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# Community Engagement and Regional Impact: A Review of Systematic Data Collection Mechanisms

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# Community Engagement and Regional Impact: A Review of Systematic Data Collection Mechanisms

## **Abstract**

This report provides a summary of existing and developing enterprise data mechanisms that track and assess VCU's engagement with and impact on our communities.

## **Keywords**

data collection, VCU, Virginia Commonwealth University, community engagement, regional impact

## **Disciplines**

Higher Education

# Virginia Commonwealth University

## Community Engagement and Regional Impact

A Review of Systematic Data Collection Mechanisms

August, 2016

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# VCU

VIRGINIA COMMONWEALTH UNIVERSITY

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## Introduction

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As a major research university in an urban environment, Virginia Commonwealth University (VCU) is an anchor institution for Greater Richmond, contributing to the economic vitality and health of the entire region. As VCU takes its place among the nation's top 50 public research universities, determined by The Center for Measuring University Performance, our guiding principles have been an abiding focus on student success at all levels, unparalleled innovation through research, a university-wide commitment to human health, and engagement and empowerment in the communities we serve. VCU strengthened its position as a top-ranked urban, public research university and earned "Highest Research Activity" status and the elective community engagement classification from the Carnegie Foundation. VCU first received the classification in 2006 and was re-classified in 2015. In building on its commitment, the current strategic plan emphasizes community engagement as a priority and includes community engagement as a means to providing high quality learning experiences and advancing excellence in research (<http://www.quest.vcu.edu>).

Numerous community engagement activities are supported and occur throughout the university (e.g. community service, service-learning, community-engaged research, etc.) that involve students, faculty and staff, and community partners. As the number and scope of these activities have grown, so has the need for information to describe these efforts and their impact in order to support strategic decision-making. We are working towards understanding the range and scope of all community-engaged activities (teaching, research, & service) across the university. University-wide data, sometimes referred as 'enterprise data', can serve a variety of aims within the context of community engagement (Church, Zimmerman, Bargerstock, & Kenney, 2003; Scott & Jackson, 2005; Volkwein, Liu, & Woodell, 2012):

- Assessing the enactment of the VCU's mission
- Studying and analyzing the institution and its policies as they relate to partnerships (e.g. risk management, resource allocation)
- Presenting a positive image of the university
- Creating and managing information repositories to encourage networking and collaboration
- Quality management of engagement efforts
- Applying for national awards and recognitions (e.g. Carnegie Foundation's Community Engagement Elective Classification)

This report provides a summary of existing and developing enterprise data mechanisms that track and assess VCU's engagement with and impact on our communities. The activities included here are limited to those efforts with which the DCE is actively involved. The data collection mechanisms for the following community engagement activities and their metrics are summarized:

- Anchor
- Service-Learning
- Community-Engaged Research

- University-Community Partnerships
- Community Service

The Division of Community Engagement (DCE) undertook this effort and published the original document in fall 2014 and an updated report in fall 2015.<sup>1</sup> This 2016 report has been updated to reflect progress that has been made during the 15-16 academic year. Appendix A provides a summary table of VCU's community-engagement data enterprise systems that reflect updated progress.

All data are collected annually, based on the academic year unless otherwise noted in each section.

The terms used in this report are based on those identified and defined by the Council for Community Engagement (CCE) and have been incorporated into the university data glossary. For a list of the terms and definitions, see Appendix B.

### Related Reports and Efforts

As VCU continues to deepen its engagement efforts for community and regional impact, information and data to align VCU's strengths and assets with community-identified priorities have become critical. In order to support decision-making, the DCE has developed the following efforts and companion reports:

- [Community-Engaged Partnership Map](#)  
The Community-Engaged Partnership Map serves as resource to connect, coordinate, and facilitate collaboration among university and community members interested in community-engaged activities. Anyone can access the map and identify existing partnerships by various categories (e.g., location, focus areas, types of partnerships such as service-learning, research, etc.). See University-Community Partnerships for a detailed description.
- [Community Engagement Data Dashboard](#)  
Developed in collaboration with the Office of Planning and Decision Support, this dashboard represents some of the ways we engage with our communities. Data is available for Service-Learning, Student Service, and Community-Engaged Research. Data can be filtered by year, unit, and other aspects relevant to each community-engaged activity.
- [High Impact Practices \(HIPS\) Assessment Model: 2015 - 2016 Pilot Mid-Year Report](#)  
Developed in collaboration with the Office of Planning and Decision Support, the Division of Community Engagement created an assessment framework for strategically assessing the impact of HIPs on VCU undergraduates. This new HIPs Assessment Model aligns with VCU's strategic and quality enhancement plans as well as with theory and best practice in higher education assessment. The model uses institutional data and program data to assess the impact of HIPs on students. The new model was piloted during the 15-16 academic year on two VCU HIPs: service-learning and the ASPiRE living-learning program. Results indicated that both are succeeding as high-impact educational practices (i.e., higher retention and graduation rates).
- [Exploring the Use of a Pilot Anchor Framework to Measure VCU's Impact on the Region](#)  
In 2014-2015 the Division of Community Engagement and the Office of Planning and Decision Making undertook an effort to explore Virginia Commonwealth University's (VCU) impact through an anchor framework. Anchor

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<sup>1</sup> Previous reports were titled "Measuring and Monitoring Impact of Community Engagement at Virginia Commonwealth University: A Brief Review of Existing and Planned Systematic Data Collection Mechanisms."

institutions are place-based entities that are, “tied to their surroundings by mission, invested capital, or relationships to customers, employees, and vendors.” As such, they are significant economic drivers in the region. Universities are unique anchors because they can also leverage their knowledge generating capacity and partnerships to improve community well-being. This effort included a review of the concept of anchor institutions and how that concept has been applied to universities. Of particular interest was identifying best practices for assessment of the impact of academic anchor institutions. Based on the literature review, an assessment framework was applied to VCU as a means to pilot how VCU could use such a framework to describe and assess its role in the region.

- [Identifying Regional Opportunities and Priorities](#)

During 2014-2015, the Division of Community Engagement collected and reviewed publicly available community assessments to gain a better understanding of community-identified priorities. Twenty-four (24) reports from the past 10 years (2005-2015) were reviewed for their geographical focus, explicit population of interest, data collection methods and stated priorities. The common priorities that emerged from this review are included here, along with the associated recommendations from the assessments. This effort was not intended to replace other assessments, rather as a means to understand the overarching priorities that have been identified through these various community assessments.

Readers are directed to these related efforts and reports in order to holistically assess where VCU is with respect to measuring its community engagement efforts and future possibilities in deepening impact across students, faculty and staff, and community members at the local and regional levels.

The authors wish to acknowledge the work of University of North Carolina at Greensboro. The framework for this document was drawn from their presentation at the 2013 annual meeting of the International Association for Research on Service Learning and Community Engagement (IARSLCE).

## Anchor Dashboard

Institutions with anchor missions are large place-based entities, such as universities and hospitals, that “consciously and strategically apply their long-term, place-based economic power, in combination with their human and intellectual resources to better the welfare of the communities in which they reside” (Axelroth-Hodges and Dubb, 2012).

Coordinated by The Democracy Collaborative, with technical assistance from PolicyLink and financial support from the Annie E. Casey Foundation, the [Anchor Dashboard Learning Cohort](#) was launched in fall 2014.

Identifying critical areas where anchor institutions can play an effective role, the dashboard displays indicators that provide a baseline to assess community conditions and institutional effort. The mission of the cohort is to refine the anchor dashboard indicators in ways that make practical sense, and share results, challenges and successes in a safe, collaborative, learning environment.

Led by DCE and OPDS, [VCU joined the national cohort](#), composed of 6 other universities, in winter 2015. Institutional and Community indicator data were collected in spring 2016. See tables below for the anchor dashboard learning cohort indicators for May 2016.

Some indicators may be revised based on cohort learning experience (June 2016 meeting). Discussions are currently ongoing regarding those revisions. Contact DCE for more anchor dashboard learning cohort information.

### VCU Institutional Indicators

Issue Area	Desired Outcome	Indicators of Institutional Effort	Data Source
Anchor Mission Alignment	Engaged Anchor Institution	1) Anchor mission articulated in strategic plan	Quest
		2) Reflected in structure of institution (e.g. community engagement lead staff of cabinet rank)	DCE
Economic Development	Equitable Local & Minority Employment	1) % of local and minority hires in staff positions	Human Resources
		2) % employed at living wage	
		3) Indirect local and minority employment through contracting requirements	Not available
	Thriving Local & Minority Business Community	1) % of university procurement to local, minority, and minority-owned businesses	Procurement (SWAM)
		2) Local and minority jobs and businesses created and retained (3 yrs) in incubation programs	Not available
		3) Local and minority jobs and businesses created and retained (3 yrs) in acceleration programs	Not available
	Housing Affordability	1) Investment in housing rehab work &/or community land trusts	Not available
		2) Employer assisted housing	Not available
		3) Strong partnerships with local community development corporations	MURP, CURA
	Vibrant Arts & Community Development	1) Operating funds spent on arts & culture related economic development	Not available
2) Jobs and businesses created and retained		Not available	
3) Number of non-curricular events open to community		University Relations (Telegram)	



Issue Area	Desired Outcome	Indicators of Institutional Effort	Data Source
	Sound Community Investment	1) % of endowment & operating dollars invested in community impact investments (e.g. CDFIs)	Not available
		2) Investment in local business district development	\$25.47 million
Community Building	Stable & Effective Local Partners	1) Policy metrics: Partnership Center, Community Advisory Board	DCE
		2) Community building budget (\$ and FTEs)	DCE (see Carnegie application)
	Financially Secure Households	1) Budget for financial literacy education	Center for Economic Education
		2) Income tax filing assistance (\$ spent)	School of Business
	3) Seed money for community-owned business	Not available	
Education	Educated Youth	1) Level of investment in K-12 partnerships (\$ and FTEs)	Multiple
Health, Safety, & Environment	Safe Streets & Campuses	1) \$ on neighborhood improvements	Real Estate Services
		2) \$ on streetscape improvements	
		3) # of neighborhood complaints	VCU Police
	Healthy Community Residents	1) \$ spent on public health initiatives (e.g. clinics)	Office of Health Innovation
	Healthy Environment	1) STARS rating	Office of Sustainability
		2) \$ spent on environmental health initiatives	Not available

### Richmond City Community Indicators

Issue Area	Desired Outcome	Indicators of Community Conditions	Data Source
Anchor Mission Alignment	Engaged Anchor Institution	Surveys of community residents and organizations	Not available
Economic Development	Equitable Local & Minority Employment	1) Local unemployment rate	Census
		2) Local minority unemployment rate	Census
	Thriving Local & Minority Business Community	1) # of certified MBE & WBE businesses in local community	Census
		2) dollar volume estimate (if available)	Not available
		3) # of business start-ups	Did not find
	Housing Affordability	4) Business survival rates in local community	Did not find
		1) % of households below 200% of poverty line who spend less than 30% of their income on housing	Census
Vibrant Arts & Community Development	1) # of art and performance spaces in local community	Culture Works	
Sound Community Investment		1) Local lending availability from CDFIs and public programs (e.g. city revolving loan or investment funds)	Did not find
		2) Local bank lending data (if available)	
Community Building	Stable & Effective Local Partners	1) Civic health index	Not available
		2) Capacity survey of community partners	Not available
	Financially Secure Households	1) % in asset poverty (e.g., savings that is less than 3 months' poverty-level income)	

Issue Area	Desired Outcome	Indicators of Community Conditions	Data Source
Education	Educated Youth	1) High School graduate rate	VDOE
		2) Advancement to college or apprenticeship	VDOE
		3) 3 <sup>rd</sup> grade math and reading proficiency	VDOE
Health, Safety, & Environment	Safe Streets & Campuses	1) Violent crime (incidents per 1000)	FBI
		2) Property crime (incidents per 1000)	FBI
	Healthy Community Residents	1) Infant mortality rate (per 1000 births)	VDOH
		2) Obesity rate	
		3) Healthy food environment (index score)	
	Healthy Environment	1) Asthma incidence (per 10,000)	
2) City reporting of greenhouse gas emissions in accord with global protocol standards (tonnes)		City of Richmond Sustainability Office	

## Service-Learning

### Metric area 1: Service-Learning

*Data collected by the Registrar's Office and the Office of Service Learning for this metric*

- 1.1. Total number of service-learning courses offered
- 1.2. Total number of service-learning courses offered by academic unit
- 1.3. Total number of students enrolled in service-learning courses
- 1.4. Total number of faculty who teach service-learning courses
- 1.5. Total number of student service hours completed in service-learning courses
- 1.6. Percent of student service by focus area (*in development*)
- 1.7. Total number of community partners involved in service-learning courses
- 1.8. Length of community partnerships involved in service-learning courses
- 1.9. Impact of service-learning on student learning and behavior
- 1.10. Impact of service-learning on faculty satisfaction, scholarship & on partners

VCU defines service-learning as an intentional teaching strategy that engages students in organized service activities and guided reflection.

### Operational definition

The operational definition of service-learning requires that courses meet the following three elements:

1. Students engaged in 20 hours of service,
2. Service meets a community-identified need, and
3. Student reflection connects service and learning.

Service-learning courses are approved by the DCE and are designated in Banner. Service-learning data is collected only from courses formally designated as “service-learning”.

DCE's Service-Learning Office formally reviews and approves the [designation of service-learning courses](#) (Appendix C, also available online). Once approved, the Service-Learning Office contacts the university's Course Scheduling Office to have courses tagged as “SRV LRN” in Banner. Only the Service-Learning Office can request this tag; however, academic departments may remove a service-learning designation. Service-learning course designations are reevaluated every 3 years by the Service-Learning office.

### Data collection process

Data on service-learning courses are collected via (a) web reports generated automatically through the Banner information system, (b) Service-Learning Office course designation records, (c) end-of-semester service-learning course evaluation data collected through an online questionnaire distributed by email to every student enrolled in a designated service-learning class, and (d) faculty web-based surveys sent annually.

1. For metrics 1.1 – 1.5, contact the Service-Learning Office to run web reports that link service-learning courses to information in Banner. These reports are password protected and include the following information: student demographics, instructor demographics, number of distinct courses and class sections by academic unit. Web reports can be generated at any time on any semester or academic year from 2007 to the present.

For 1.5: Multiple total number of students by minimum of 20 service hours.
2. For metrics 1.6 – 1.8, contact the Service-Learning Office for service-learning course designation records database. Calculate the following:
  - a. For 1.6: Run frequencies for each focus area of student service (i.e., youth-related, health-related, green/environmental, arts/culture, economic development, local global, and other) for each service-learning course.
  - b. For 1.7: Count and sum the number of community partners engaged in service-learning courses. Eliminate redundant partners so as to not “double-count”. Also see metric 1.10.
  - c. For 1.8: Run frequencies for length of partnerships by the following categories: 1st semester being engaged, 2<sup>nd</sup> semester being engaged, and more than 2 semesters being engaged. Also see metric 1.10.
3. For metric 1.9, contact Service-Learning Office for the Service-Learning Impact Measure (SLIM, see Appendix D) evaluation report. Developed by the Service-Learning office, this questionnaire is separate and distinct from the academic units’ course evaluations and measures the impact of service-learning experiences on a variety of important learning (e.g. ability to work in diverse groups) and behavioral (e.g. intention to continue volunteering) outcomes. Annually about 1,000 graduate and undergraduate students complete the SLIM (approximately 30% response rate). Data from the SLIM are used to monitor individual course quality as well as to answer critical program evaluation and research questions (e.g., the differential impact of service-learning experiences on under-represented minority students).
4. For metric 1.10, contact Service-Learning Office for the SL faculty survey (Appendix E). The SL faculty survey collects the following data:
  - Perceived support for SL
  - Partner information (e.g. contact, length of partnership, and funding)
  - Scholarship
  - SL impact on faculty (e.g. enhanced teaching, research, and sense of community).

## Community-Engagement Data Dashboard

Over the course of the 15-16 year, DCE collaborated with OPDS to develop a publicly accessible community-engagement data dashboard. The dashboard represents some of the ways we engage with our communities. Service-Learning data is also displayed on the Community-Engagement Data Dashboard. Data can be filtered by years, units, courses, and by students.

Data displayed on the dashboard are to be used as descriptive information and not designed to be used for evaluation purposes. Data variation may occur due to changes in reporting.

## Formative evaluation process

Data collected through the three mechanisms described above are used formatively each semester to improve the support and resources offered through the Service-Learning Office. For example, end-of-semester course evaluations over multiple semesters indicated that service-learning students were often confused about what exactly a service-learning class entailed and how to prepare for community service activities. In response, the Service-Learning Office created a suite of three short videos for instructors to orient their students to service-learning and community service (<http://bit.ly/178Ryjo>). Additionally, web reports showed that a large percentage of service-learning class instructors were adjunct faculty. In response, the Service-Learning Office created an Adjunct Faculty Support Program (<http://bit.ly/1aFLKE1>).

## In development

- Plans are in development to discuss whether SL faculty surveys will be collected annually; previous SL faculty surveys were collected every 2 years. Implementing annual SL faculty surveys will depend on internal capacity and resources.
- Service-learning partner information has been difficult to obtain in prior years because service-learning course designation records were in a paper format. Beginning fall 2015, the form is now electronic and will collect service-learning course designation data for the 15-16 academic year and onward. Plans are in development for entering previous data to the electronic database. As an alternative, metrics 1.7 and 1.8 can be obtained from faculty survey data until above process is complete. Use of faculty survey is limited, however, since it only asks for contact information for “most significant” community partner (see Appendix E).
- High Impact Practices (HIPs) Assessment Model is a new measurement framework that aligns with VCU’s strategic and quality enhancement plans as well as with theory and best practice in higher education assessment. The model uses institutional data and program data to assess the impact of HIPs on students and was pilot tested with service-learning students during the 15-16 academic year. Results indicated that both are succeeding as high-impact educational practices (i.e., higher retention and graduation rates). See HIPs [report](#) for full details.
- The impact of service-learning on students has been assessed with a rigorous longitudinal study that followed a cohort for 6 years using institutional and program data. Findings indicated that service-learning

students earned more credits, had a higher average college GPA, and graduated at significantly higher rates than non-service-learning students. Below is the citation for this research study conducted using VCU data. This was a one-time study due to resources. However, data collected for the recommended HIPs model ought to be able to be used to replace or replicate this impact study.

Lockeman, K.S., & Pelco, L.E. (2013). The relationship between service-learning and degree completion. *Michigan Journal of Community Service-Learning*, 20(1), 18-30.

## Community-Engaged Research

### Metric area 3: Community-Engaged Research (CEnR)

#### *Data collected through the IRB application (protocols) for this metric*

- 3.1. Total number of CEnR (approved IRB protocols)
- 3.2. Total number of CEnR by various demographics (i.e., academic unit, project type, etc.)
- 3.3. Total number of community partners involved in CEnR (up to 5 per CEnR project)
- 3.4. Total number of CEnR by level of stakeholder engagement (e.g. role of community partner)
- 3.5. Total number of CEnR IRB protocols that obtained external funding
- 3.6. Percent of external funding for CEnR compared to % of CEnR that did not obtain external funding
- 3.7. Amount of external funding for CEnR and sources (*in development*)

VCU defines Community-Engaged Research (CEnR) as a collaborative process between the researcher and community partner that creates and disseminates knowledge and creative expression with the goal of contributing to the discipline and strengthening the well-being of the community. CEnR identifies the assets of all stakeholders and incorporates them in the design and conduct of the different phases of the research process.

#### Operational definition

CEnR is operationalized as all human-subjects' protocols approved by the Institutional Review Board (IRB) involving a community partner. Launched in August 2013, the following information is captured in the IRB application process to systematically track CEnR (Appendix F).

1. Whether community partners have been involved in the study's design and/or its implementation.
2. Name and address for each community partner (can only list up to 5 per IRB protocol).
3. The role of the community partner(s) in the research. Three levels of stakeholder engagement are provided:
  - a. Provided access to study subjects
  - b. Provided guidance on study design or conduct
  - c. Made decisions about and/or assisted in study design or conduct
4. Source of funding received
5. Amount of funding received (in development)

#### Data collection process (3.1 - 3.7)

1. Contact the IRB Office for CEnR data to calculate metrics (i.e., overall totals and category totals). DCE requests regular reports to calculate the above (3.1 - 3.7) metrics.
  - a. For 3.4: Calculate percentage of CEnR by the three levels of engagement: data access only, partners provide guidance, or partners make decisions regarding the study's overall design.

## Community-Engagement Data Dashboard

Over the course of the 15-16 year, DCE collaborated with OPDS to develop a publicly accessible community-engagement data dashboard. The dashboard represents some of the ways we engage with our communities. Some CEnR data is displayed and is filtered by fiscal quarters, units, and role of community partners.

Data displayed on the dashboard are to be used as descriptive information and not designed to be used for evaluation purposes. Data variation may occur due to changes in reporting.

### In development

The next steps in implementing the new data collection system through IRB proposal submissions include:

- Data on external funding amounts for IRB protocols must be collected from the Office of Sponsored Programs (OSP) and compiled with IRB data. A process for connecting these reports is being explored.
- Exploring measures to assess impact of CEnR research and associated community partnerships.



## University-Community Partnerships

### Metric area 4: University-Community Partnerships

#### *Data collected by DCE from academic units for this metric*

- 4.1. Total number of university-community partnerships
- 4.2. Total number of academic units involved in partnerships
- 4.3. Total number of faculty involved in partnerships
- 4.4. Total number of students involved in partnerships
- 4.5. Total number of community partners involved in partnerships
- 4.6. Impact of university-community partnerships on community, faculty and students

VCU defines partnerships as a, “sustained collaboration between institutions of higher education and communities for the mutually beneficial exchange, exploration, and application of knowledge, information, and resources. Examples are research, capacity building, or economic development”.

#### Operational definition

Community-engaged partnerships are operationalized as a *sustained* level of interaction and/or ongoing engagement between institutions of higher education and communities for 2+ years. Partnerships are supported by VCU/VCU Health faculty, staff or students and community-based organization(s).

A community-engaged partnership is defined by *at least one* of the following ongoing activities by type:

- **Health-Related** service activities provided to populations and communities to better improve human health and may include screening, counseling, patient education, etc. Health-related services include direct patient activities to patients in real practice settings external to VCUHS.
- **Research** activities are community-engaged and incorporate stakeholders in the design and conduct of the different phases of the research process.
- **Creative** activities are related to the research and also community-engaged.
- **Service** activities may entail the delivery of expertise, resources and services to the community.
- **Outreach** activities entail the application and provision of institutional resources, knowledge or services that directly benefit the community. Examples include music concerts, athletic events, or health fairs.
- **Teaching/Learning** activities are community-engaged and connect students and faculty with activities that address community-identified needs through mutually beneficial partnerships that deepen students’ academic and civic learning.
- **Service-Learning:** Courses are university-approved service-learning courses that sustain a community partnership and require a service experience of 20 hours or more.
- **Internships/Practical** activities are community-engaged and provide a benefit to the broader community. This includes undergraduate/graduate students and unpaid/paid internships/practicums.

The following data is collected and publically available on the [Community-Engaged Partnership Map](#):

- Faculty/Staff contact information & their unit
- Partnership activity (e.g., teaching/service-learning, research, etc.)
- Geographic reach of the activity
- Focus area of the partnership (e.g. economic development, education, health & wellness, etc.)
- Community Partner contact information

### Data collection process

For metrics 4.1 - 4.5: DCE, CCTR and University Relations have developed an interactive Google-based Community-Engaged Partnership map that will showcase university-community partnerships taking place in designated locations in and around the Richmond region. Data is collected on an annual basis using an online survey tool that is distributed university-wide to capture updates and to collect new information for the Community-Engaged Partnership Map. The data are converted to a CSV file, cleaned and uploaded by a Tech Lead.

The Community-Engaged Partnership Map serves as a pan-institutional resource to connect, coordinate, and collaborate on community-engaged activities and identify potential areas of opportunity. The Map uses VIVO, an open source web application that enables the discovery of research and scholarship and promotes networking across disciplines. Together, they provide flexible reporting and data aggregations at the university, college, school, department, and faculty levels.

The Partnership Map is populated with data from VIVO and a Partnership Map survey. See below for descriptions.

**VIVO:** VIVO is a research-focused discovery tool that has faculty information, including publications from PubMed and EBSCO, as well as affiliation and scholarship related to community-engaged partnerships. VIVO also acts as a centralized database to populate VCU's Community-Engaged Partnership Map. Community partner and community-engaged partnership information is fed into VIVO from an institutional survey that is completed by individual units at VCU, with support from the Council for Community Engagement and VCU Health.

VIVO is also acting as a centralized database for the partnership map. Partner information is fed into VIVO from various sources. Known partnerships from existing data sources are fed into VIVO, which are also displayed on the Partnership Map. These sources are: [Pilot Invention of Community Partnerships \(PICP\)](#), the [Council's Community Engagement \(CCE\) grants](#) funded projects/research, and DCE programs. Data on additional partners is being collected through a Partnership Map Survey.

**Partnership Map Survey:** The Partnership Map Survey has been developed (fall 2015) and is administered using REDCap Survey. See Appendix G for full Partnership Map survey. Data collection began Feb 2016 and was completed April 2016. Identified unit representatives received email invitations to the survey and

were asked to forward the survey to relevant faculty/staff. Follow-up surveys data will be administered to update the Community-Engaged Partnership map on an annual basis.

**Note:** Metric 4.4 is not collected via the Partnership Map survey at this time. Number of students involved can be obtained using [Council's Community Engagement \(CCE\) grants](#) funded projects/research and [Currents of Change Awards](#) projects.

For 4.6: Impact data from specific projects are compiled using relevant information from the Service-Learning Office, the [Council's Community Engagement \(CCE\) grants](#) funded projects/research and [Currents of Change Awards](#).

With respect to the CCE, the Return on Investment (ROI) is calculated on an annual basis. Data points tracked and their data sources are listed in the table below. The number of scholarly products produced, by faculty and by students involved, as well as the amount of external dollars obtained by grantees are how the 'return on investment' is operationalized.

**Table 1. CCE Return on Investment Data Points**

Data Points	Data Source	Responsible party
<ul style="list-style-type: none"> <li>• Year</li> <li>• # of grantees awarded</li> <li>• Total \$ awarded</li> <li>• # of grantees that focus on each Quest strategic area (i.e., education, health, economic development, and sustainability)</li> </ul>	CCE Grant Application	DCE staff
<ul style="list-style-type: none"> <li>• # of faculty involved</li> <li>• # of students involved</li> <li>• # of scholarly products produced</li> <li>• # of external funds leveraged</li> </ul>	CCE PI Final Report	DCE staff

### In development

Currently, community voice is not being collected to assess and evaluate the impact of partnerships. Nor is there a centralized mechanism and process to gather this information university-wide. Discussions around this effort continue.

In an effort to inform these discussions, DCE has piloted a data collection process using focus groups to assess and evaluate ASPiRE partnerships, one of VCU's living learning programs, in fall 2015. Results indicated that partners are:

- Interested in providing feedback;
- Desire results about the impact of partnership for their own funders, grants, and outreach efforts; and,
- Are open to providing said data via annual surveys or focus groups (preferably focus groups).

Results from the pilot effort will inform future university-wide collection efforts to include community perspectives on the impact of these partnerships on their organizations and meeting community-identified priorities. Focus Groups questions used to assess community perceptions on programs and the institution are included in the appendix for review and future use (see Appendix H). See the [ASPiRE Partner Report](#) for additional details.

Also in development is partnership data that will be uploaded into a University-Partnership page in the Community-Engaged Data Dashboard.

## Community Service Hours

### Metric area 2: Community Service Hours

#### Student Service Hours

*Data collected by DCE from academic and academic support units for this metric*

- 2.1. Total number of students who engaged in academic service-learning
- 2.2. Total number of students who engaged in community service, not including academic service-learning
- 2.3. Total number of students who engaged in any form of community service who completed 20 hours or more per academic term
- 2.4. Total number of students whose service was supported by one or more Corporation for National Community Service (CNCS) programs
- 2.5. Total number of student community service hours

#### Faculty & Staff Service Hours

*Data collected by DCE from Human Resources for this metric*

- 2.6. Total number of faculty and staff who use community service leave
- 2.7. Total number of faculty and staff eligible for community service leave
- 2.8. Total number of community service leave hours used by faculty and staff
- 2.9. Total number of community service leave hours available to faculty and staff

### Student Service Hours (2.1 - 2.5)

VCU defines student service according to the definition used by the President's Higher Education Community Service Honor Roll (PHECSHR). Student service refers to activities designed to improve the quality of life of off-campus community residents, particularly low income individuals.

#### Operational definition

- **Community service** activities may include but are not limited to: academic service-learning, co-curricular service learning (not part of an academic course, but utilizing service-learning elements) and other co-curricular student volunteer activities, as well as work-study community service and paid community service internships. Community service includes both direct service to citizens (e.g., serving food to the needy) and indirect service (e.g., assessing community nutrition needs or managing a food bank).
- **Academic service-learning** means service that is integrated with academic course content. It may involve direct or indirect service, and may include academic research.
- **CNCS programs** include: AmeriCorps VISTA, AmeriCorps State and National, AmeriCorps NCCC, Senior Corps, and Social Innovation Fund.

## Data collection process

There is no one centralized system that collects all student community service hours. Instead, how student service data is collected varies based on service type: academic service-learning, co-curricular activities, internships/practicums/clinical education, AmeriCorps, community work-study, and general community service.

The following data is requested: (a) number of students engaged in community service, (b) number of students who did 20 hours or more per semester, and (c) total number of service hours for all service types. DCE collects this data annually in the fall semester. See DCE's PHECSHR manual for specific contacts and detailed procedures.

The following activities are included as student service for the PHECSHR as long as they meet the above definition. Academic service learning (service-learning) data is also reported, but as a separate category; data is obtained from the Service-Learning Office (see previous section for details).

- Co-curricular Activities: Includes service that is not part of an academic course, but utilizes service-learning elements. For example, ASPIRE students are required to complete 100 co-curricular hours in an academic year.
- Internships, practicums, & clinical education: Internships including paid and unpaid internships, practicums, field placements, student teaching, and clinical education, all count as community service. University Career Center maintains a list of internship coordinators university-wide.
- Community Federal Work-study: According to FWS office, community service FWS are those that are located off-campus and FWS positions in the library and recreation.
- AmeriCorps: Total number of students supported by CNCS programs includes both AmeriCorps members and America Reads students (non-AmeriCorps members).
- Community Service: Contact previous projects listed in USPHR spreadsheet and review departmental websites for new community service projects involving students from which to collect data.

## Community-Engagement Data Dashboard

Over the course of the 15-16 year, DCE collaborated with OPDS to develop a publicly accessible community-engagement data dashboard. The dashboard represents some of the ways we engage with our communities. Student service data is also displayed on the Community-Engagement Data Dashboard. Data can be filtered by year, units, and service type. Service learning and internship data are reported as separate categories, while the remaining community service activities listed above are collapsed into the "community service" category.

Data displayed on the dashboard are to be used as descriptive information and not designed to be used for evaluation purposes. Data variation may occur due to changes in reporting.

## RamServe

Led by DCE, RamServe is a collaborative effort between the University Student Commons & Activities, the University Career Center, VCU Technology Services and Office of Planning and Decision Support. At the student level, this project supports students in setting and tracking their goals regarding community service. For the university, it will streamline university-wide systematic data collection efforts for all student community service activities (e.g., general community service, internship, etc.). The end product will provide information at the student and community partner levels with reports generated per academic unit as well as for the university as a whole. Student community service, including internships, will be linked to Banner so that demographics, grades, and retention rates can be used in the overall assessment of the impact of community service on students. Community partner information will also be captured to assess the breadth and depth of community-university partnerships.

A prototype of the mobile app had been developed and rolled out with select students over the spring 2016 semester. The prototype is being revised and updated based on student feedback. The revised app will continue to be rolled out with select student populations and programs as IT infrastructure, policies, and procedures are developed and refined.

The following are the data points that will be collected via the RamServe mobile app:

- Student demographics (e.g., gender, level, degree program, etc.)
- Total service hours
- Service hours by community partner
- Community need addressed (standardized list)
- Skill provided (standardized list)
- Brief description of activity (140 characters)
- Satisfaction with volunteer experience
- Service connected to VCU organizations, academic programs, or SL course

**Note:** RamServe currently is only collecting service data for community service (e.g. volunteering). Service-learning is included to exclude double-counting these hours. Including internship hours and related data will be explored in future stages.

## Faculty & Staff Service Hours (2.6 - 2.9)

12-month employee service is reported and data collected in accordance with Virginia's state policy, "School Assistance and Volunteer Service Leave" also known as "Community Service Leave (CSL)" at VCU. This state policy grants state employees with up to 16 hours of paid leave that can be used towards community service.

## Operational definition

12-month employees can use up to 16 CSL annually to provide volunteer services to eligible non-profit organizations within or outside of their communities. Such service may be provided as a member of a service organization or through authorized school assistance.

- **Eligible Agencies** – A public or private nonprofit organization that is representative of a community or a significant segment of a community, and is engaged in meeting human, educational, environmental, or public safety needs. Excluded is service provided through a church where the only recipients of the service are the constituents of the church. Note: Activities involving political groups or causes do not qualify for use of this leave.
- **School Assistance** – Participation in school activities including meeting with teachers or school administrators, attending school functions or performing volunteer work [that] has been approved by a teacher or school administrator.
  - Eligible schools are all public schools (PK-12). Private schools can be eligible if the employee has children, step-children or children for whom the employee has custody attending the private school.

The following employees are eligible to use 16 CSL annually:

- Full-time classified staff,
- Full-time teaching and research faculty, and
- Full-time administrative and professional faculty.

Part-time 12-month faculty and part-time staff have pro-rated CSL hours.

Human Resources collects the number of community service leave (CSL) hours used by VCU employees through its leave request system. Supervisors are responsible for reviewing and approving CSL requests. See VCU's [Human Resources Payroll and Leave](#) website for additional details.

## Data collection process

1. Contact Human Resources for the faculty and staff service hours data outlined below:
  - Total number of full-time staff, faculty, and administrators who used CSL hours
  - Total number of full-time staff, faculty, and administrators eligible to use CSL hours
  - Total number of part-time staff and faculty who used CSL hours
  - Total number of part-time staff and faculty eligible to use CSL hours
  - Total number of CSL hours used by full-time staff, faculty, and administrators
  - Total number of CSL hours available to full-time staff, faculty, and administrators
  - Total number of CSL hours used by part-time staff and faculty



- Total number of CSL hours available to part-time staff and faculty

2. Calculate and report the following:

- Total number of staff, faculty and administrators who used CSL hours =  $a + c$
- % of total staff, faculty, and administrators who used CSL hours =  $(a + c) / (b + d)$
- Total number of CSL hours used (proxy for hours served) =  $e + g$
- % of available CSL hours used =  $(e + g) / (f + h)$

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**Virginia Commonwealth University**

Appendices

## Appendix A: Summary of VCU's Community-Engagement Data Enterprise Systems

<b>Data Component</b>	<b>Inclusion criteria</b>	<b>Collection Tool</b>	<b>Centralized<sup>a</sup> Database</b>	<b>Key Collaborators<sup>b</sup></b>	<b>Responsible Party &amp; Timeframe</b>	<b>Data Type</b>	<b>Population vs Sample</b>	<b>Data Use</b>
Anchor; Multiple Indicators	See Anchor Report	Email requests to identified unit contacts	No	OPDS	Division; Annual basis	Descriptive data	Varies	Tracking & Monitoring
Service-Learning (SL)	Courses officially designated as service-learning	Web-Reports (SL courses tag embedded)	Banner <sup>c</sup>	Registrar Office; OPDS	Faculty request SL course approval; Registrar Office adds SL tag; Semester basis	Descriptive data (# SL courses, enrollment, student data, & faculty demographics)	Population	Tracking & Monitoring; and Impact on Students
		Student Survey (SLIM)			Division; Annual basis <sup>d</sup>	Student perceptions	Sample	Impact on Students
		Faculty Survey			Division; Annual basis <sup>d</sup>	Faculty perceptions	Sample	Impact on Faculty
Community-Engaged Research (CEnR)	Approved human subjects protocols	IRB application (questions embedded)	Internal Review Board (IRB) database <sup>c</sup>	Office of Research	Principal Investigator; Ongoing basis	Descriptive data (# CEnR, level of involvement, partner contact)	Population	Tracking & Monitoring
University-Community Partnerships	Satisfy official definition of "partnership"	Unit Survey	Partnership Map <sup>d</sup>	CCTR, OPDS	Division; Annual basis	Descriptive data (# partners, contact info, focus area)	Sample	Tracking & Monitoring
Student Community Service	Activities that meet President's Honor Roll requirements	Email requests to identified unit contacts	In Development (RamServe) <sup>d</sup>	Student Affairs	Division; Annual basis	Descriptive data (# of hours, # of students)	Sample	Tracking & Monitoring
12-month Employee Community Service	Approved service leave requests for 12-month employees	Electronic leave requests (CSL category embedded)	Human Resources <sup>c</sup>	Human Resources	Individual personnel; Ongoing basis	Descriptive data (# of hours, # of employees)	Population	Tracking & Monitoring

<sup>a</sup>Centralized refers to mechanisms that collect university-wide data.

<sup>b</sup>The Division of Community Engagement collaborated with the listed departments/units.

<sup>c</sup>Existing mechanisms

<sup>d</sup>Novel mechanisms

## Appendix B: VCU Community Engagement Terms & Definitions

As part of the university's larger effort to institutionalize community engagement as a distinctive part of its identity, VCU's Council for Community Engagement (CCE) led the initiative to identify and define community engagement terms. The process included a comprehensive literature review and small and large group discussions to refine the core elements of 'community-engagement' and related terms. Once finalized, these terms were reviewed and approved by the President's Cabinet in 2013. VCU officially adopted its definition of service-learning in 1997 using a similar process.

Term	Definitions
<b>Community</b>	A group of people external to the campus who are affiliated by geographic proximity, special interest, similar situation or shared values. Communities may share characteristics such as age, ethnicity, gender, or sexual orientation.
<b>Partnership</b>	Sustained collaboration between institutions of higher education and communities for the mutually beneficial exchange, exploration, and application of knowledge, information, and resources. Examples are research, capacity building, or economic development.
<b>Community Outreach</b>	The application and provision of institutional resources, knowledge or services that directly benefits the community. Examples include music concerts, athletic events, student volunteers, public lectures, or health fairs.
<b>Community Engagement</b>	The collaboration between institutions of higher education and their larger communities for the mutually beneficial exchange of knowledge and resources in the context of partnership and reciprocity. It can involve partnerships and coalitions that help mobilize resources and influence systems and serve as catalysts for initiating and/or changing policies, programs, and practices.
<b>Community-Engaged Scholarship</b>	The creation and dissemination of knowledge and creative expression in furtherance of the mission and goals of the university and in collaboration with the community. Community-engaged scholarship (CES) addresses community needs through research, teaching and service in a mutually beneficial partnership. The quality and impact of CES are determined by academic peers and community partners.
<b>Community-Engaged Service</b>	The application of one's professional expertise that addresses a community-identified need and supports the goals and mission of the university and the community. Community-engaged service may entail the delivery of expertise, resources and services to the community.
<b>Community-Engaged Teaching/Learning</b>	A pedagogical approach that connects students and faculty with activities that address community-identified needs through mutually beneficial partnerships that deepened students' academic and civic learning. Examples are service-learning courses or service-learning clinical practice.

## Appendix C: Service-Learning Course Designation Form

This form serves as a planning and assessment tool and as a means of ensuring the integrity of VCU's service-learning courses. The list of best practices is divided between the four major components of a service-learning course: service experience, syllabus, reflection and the final evaluation.

The service-learning course designation process includes 2 easy steps:

Step 1: Complete this form.

Step 2: Email course syllabus to Lynn Pelco ([lepelco@vcu.edu](mailto:lepelco@vcu.edu)) immediately after you complete this form. Syllabus must include the VCU Statement of Service-Learning.

Instructor's Name: \_\_\_\_\_

VCU Department/Unit: \_\_\_\_\_

Email: \_\_\_\_\_

Semester course is taught (Check all that apply)

- Fall
- Winter Intersession
- Spring
- Summer

Course Number (e.g., ART 300) \_\_\_\_\_

During which semester will this class first be offered as a service-learning class? (Semester, Year) \_\_\_\_\_

### Section I: Service Experience

Service Focus Area

Topic area of service the student will provide (select all that apply)

- |   |   |  |
|---|---|--|
| <input type="checkbox"/> Arts, Humanities & Culture       | <input type="checkbox"/> Immigrant & Refugee Populations              |  |
| <input type="checkbox"/> Criminal Justice & Public Safety | <input type="checkbox"/> Injury & Violence Prevention                 |  |
| <input type="checkbox"/> Economic & Workforce Development | <input type="checkbox"/> International Development                    |  |
| <input type="checkbox"/> Education                        | <input type="checkbox"/> Older Adults/Aging                           |  |
| <input type="checkbox"/> Environment & Sustainability     | <input type="checkbox"/> Public Policy, Government & Nonprofit Sector |  |
| <input type="checkbox"/> Equity, Diversity & Inclusion    | <input type="checkbox"/> Urban Planning & Community Development       |  |
| <input type="checkbox"/> Food Access & Nutrition          | <input type="checkbox"/> Veterans                                     |  |
| <input type="checkbox"/> Health & Wellness                | <input type="checkbox"/> Other _____                                  |  |
| <input type="checkbox"/> Homelessness & Housing           |   |  |

graphic area where the service recipients reside (select all that apply):

Geo  
grap  
hic  
Rea  
ch  
Geo

- |  |  |
|--|--|
| <input type="checkbox"/> Northside     | <input type="checkbox"/> Charles City      |
| <input type="checkbox"/> West End      | <input type="checkbox"/> Goochland City    |
| <input type="checkbox"/> Near West End | <input type="checkbox"/> New Kent          |
| <input type="checkbox"/> East End      | <input type="checkbox"/> Ashland, City of  |
| <input type="checkbox"/> Southside     | <input type="checkbox"/> State of Virginia |
| <input type="checkbox"/> Downtown      | <input type="checkbox"/> International     |
| <input type="checkbox"/> Henrico       | <input type="checkbox"/> N/A               |
| <input type="checkbox"/> Powhatan      | <input type="checkbox"/> Other _____       |

Will students have at least 20 hours of service over the semester? (20 hours is the minimum.)

- Yes  
 No

Will students maintain a service hour log over the semester? (Mark only one oval.)

- Yes  
 No

Instructor contacts community partner(s) during the semester to check on student progress.

Minimum of once per semester is required. (Select all that apply).

- Before semester  
 During semester  
 After semester

What type of service activity is this? (Check all that apply.)

- Direct service activity (e.g., students work directly with clients)  
 Indirect service activity (e.g., students prepare reports, do research...)  
 Individual service activity  
 Group service activity

## Section 2: Syllabus

Current syllabus must be submitted to the Service-Learning Program Director and include the VCU Statement of Service-Learning.

Syllabus must be sent to Service-Learning Program Director

- Yes

Syllabus must include the VCU Statement of Service-Learning

**\*\*VCU Statement of Service-Learning:** Service-learning at Virginia Commonwealth University is a course-based, credit-bearing educational experience in which students participate in an organized service activity that meets community-identified needs. Service activities may be direct (e.g., mentoring youth, volunteering with patients,

working in community gardens) or indirect (e.g., creating research reports, designing online or print materials); may be individual or group-based; may occur either on- or off-campus; may be scheduled at varying times of the week/day; may be focused in different parts of the city, and may involve a variety of community organizations. Individual service-learning classes do not offer all of these options. Students are expected to familiarize themselves with the service activity options that are available in this class and to select from the available options the option that best suits their needs and interests. Students in all VCU service-learning classes participate in reflection activities that are designed to increase students' understanding and application of course content and to enhance their sense of civic responsibility.

- Yes, my syllabus includes the exact statement of service-learning
- No, my syllabus does not include it, but I will fix it now

The syllabus includes: (Select all that apply)

- A description of the link between service and course objectives
- A description of service activities and expectations
- A description of reflection expectations and assignments
- A description of grading procedures
- A copy of service contract (if using)

### Section 3: Reflection on Service

Types of reflection activities students will complete. (Select all that apply.)

- Written paper/journal
- Blog
- Blackboard discussion
- Discussion with peers
- Art/Performance
- Discussion with partners
- Other \_\_\_\_\_

Students are given multiple opportunities to reflect about service. (Select all that apply.)

- Yes
- No

Reflection assignments are reviewed multiple times during the semester. (Select all that apply.)

- Yes
- No

Student reflection assignments are purposefully designed to promote students' ability to connect what they are learning in the community with: (Select all that apply.)

- Academic content of course



- Civic Awareness/ Engagement
- Personal Growth/ Self-awareness
- Intercultural Awareness
- Global Awareness
- Other \_\_\_\_\_

#### Section 4: Community Partners

For this section, please enter all pertinent information about the community-based partners that are involved in this service-learning course. You can submit up to 5 community partners per program.

For each community partner, please include if this is a new (< 2years) or ongoing (> 2years) partnership.

Is there a contract or MOU used with community partners?

- Yes
- No

Community Partner (1)

Name of Organization \_\_\_\_\_

Street Address \_\_\_\_\_

Website \_\_\_\_\_

Primary Contact and Title \_\_\_\_\_

How long has partner 1 been involved with this class as a service-learning partner?

- Less than one year
- 1-2 years
- 2-5 years
- 5+ years
- Other \_\_\_\_\_

**Note:** Above Partner questions are repeated for additional partners (up to 5) if necessary.

## Appendix D: Service-Learning Impact Measure (SLIM)

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This semester you are completing a VCU service-learning class, which involves doing service in the community as part of the class assignments. Because this is different from your other classes, we have a special survey to evaluate this program. Your ratings and comments will be used to improve service-learning classes campus-wide. We want to hear about your experiences. Please complete the short survey below. Thank you!

### ABOUT THE COURSE

1. Please select the service-learning course that you are evaluating: [drop-down menu]
2. If the service-learning course that you are not evaluating was not listed in the drop-down list above, please enter here. \_\_\_\_\_
3. Where did you do your service? (i.e., Where, or for what organization, did you serve?) \_\_\_\_\_
4. Approximately how many total hours of service did you perform during the semester? \_\_\_\_\_
5. Which category below best describes the type of place or organization where you served?
  - Education/Youth
  - Environmental
  - Health
  - Religious Organization
  - The Arts
  - Other (please specify ) \_\_\_\_\_
6. Do you plan to continue serving at this location?
  - Yes
  - No
  - Maybe
7. (If no) Why not?
8. What reflection activities/assignments did you engaged in as part of this class? Check all that apply.
  - written journal
  - reflection paper
  - in-class presentations
  - class discussions
  - community presentation
  - blog
  - interview with service receiver
  - interview with professor or TA
  - I do not recall doing a reflection activity/assignment in this class
  - other (please specify) \_\_\_\_\_

For each item below, select the number that best describes the degree to which this service-learning class has been beneficial in the areas listed. Use a scale of 1 to 7, where 1 = NOT BENEFICIAL and 7= HIGHLY BENEFICIAL

How beneficial to your learning...	1	2	3	4	5	6	7
9. were the reflection activities/assignments of this class?	0	0	0	0	0	0	0
10. was the community service component of this class?	0	0	0	0	0	0	0
11. were your interactions with the instructor of the class?	0	0	0	0	0	0	0
12. were your interactions with the other students in the class?	0	0	0	0	0	0	0

### ABOUT YOUR EXPERIENCE

For each item below, select the number that describes the degree to which this service-learning class has encouraged you to think about the following items. Use a scale of 1 to 7 where 1=NOT AT ALL and 7 = VERY MUCH.

	1	2	3	4	5	6	7
13. Connect my learning to societal problems or issues.	0	0	0	0	0	0	0
14. Examine the strengths and weaknesses of my own views on a topic or issue.	0	0	0	0	0	0	0
15. Be more aware of local, state, national, or global issues that need to be addressed.	0	0	0	0	0	0	0
16. Be more aware of some of my own biases and prejudices.	0	0	0	0	0	0	0
17. Work effectively in a group where people from different backgrounds feel welcomed and included.	0	0	0	0	0	0	0
18. Clarify my career or professional goals.	0	0	0	0	0	0	0
19. Be an active and informed citizen.	0	0	0	0	0	0	0
20. Consider different cultural perspectives when evaluating social problems.	0	0	0	0	0	0	0
21. Be more committed to using the knowledge and skills I have gained in college to help address issues in society.	0	0	0	0	0	0	0
22. Be a role model for people in the community.	0	0	0	0	0	0	0
23. Feel comfortable interacting with people from a cultural group that is different from my own.	0	0	0	0	0	0	0
24. Develop a personal code of ethics.	0	0	0	0	0	0	0
25. Better understand someone else's view by imagining how an issue looks from their perspective.	0	0	0	0	0	0	0
26. Rate the degree to which this service-learning course challenged you to do your best work.	0	0	0	0	0	0	0

## ABOUT YOU

27. What is your student level?

- Undergraduate
- Graduate
- Non-degree student

28. What is your gender?

- Male
- Female
- Transgender
- Prefer not to answer

29. Which option below best describes your racial background?

- White
- African American
- Asian
- Hispanic
- Hawaiian/Pacific Islander
- Native American
- Two or More Races (biracial or multiracial)
- International (i.e., visa holder)
- Prefer not to answer

30. Does at least one of your parents or primary caregivers have a 4-year bachelor's degree?

- Yes
- No
- Not Sure

31. Have you received a Pell grant (for high financial needs) to attend VCU?

- Yes
- No
- Not Sure

32. Tell us in your own words what you got out of your service-learning experience.

33. How could this service-learning class be improved?

## Appendix E: Service-Learning Faculty Survey

### Service-Learning Faculty Survey

Thank you for participating in our short survey.

The goals of this survey are to assess (a) the level of support you have received for your service-learning/community engagement activities, and (b) the impact you believe your service-learning/community engagement work has had. Results will be used to inform us how we can better meet your needs.

### Service-Learning & Community Engagement Support

Please use the following definitions when answering the survey.

**Community Engagement** is defined as the collaboration between institutions of higher education and their larger communities for the mutually beneficial exchange of knowledge and resources in the context of partnership and reciprocity.

**Service-Learning** at VCU is a course-based, credit bearing educational experience in which students participate in an organized service activity that meets community-identified needs. Students reflect on the service activity to increase understanding and application of course content and to enhance a sense of civic responsibility.

To what degree do you perceive support for service-learning/community engagement from the following?

	Not at all supportive	Slightly supportive	Moderately supportive	Very supportive	Extremely supportive
The VCU President & Provost	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Your school's/college's Dean	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Your department's chair	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Your department faculty colleagues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Your students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

To what degree have the following supports from the VCU Service-Learning Office or the VCU Division of Community Engagement have been helpful to you?

	Not at all helpful	Slightly helpful	Moderately helpful	Extremely helpful	Not applicable (did not use)
Advocacy (e.g. assistance with on campus or community stakeholders)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assistance with scholarly/research activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Consultation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Funding (e.g. Service-Learning Project Award, Council for Community Engagement Grant Award)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mentoring (formal or informal)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Professional development (e.g. Service-Learning Associates Program, Service-Learning Mini-Institute, Service-Learning Spring workshop)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Publicity for/celebration of your community engagement work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teaching assistant	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Partnerships**

The next set of questions ask you to describe the community partnerships in which you are involved.

Partnerships are defined as sustained collaborations between institutions of higher education and communities for the mutually beneficial exchange, exploration, and application of knowledge, information, and resources. Examples are research, capacity building, or economic development.

Please name the most significant community partners that you have worked with through one or more service-learning course.

Partner’s Agency Name \_\_\_\_\_

Is this the first time you have partnered with (above name) for a service-learning course?

- Yes
- No

How long have you maintained a service-learning partnership with (above name)? (Please round to highest number of years or months if less than 1 year).

Years (if applicable) \_\_\_\_\_  
 Months (if applicable) \_\_\_\_\_

Is there grant funding associated with your service-learning partnership with (above name)?

- Yes (Enter estimated amount) \_\_\_\_\_
- No

**Service-Learning & Community Engagement Scholarship**

Have you presented or written anything about your service-learning teaching or related community-engagement work? (Examples are professional journal articles, newsletter articles, workshop presentations, professional conference presentations, blogs, etc.)

- Yes
- No

Please list (i.e., copy and paste from your curriculum vita) those scholarly products here.

If not, what do you think is the likelihood that a scholarly/research product could develop from your service-learning teaching or related community-engagement work?

- Very Unlikely
- Unlikely
- Undecided
- Likely
- Very Likely

**Impact**

Since you have been involved with service-learning, please describe how your community engagement work has impacted you as a VCU faculty member in the following areas.

	Strongly Disagree	Disagree	No Change	Agree	Strongly Agree
Improved my teaching skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Enriched the classroom experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Increased innovation in my scholarship & research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Enhanced the relevance of my research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Increased my job satisfaction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strengthened my sense of community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Is there anything else you would like to share about how you have been impacted?

**Demographics**

Lastly, please tell us a little about you.

How long have you been employed at VCU? (Please round to highest number of years or months if less than 1 year.)

Years (if applicable) \_\_\_\_\_

Months (if applicable) \_\_\_\_\_

What is your home department? \_\_\_\_\_

What is your faculty position?

Assistant Professor

Associate Professor

Professor

Instructor, collateral/non-tenured earning

Adjunct faculty member

Other faculty member

Are you tenured?

Yes

No

Thank you for completing the survey.

Please click on the "NEXT" below to submit your response.



## Appendix F: CEnR IRB Protocol

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The following questions have been added to the online IRB application to identify and characterize community partner engagement in research involving human subjects that is conducted by VCU investigators. The project team selected questions regarding the role of the partner(s) that were adapted from:

Khodyakov, D., Stockdale, S., Jones, A., Mango, J., Jones, F., & Lizaoloa, E. (2012). On measuring community participation in research. *Health Education & Behavior*, 40(3), 346-354.

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Is there at least one community partner\* involved in the proposed study?

- Yes
- No

\*A community partner is an individual or organization that is not affiliated with VCU or VCU Health Systems (e.g. VA Health Systems, a non profit or NGO, a business) but who is engaged with VCU or VCU Health Systems in this proposed study.

If yes ...

Please provide the following details about each community partner. If there are more than 5 community partners, please provide the following information on the 5 most significant community partners. If a community partner is a collaboration of multiple partners, please indicate the name of the larger collaboration and the zip code or country of the location where the majority of the research is taking place.

- Name of the organization
- Zip code or Country of the organization

Which of the three statements below best describes the role of the community partner in the study?

- Community partners only provide access to study subjects or project sites. They are not involved with study design, subject recruitment, data collection, or data analysis.
- Community partners do not make decisions about the study design or conduct, but provide guidance to the researcher about the study design, subject recruitment, data collection, or data analysis.
- Community partners make decisions with the researcher(s) about the study's research activities and/or help conduct those activities (i.e. study design, subject recruitment, data collection, and/or data analysis).

## Appendix G: Partnership Map Survey

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### Mapping Partner Information

Virginia Commonwealth University is actively in the Richmond region through its research, teaching, service/outreach, and patient care. This form aims to collect information about these activities, as well as the partner organizations that are involved. All information will be used to populate the Interactive Partner map (<http://communitynetwork.vcu.edu/partnerMap>), a tool that will illustrate VCU's commitment to community engagement.

### Instructions

This form includes two sections that collect information about collaborative programs and their partners involved.

Section 1: Collaborative Programs (activities, geographic reach, focus, etc.)

Section 2: Community Partners Involved (contact, address, length of partnership)

Please complete each section with as much information as possible in order to accurately capture the collaborative program, partners, and VCU units unique to the partnership.

Please complete one form per collaboration. This means you may need to fill out the form more than once or send the form to other persons who may have more information on partners and programs. We apologize for any inconvenience this may cause.

Your name \_\_\_\_\_

Your department \_\_\_\_\_

Your title \_\_\_\_\_

Your email \_\_\_\_\_

Your telephone \_\_\_\_\_

### Section I: The Collaborative Programs

For this section, please answer the following questions about collaborative programs that you are involved in and/or are aware of.

Definitions:

Collaborative programs are programs that are supported by VCU faculty, staff or students and community-based organization(s). A program can encompass a broad array of activities including service-learning courses, research, creative arts activities, teaching, service, outreach, and/or patient care.

If you have additional programs to report, please re-submit the form.

## Collaborative Program

Title \_\_\_\_\_

Brief Overview of Program

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## Program Activities

Select the type of activity.

- Teaching/Service-Learning
- Research/Creative Activity
- Service/Outreach
- Patient Care

## Geographic Reach

Select the area(s) that the program activities will serve.

- |  |  |
|--|--|
| <input type="checkbox"/> Northside     | <input type="checkbox"/> Charles City      |
| <input type="checkbox"/> West End      | <input type="checkbox"/> Goochland City    |
| <input type="checkbox"/> Near West End | <input type="checkbox"/> New Kent          |
| <input type="checkbox"/> East End      | <input type="checkbox"/> Ashland, City of  |
| <input type="checkbox"/> Southside     | <input type="checkbox"/> State of Virginia |
| <input type="checkbox"/> Downtown      | <input type="checkbox"/> National          |
| <input type="checkbox"/> Henrico       | <input type="checkbox"/> International     |
| <input type="checkbox"/> Powhatan      | <input type="checkbox"/> Other _____       |

## Focus Area

Each collaborative program may have focus areas in one or more areas. Please select all that apply.

- |   |   |
|---|---|
| <input type="checkbox"/> Arts, Humanities & Culture             | <input type="checkbox"/> Health & Wellness                            |
| <input type="checkbox"/> Criminal Justice & Public Safety       | <input type="checkbox"/> Homelessness & Housing                       |
| <input type="checkbox"/> Economic & Workforce Development       | <input type="checkbox"/> Immigrant & Refugee Populations              |
| <input type="checkbox"/> Education                              | <input type="checkbox"/> Injury & Violence Prevention                 |
| <input type="checkbox"/> Education: Early Childhood Development | <input type="checkbox"/> International Development                    |
| <input type="checkbox"/> Education: School-based (pk-12)        | <input type="checkbox"/> Older Adults/Aging                           |
| <input type="checkbox"/> Education: Adult Education             | <input type="checkbox"/> Public Policy, Government & Nonprofit Sector |
| <input type="checkbox"/> Environment & Sustainability           | <input type="checkbox"/> Urban Planning & Community Development       |
| <input type="checkbox"/> Equity, Diversity, & Inclusion         | <input type="checkbox"/> Veterans                                     |
| <input type="checkbox"/> Food Access & Nutrition                | <input type="checkbox"/> Other _____                                  |

**VCU Units Involved**

Please select all VCU Units that are directly involved in activities (i.e., providing services, teaching, research, patient care, etc.)

- |  |   |
|--|---|
| <input type="checkbox"/> Academic Affairs, Office of the Provost                       | <input type="checkbox"/> Health System, VCU                       |
| <input type="checkbox"/> Allied Health, School of                                      | <input type="checkbox"/> Intercollegiate Athletics, Department of |
| <input type="checkbox"/> Arts, School of   | <input type="checkbox"/> Life Sciences, VCU                       |
| <input type="checkbox"/> Business, School of   | <input type="checkbox"/> Mass Communications, School of           |
| <input type="checkbox"/> Centers and Institutes  | <input type="checkbox"/> Medicine, School of                      |
| <input type="checkbox"/> Dentistry, School of  | <input type="checkbox"/> Nursing, School of                       |
| <input type="checkbox"/> Department of Assurance Services                              | <input type="checkbox"/> Pharmacy, School of                      |
| <input type="checkbox"/> Development and Alumni Relations, Office of                   | <input type="checkbox"/> President, Office of the                 |
| <input type="checkbox"/> Education, School of  | <input type="checkbox"/> Research, Office of                      |
| <input type="checkbox"/> Engineering, School of  | <input type="checkbox"/> Social Work, School of                   |
| <input type="checkbox"/> Finance & Administration, Office of the Senior Vice President | <input type="checkbox"/> University College                       |
| <input type="checkbox"/> General Counsel, Office of                                    | <input type="checkbox"/> University Relations, Division of        |
| <input type="checkbox"/> Government and Public Affairs, Wilder School                  | <input type="checkbox"/> World Studies, School of                 |
| <input type="checkbox"/> Health Sciences   | <input type="checkbox"/> Other _____                              |

**VCU Faculty/Staff Involvement**

From the VCU units selected above, list the VCU faculty/staff (Name, Email) directly involved and associated with this program.

Name (1) \_\_\_\_\_  
 Unit (1) \_\_\_\_\_  
 Email (1) \_\_\_\_\_

Name (2) \_\_\_\_\_  
 Unit (2) \_\_\_\_\_  
 Email (2) \_\_\_\_\_

Name (3) \_\_\_\_\_  
 Unit (3) \_\_\_\_\_  
 Email (3) \_\_\_\_\_

**Section 2: The Community Partner(s)**

For this section, please enter all pertinent information about the community-based partners that are actively involved in the collaborative program. You can submit up to 5 community partners per program.

For each community partner, please include if this is a new (< 2 years) or ongoing (> 2 years) partnership.

**Partner 1**

Organization's Name \_\_\_\_\_

Organization's Street Address

The map requires a street address: Street, City, State, Zip

\_\_\_\_\_

Website \_\_\_\_\_

Contact Name and Title \_\_\_\_\_

Contact's Email \_\_\_\_\_

Is this a new or ongoing partnership for this organization?

New or Recent partnership (< 2 years). Ongoing partnership (>2 years).

- New partnership (<2 years)
- Ongoing partnership (> 2 years)
- Other \_\_\_\_\_

**(Note:** Above Community Partner questions are repeated for up to 5 partners if needed.)

Thank you for your participation. If you have additional information or other programs or partners to share, please re-submit the form or email Tessa McKenzie, [tcmckenzie@vcu.edu](mailto:tcmckenzie@vcu.edu).

## Appendix H. Community Partner Focus Groups Questions

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Focus group questions below were used to assess impact of a VCU PROGRAM from a partner's perspective. Questions are intended to be asked of partners who engaged with a specific institutional program, although last set of questions ask partner perspectives on working with both a VCU program and VCU as an institution.

Questions can be adjusted to reference the VCU as the "institution" only. However, we recommend asking how community members have interacted with the institution in order to contextualize responses

### Questions

1. Please introduce yourself and briefly describe your partnership with VCU PROGRAM.
  - a. How long?
  - b. What does VCU PROGRAM do for you?
2. What is going well with your partnership with VCU PROGRAM?
3. How would you describe the benefits of your partnership with VCU PROGRAM?
  - a. Your organization? (i.e., increased capacity, delivery of services?)
  - b. Community?
  - c. Students?
  - d. VCU?
  - e. Other?
4. What has made your partnership successful? (i.e., key ingredients?)
5. What are some barriers or challenges to partnering with VCU PROGRAM?
6. Would any of you say you have had or have heard about an unsuccessful partnership with...
  - a. VCU PROGRAM?
  - b. VCU?
7. What could [VCU PROGRAM / VCU] have done differently?
8. Suppose you had one minute to talk with VCU's president. What would you suggest [VCU PROGRAM / VCU] do to make a greater impact for the individuals and communities you serve?