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Assessing Engagement

University of Southern Maine

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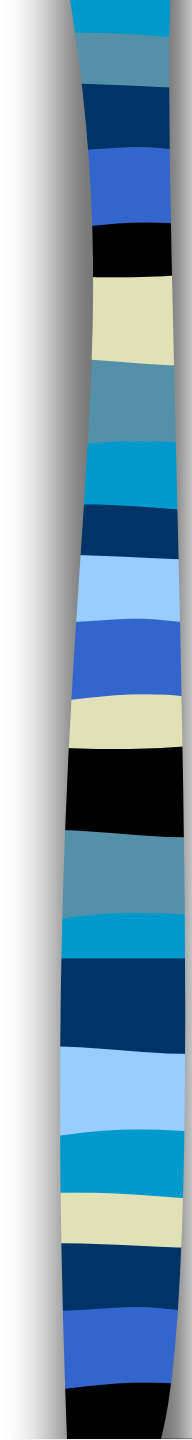
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Assessing Engagement

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.)