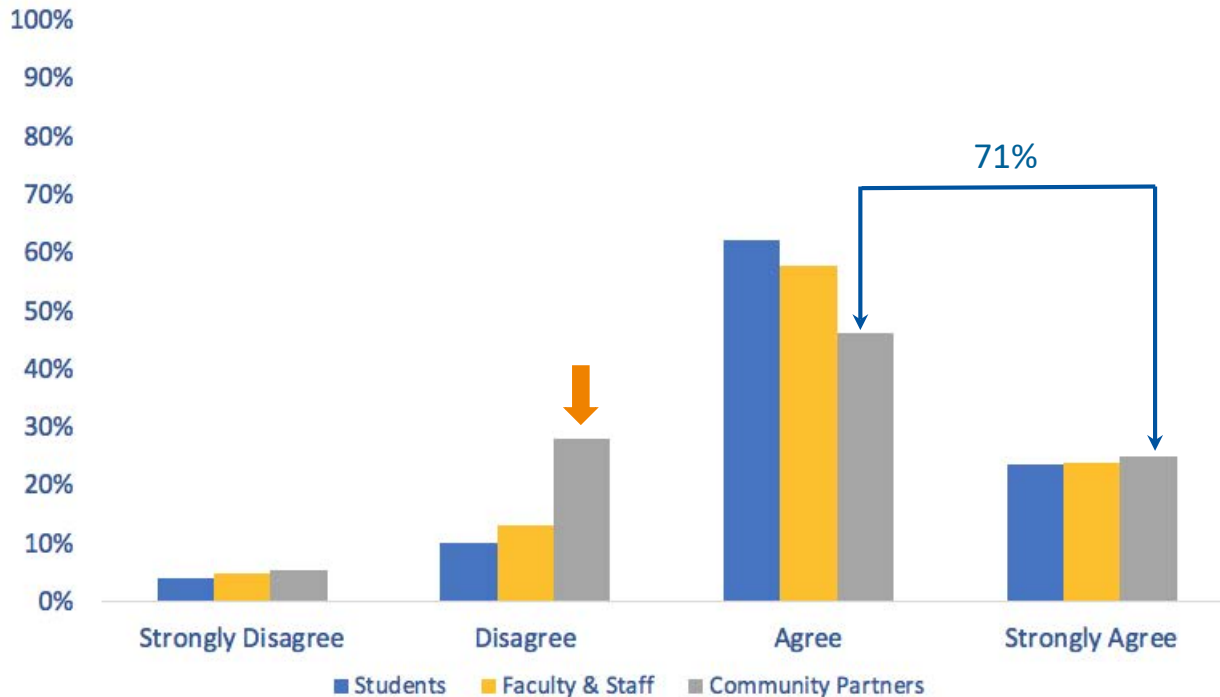
Student, Faculty & Staff, and Community Partner Perspectives: I am aware of the Partnership for Healthy Communities at UD.



Student, Faculty & Staff, and Community Partner Perspectives: I am aware of the Partnership for Arts and Culture at UD.

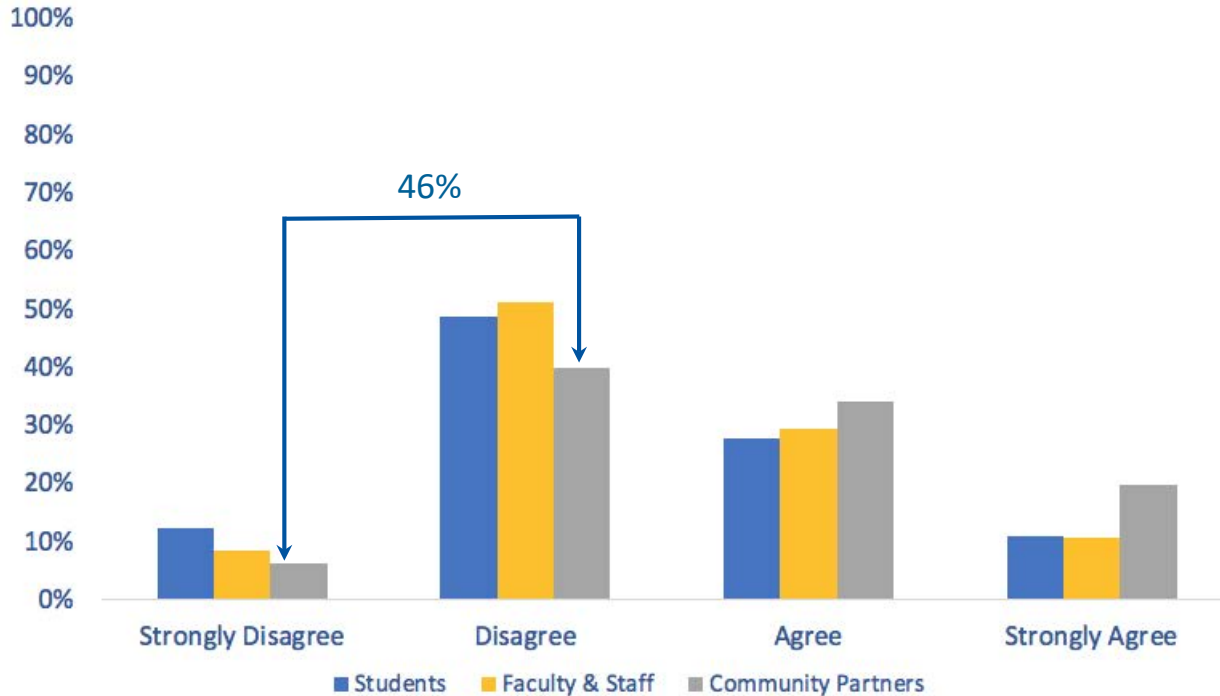


Student, Faculty & Staff, and Community Partner Perspectives: Equity matters to UD when it comes to their community work.

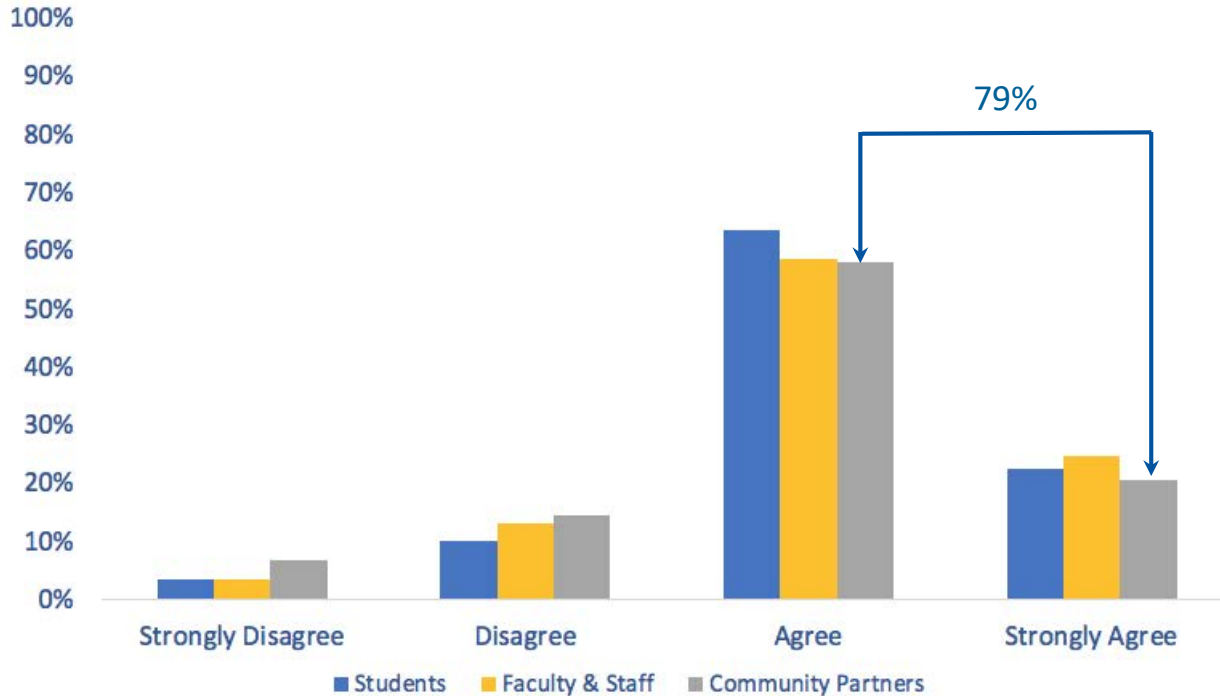


Student, Faculty & Staff, and Community Partner Perspectives:

UD does not understand the critical or unmet needs of communities in Delaware.

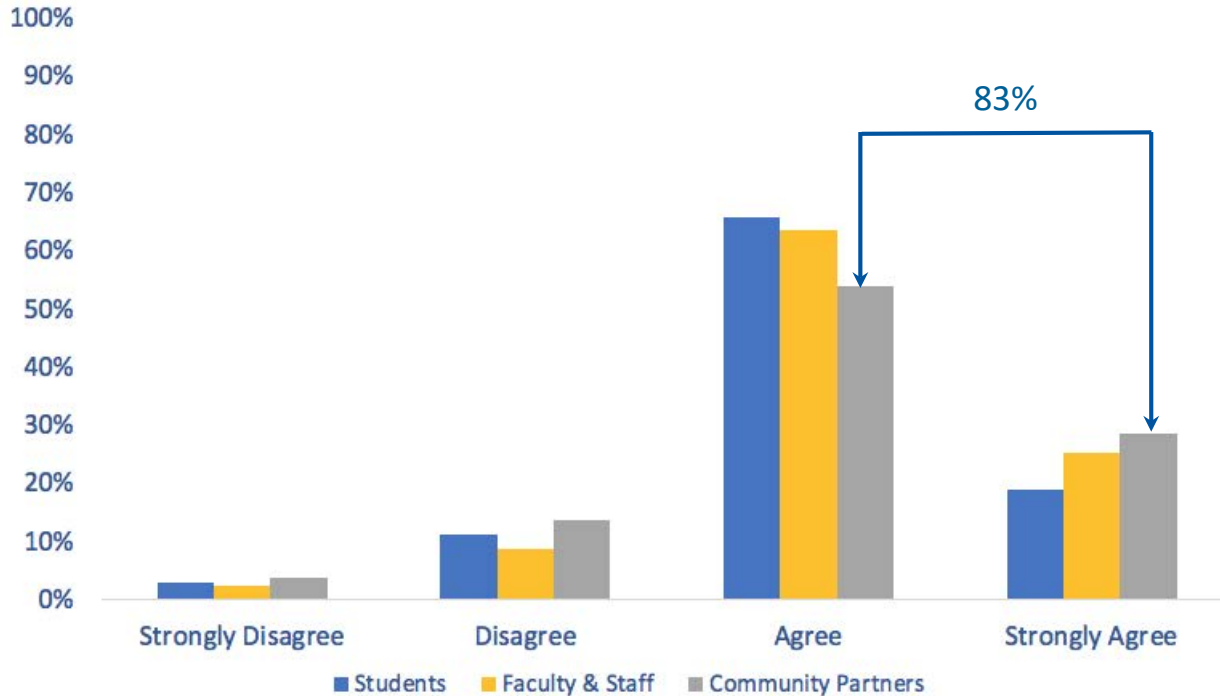


Student, Faculty & Staff, and Community Partner Perspectives: UD supports K-12 education in the state.

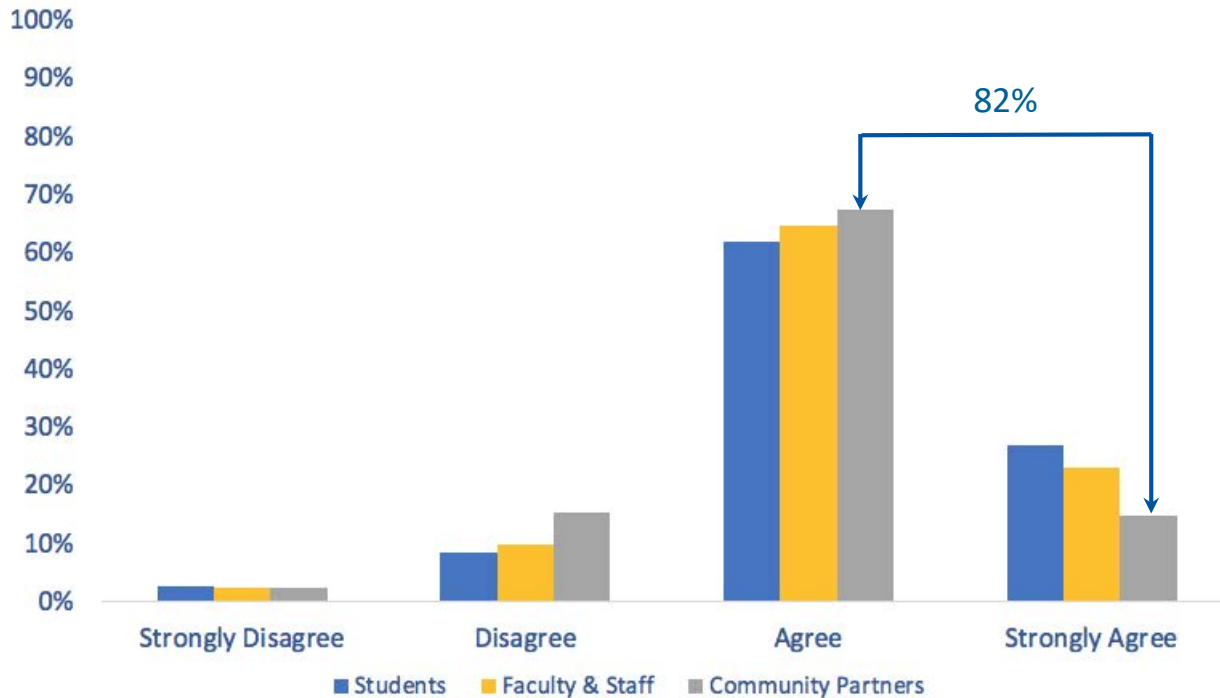


Student, Faculty & Staff, and Community Partner Perspectives:

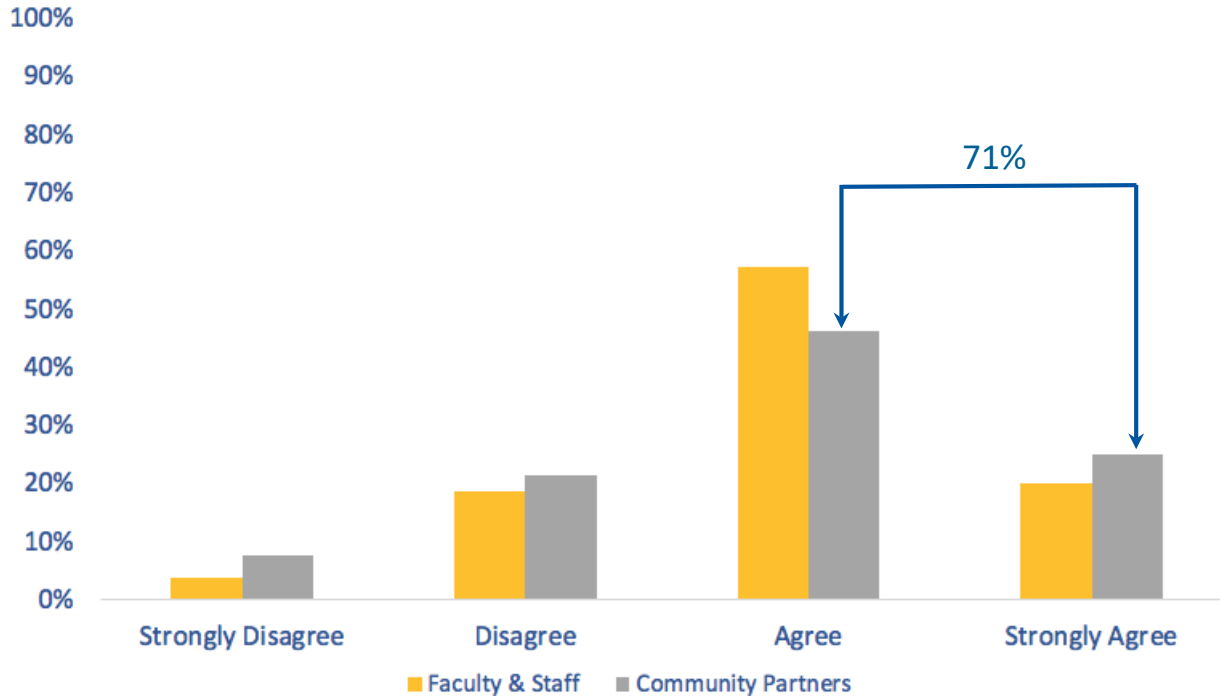
UD supports community-based public health in the state.



Student, Faculty & Staff, and Community Partner Perspectives: UD supports arts and cultural activities in the state.

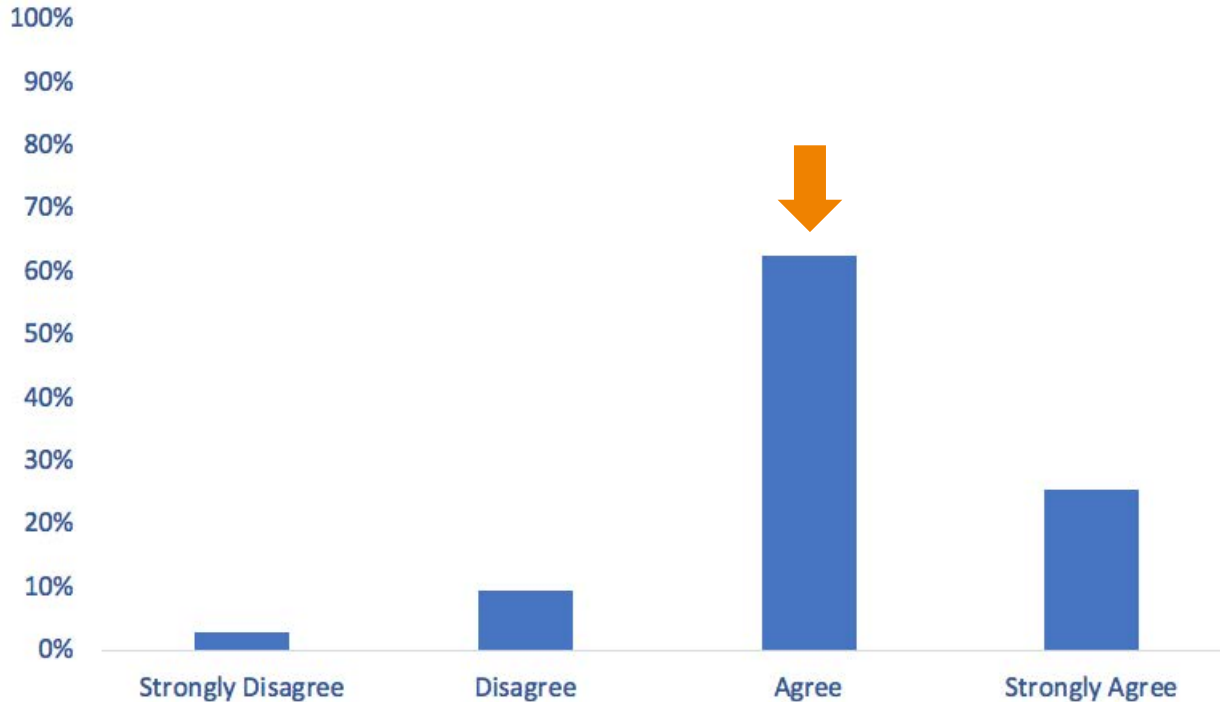


Faculty & Staff and Community Partner Perspectives: UD is a trustworthy partner in the community.

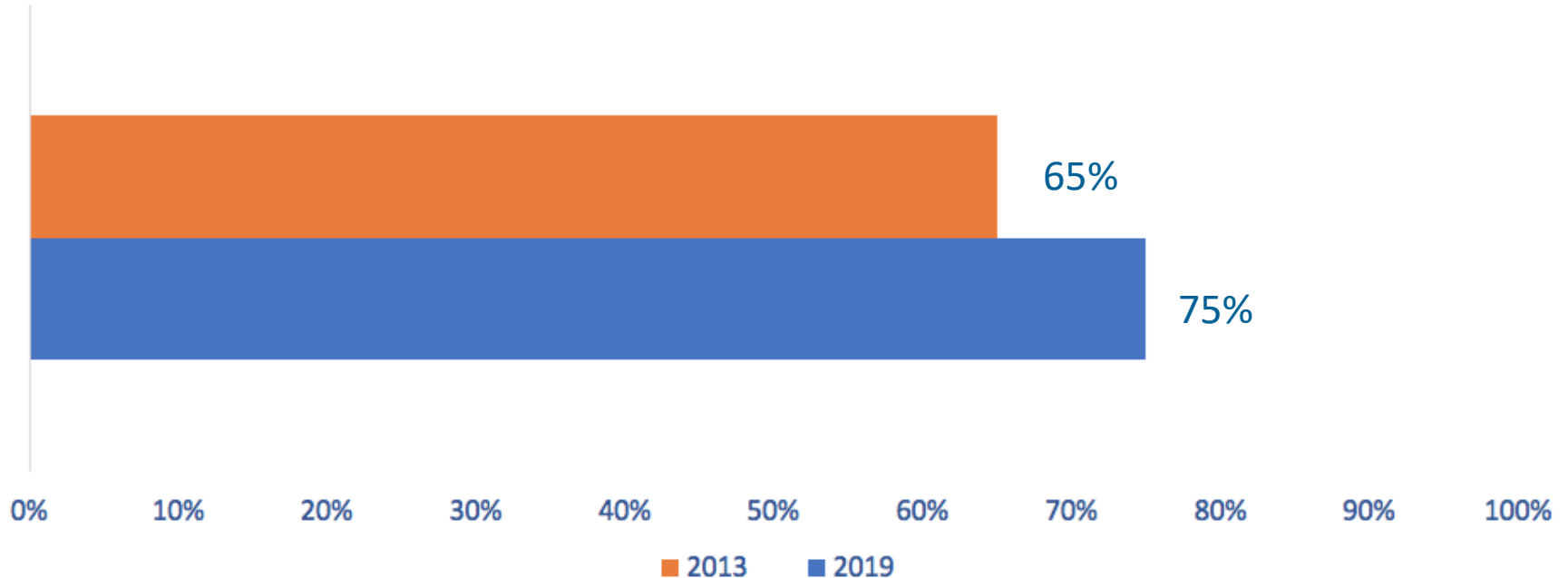


Student Perspectives:

Community-minded students are supported by the faculty.

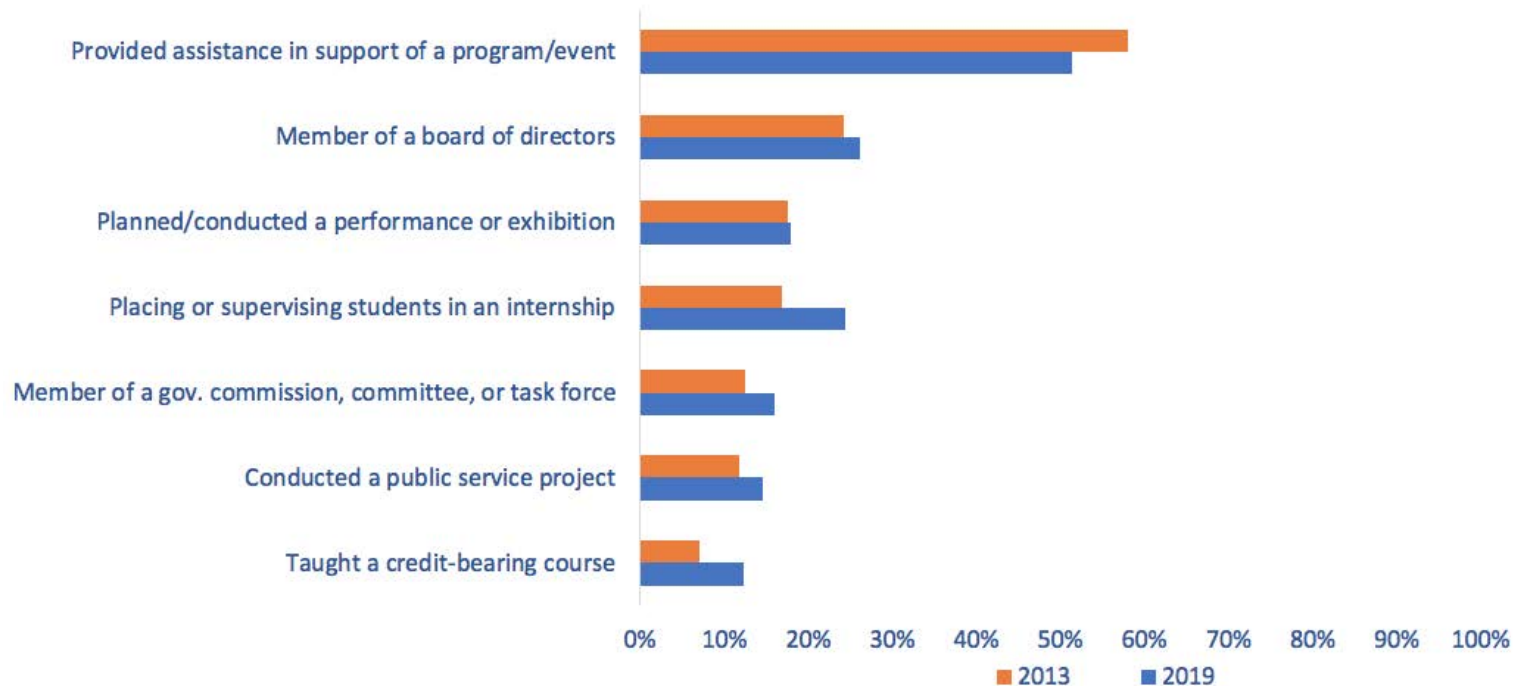


Today, 75% of Faculty & Staff are Involved in Community Engagement Activities, an Increase of 10% since 2013

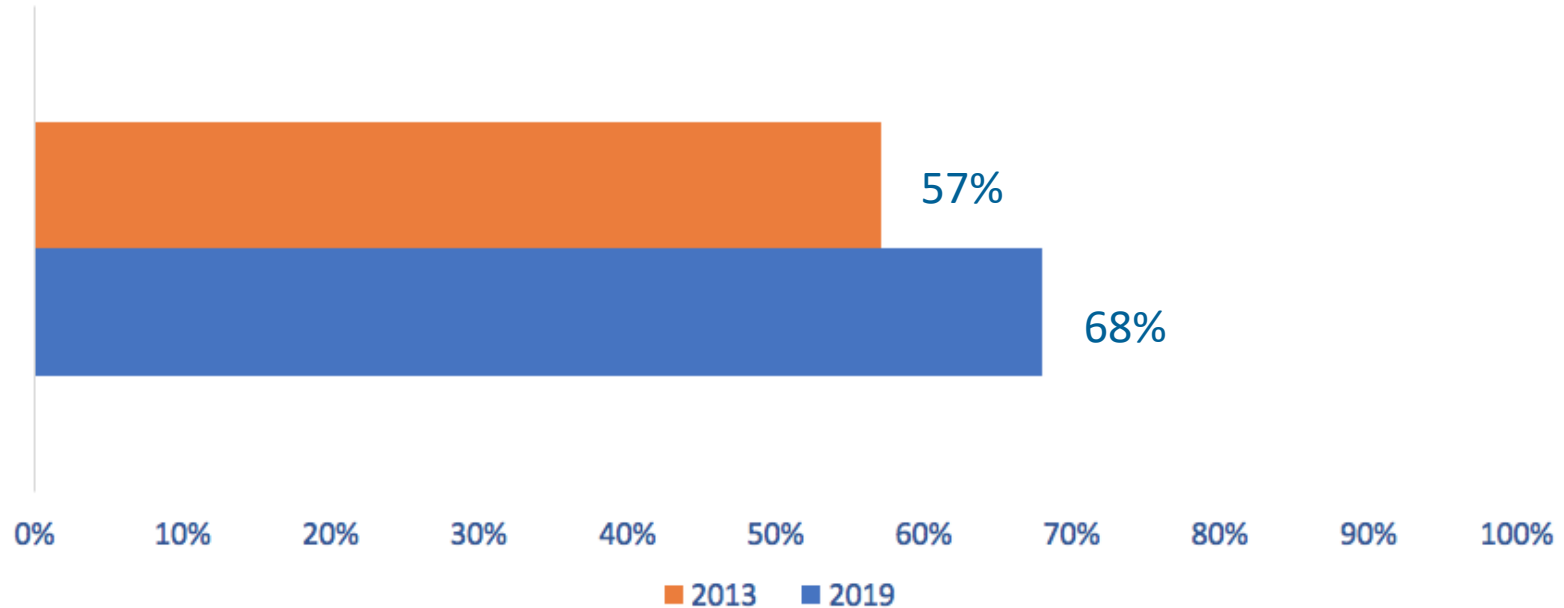


How and To What Extent are Faculty & Staff Involved?

Comparison of 2013 & 2019 Survey Results

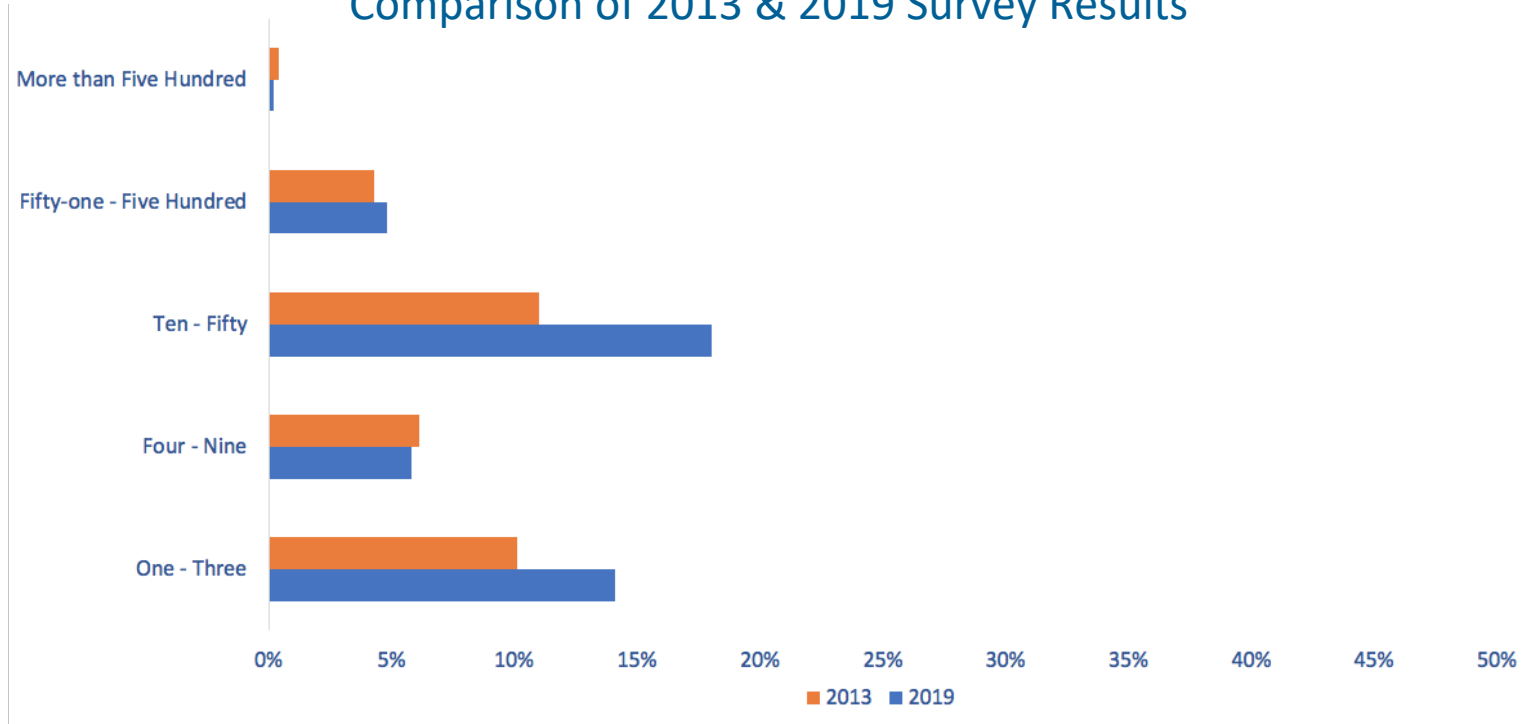


Today, 11% More Faculty and Staff Report Working With **Undergraduates** on Community Engagement Activities as Compared to 2013

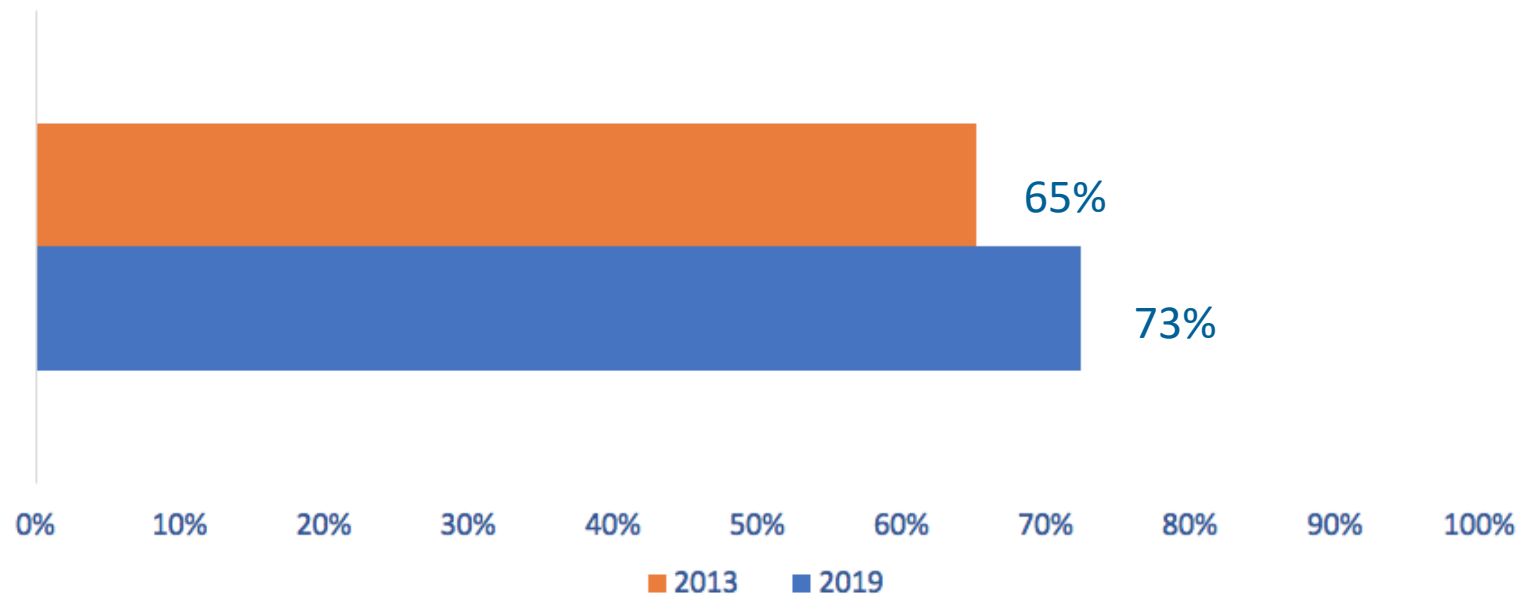


How and To What Extent are Faculty & Staff Involved With Undergraduates?

Comparison of 2013 & 2019 Survey Results

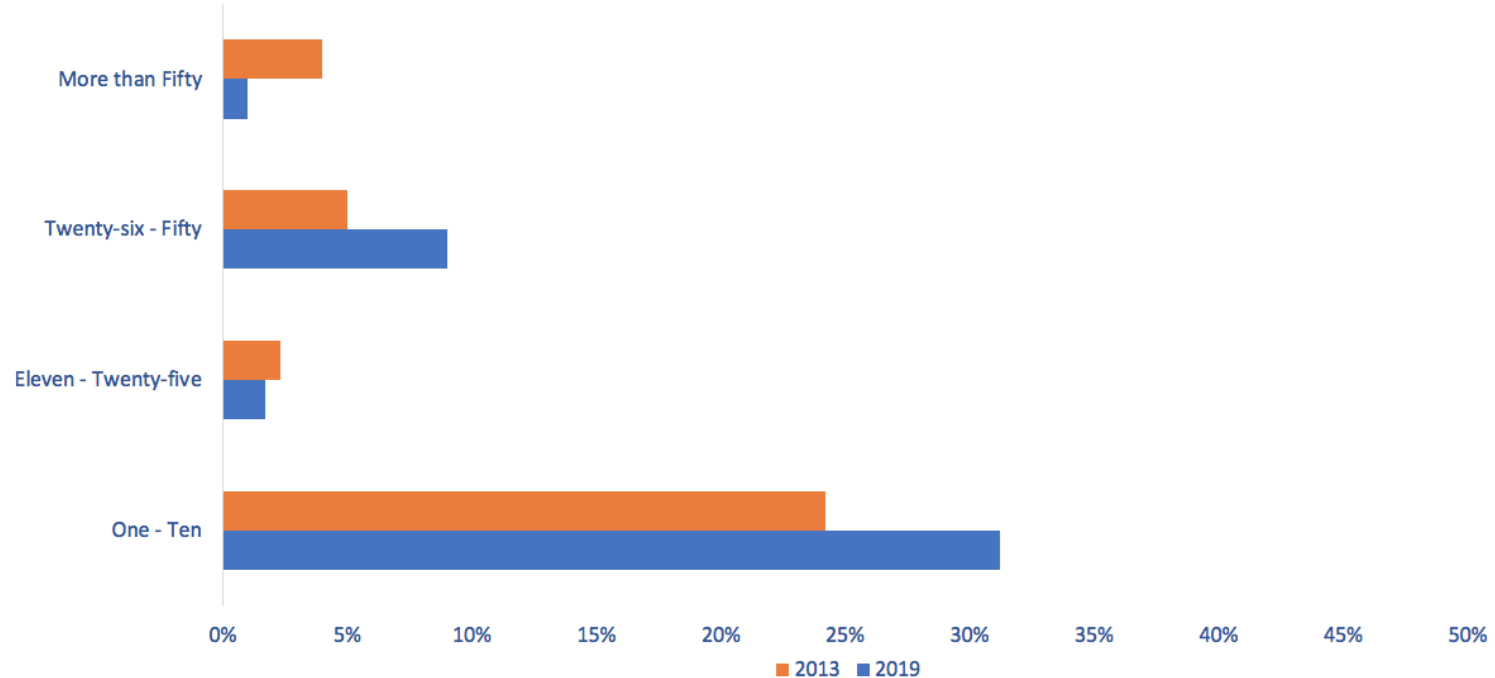


Today, 8% More Faculty and Staff Report Working With **Graduate Students** on Community Engagement Activities as Compared to 2013



How and To What Extent are Faculty & Staff Involved With Graduate Students?

Comparison of 2013 & 2019 Survey Results



Qualitative Results

Student Open-Ended Feedback

Most comments were about the following:

- Recommendations for improvement, such as
 - Create a central hub for community engagement events
 - Include more ways for international students to become engaged in DE and more ways for UD students to do service work abroad
 - Advertise and publicize events around campus
- Barriers to participating in community engagement, such as
 - Lack of transportation
 - Fees related to participation (e.g., UDaB, UDance, Greek life)
 - Opportunities not clearly inclusive of students with disabilities, graduate students, and students who live off campus or not on main campus

Student Open-Ended Feedback

“One can truly sense the community spirit at University of Delaware, and I am loving my experience as a student, after so many years. Thank you.”

“UD staff is incredibly engaged and in tune with community engagement and needs.”

“I would like to know more about UD's community engagement efforts and the best ways to get involved.”

- Students also talked about positive community engagement experiences and expressed interest in being more involved.
- Students are still trying to learn about community engagement opportunities through UD.

Faculty & Staff Open-Ended Feedback

Most comments were about the following:

- Recommendations for improvement, such as
 - Advertise and publicize community engagement events
 - Provide more support for current initiatives (i.e., funding, time, transportation)
 - Need to better address the grassroots needs of the DE community, beyond research interests
- Barriers to community engagement, such as
 - Events on campus and transportation are too expensive
 - Not enough time to incorporate community engagement given other demands
 - Concerns that community engagement is not valued and does not impact the tenure and promotion process

Faculty & Staff Open-Ended Feedback

“There is so much community engagement happening outside of the academic classrooms on our campus...”

“I think that UD is tremendously involved in many aspects of community in Delaware”

“The work I do at UD is all about community engagement - it's the fabric of how we run our center.”

“The ELL, my unit, is heavily involved in our students performing community service and then involved in volunteer activities.”

- Faculty and staff also talked about positive community engagement experiences and expressed interest in being more involved.
- Faculty and staff are still trying to learn about community engagement opportunities through UD.

Community Partner Open-Ended Feedback

Most comments were about the following:

- Recommendations for improvement, such as
 - Partner more with minority/disenfranchised organizations to fund/design programs
 - Expand community outreach to all parts of DE
 - Improve publicizing of community engagement events and initiatives
- Barriers to community engagement, such as
 - Need to maintain and grow respect and trust with the surrounding community
 - Initiatives are aligned with student and research needs and are less aligned with community needs
 - Strengthen efforts to ensure that UD is a diverse, equitable campus doing work that also supports racial equity
 - Difficult/expensive to use UD space for events and meetings

Community Partner Open-Ended Feedback

“The U of D's commitment to improving community engagement in helping communities to solve its own problems has been outstanding; also encouraging students to be involved in real life community needs and problem solving will turn out graduates who are sensitive to the needs of the [underserved] and economically disadvantaged communities and will create a better world for all.”

“UD is a [h]ighly-respected community resource and educational center.”

- Community partners also talked about positive community engagement experiences and expressed interest in being more involved.
- Community partners are still trying to learn about community engagement opportunities through UD.

Discussion

Future Directions

- Report on survey results will be published late spring/early summer
- Survey data to foster discussion, aid in Carnegie Foundation re-classification in 2023
- We have established an infrastructure to support work
- Do we need more?
 - How do we leverage it? & Where do we invest our energy?
- Other sources of data should also be incorporated, but will require broader infrastructure and manpower

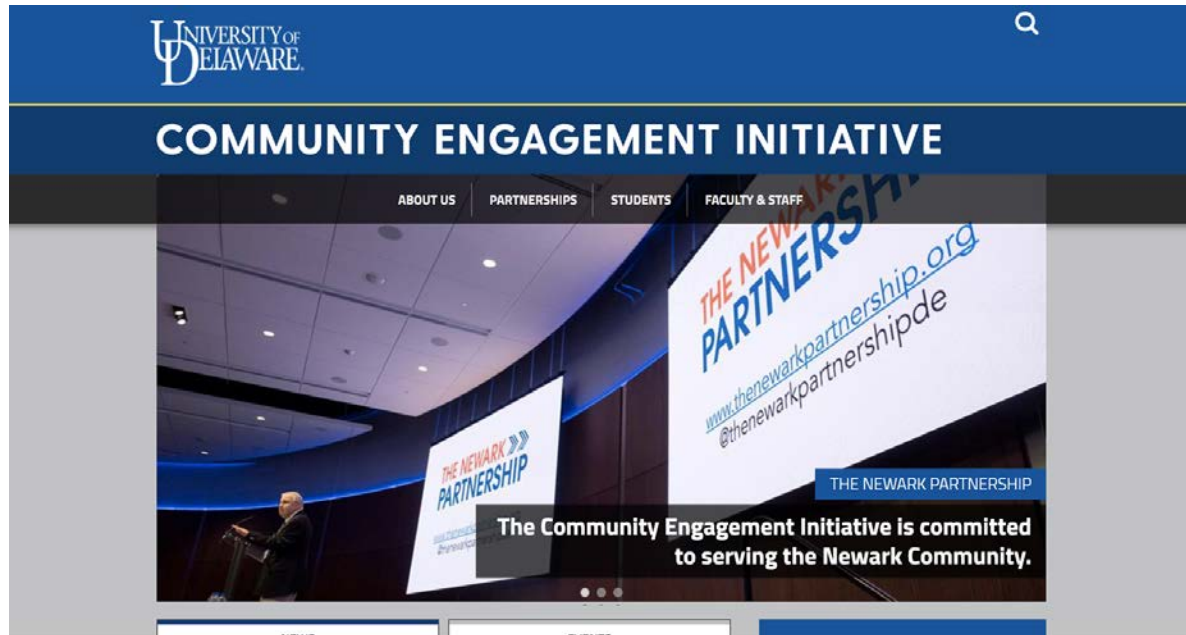
How do we act on findings?

- Where can anyone go to find out how to get involved in something this weekend, for a course, or on campus?
- What is the best approach to address community concerns that efforts are too research/student centered?
- To what extent should community engagement be part of the UD brand or communications about who we are?
- How do we make our campuses and resources maximally available across the state?
- Transportation is an issue. How do we ensure students can efficiently get to and from Wilmington and Dover?

Tool Dissemination

- We plan to make this framework free and openly accessible for institutional implementation
- The accessibility of this tool will fill a gap in the ability to assess the effectiveness of community engagement efforts
- Broader usage of this tool fosters understanding of institutional capacity to support mutually beneficial reciprocity between the institution and its surrounding communities

Thank you!



Visit: <https://www.cei.udel.edu/>