

8-2015

# Assessing Engagement

University of Southern Maine

Follow this and additional works at: <http://digitalcommons.usm.maine.edu/mu>

---

## Recommended Citation

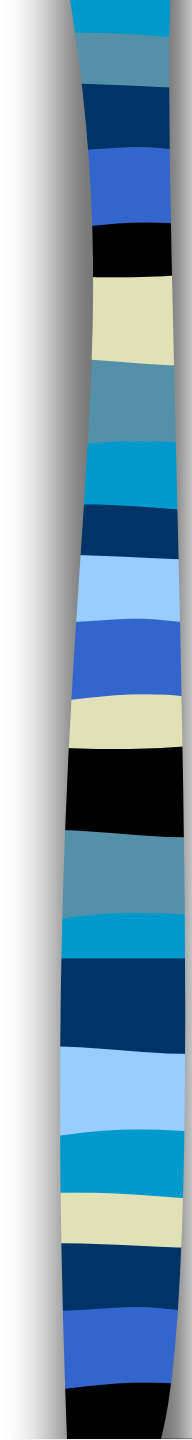
University of Southern Maine, "Assessing Engagement" (2015). *Maine's Metropolitan University*. 36.  
<http://digitalcommons.usm.maine.edu/mu/36>

This Article is brought to you for free and open access by the Institutional Memory at USM Digital Commons. It has been accepted for inclusion in Maine's Metropolitan University by an authorized administrator of USM Digital Commons. For more information, please contact [jessica.c.hovey@maine.edu](mailto:jessica.c.hovey@maine.edu).



# Assessing Engagement

## USM EDI, August 2015



# How will you know when a department is engaged?

- It will look like ...
- It will act like ...
- Students will ...
- Faculty will ...
- The institution will ...
- The community will ...
- Community/campus partnerships will ...



# Good and Bad Assessments

- Good assessments will:
  - define strengths
  - validate knowledge
  - provide evidence for resource decisions
  - identify opportunities for improvement
- Bad assessments will:
  - consume energy and resources
  - encourage an unproductive environment



# *Why Assess?*

- Departmental improvement
- Improve Community Partnerships
- Funding & resource allocation
- Deans/Administration
- Grants
- To prove the value of changes
- Scholarship



# Assessing the Impact of Civic Engagement

- Consider a multi-constituency approach
  - Students
  - Faculty
  - Institution
  - Community
  - Partnerships
- Integrate assessment into daily work
- Connect plans, activities, assessments



# Forms of Assessment

Formative

Summative

Indirect

Direct



# Methodological Framework

- What do we want to know?
  - *Core concepts*
- How will we know it?
  - Measurable or observable *indicators*
- How will we gather the evidence to demonstrate what we want to know?
  - Identify *methods, sources, timing*





# Student Example

- What do students know about their communities?
- Concept: awareness of community
- Indicators: knowledge of issues, ability to identify assets/needs, understanding of problems and resources
- Methods: course assignments, interviews, focus groups, observations in class and/or community



# Faculty Example

- How motivated and attracted were our faculty by civic engagement as a result of the changes we made?
- Concept: motivation for civic engagement
- Indicators: level and nature of community involvement, linkage to other scholarly activities
- Methods: interviews, focus groups, critical incident reports, c.v. analysis



# Community Example

- How can we understand the impact of the partnership on community capacity?
- Concepts: capacity to fulfill mission, economic impacts
- Indicators: # clients, impact on resource utilization, development of funding, staff changes, program insights
- Methods: focus groups, interviews, document review (or quantitative data?)



# For Your Action Planning

- Develop an assessment matrix for each of the three constituents (faculty, students, community partnerships)—at least one concept each.

(This can be incorporated into your charrette presentations.)