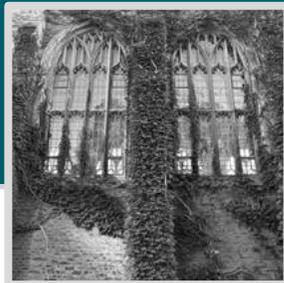# Public Engagement Strategies and Evaluation

October 2014

In the following report, Hanover Research surveys current research and practices in the evaluation of higher education public engagement strategies and initiatives. The first section provides an overview of public engagement in higher education before presenting some of the challenges to measurement and evaluation. The following section analyzes various evaluation practices, concentrating on key performance indicators, methodologies, and benchmarking tools. The final section examines public engagement evaluation and strategy at five institutions in the United Kingdom and the United States.

HANOVER RESEARCH

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EXECUTIVE SUMMARY AND KEY FINDINGS

INTRODUCTION

With an increasing focus on "third mission" objectives for higher education institutions, there is an "international convergence of interest on issues about the purposes of universities and college and their role in a wider society."[1] This has manifested itself in a growing focus on public engagement at higher education institutions and the increased salience of public engagement themes in the academic community. This report examines current practices in public engagement, with a specific focus on measurement and evaluation strategies of public engagement initiatives. The report comprises three sections:

- **Section I** provides an overview of public engagement as an increasingly relevant theme in higher education, before giving an overview of some of the challenges related to monitoring and evaluating public engagement efforts.

- **Section II** analyzes various evaluation practices, concentrating on key performance indicators, methodologies, and benchmarking tools.

- **Section III** examines public engagement evaluation and strategy at five institutions in the United Kingdom and the United States:
    - Queen Mary University
    - University of Bristol
    - University of Brighton
    - Michigan State University (U.S)
    - University of Illinois (U.S.)

KEY FINDINGS

- **Standardization of public engagement evaluation is still in early stages, and there is no clear-cut framework that can be applied to all institutions.** Research suggests that the most effective evaluation strategies are tailored at the institutional and program level to reflect individual goals and evaluation capabilities. While numerous institutions, organizations, and researchers are attempting to standardize public engagement and its evaluation, it is difficult to quantify the impact of public engagement efforts, especially when they can comprise such a wide variety of initiatives.

- **Evaluation at the institution level often focuses on a number of "holistic" indicators that demonstrate an institution's commitment to public engagement.** For instance, the Carnegie Foundation in the United States requires institutions to document their efforts across four indicator groups: institutional identity and culture, institutional commitment, outreach and partnerships, and curricular engagement. The National Coordinating Centre for Public Engagement (NCCPE) in the U.K. also uses a similar tool, with individual indicators that reflect easily

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[1] Watson, D. *Managing Civic and Community Engagement.* Maidenhead: Open University Press, 2007. p. 1.

quantifiable metrics such as the number of programs conducted or resources dedicated to public engagement.

- **It is important to make a distinction between outputs and outcomes in the evaluation process.** The evaluation of outputs (e.g., number of students involved in service learning programs) is more straightforward than the evaluation of outcomes (e.g., increased student sense of civic responsibility). Sophisticated evaluation tends to focus on outcomes more than outputs.

- **Common instruments used to collect data for evaluation of public engagement initiatives include surveys, questionnaires, interviews**, **and course evaluations.** Assessment of higher-level outcomes like health, learning, and economic development may require more sophisticated, longitudinal measurement techniques that are tailored to individual program goals.

- **A number of identified institutions use campus-wide tracking and assessment systems for public engagement projects, though the majority of evaluations are still conducted at the unit level.** Mechanisms like the Outreach and Engagement Measurement Instrument at Michigan State University can standardize public engagement evaluation across an institution, creating a more transparent environment for engagement initiatives and enabling targeting of high-impact programs.

- **A number of organizations in the U.K. provide support and resources for evaluation of public engagement at higher education institutions.** The National Coordinating Center for Public Engagement (NCCPE) works with U.K. institutions to promote engagement efforts throughout the country. Collaboration with NCCPE and the "Beacons for Public Engagement" initiative may yield further insights into the evaluation process.

SECTION I: PUBLIC ENGAGEMENT

> The 'ivory tower' summons up a world of academic superiority, even snobbery; of esoteric research, perhaps willfully disconnected from day to day realities; a closed environment in which knowledge and intellect is the preserve of the self-selecting, priveleged few. – John Fallon[2]

These remarks that opened the Taillores Network Leaders conference – titled "Building the Engaged University: Moving Beyond the Ivory Tower" – held in Madrid, Spain in June, 2011, speak to the perception and former reality of higher education as a bastion of privilege and a repository of research and knowledge divorced from the needs of society as a whole. Though the "ivory tower" image of academia may be entrenched in the public consciousness, a groundswell of support for more engaged institutions of higher education has emerged in recent years, particularly in the United Kingdom and the United States.

This shift in attitude of higher education centers on the concept of **"public engagement,"** defined as "the many ways in which the activity and benefits of higher education and research is shared with, and informed by, the public."[3] This engagement with the public can take a number of forms, including:

- Presenting to the public
- Participating in festivals
- Working with museums / galleries / science centers and other cultural venues
- Creating opportunities for the public to inform the research questions being tackled
- Involving the public as researchers
- Researchers and the public working together to inform policy
- Engaging with young people (e.g., workshops with schools"[4]

Especially in the U.K., national support for public engagement at institutions of higher education has increased substantially in the last two decades because there is

> ...an increasing call for universities to be more open and accountable, as well as increasing public interest in how policy makers use research, and in the research itself. Research funders are beginning to ask about the effects of research on the wider world...[5]

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[2] "Remarks on Building the Engaged University – Moving Beyond the Ivory Tower." Building the Engaged University, Moving Beyond the Ivory Tower: Tailloires Network Leaders Conference. Madrid, Spain. 2011.
http://talloiresnetwork.tufts.edu/what-we-do/global-conferences/madrid-conference-presentations/
[3] "The Beacons for Public Engagement." Beacons for Public Engagement. p. 2.
http://www.publicengagement.ac.uk/sites/default/files/publication/nccpe_bridging_the_gap_brochure_0_0.pdf
[4] Ibid.
[5] "Public engagement – a Bristol tradition." University of Bristol. http://www.bristol.ac.uk/public-engagement/about/history.html

The increased demand for higher education to come down from the ivory tower was made apparent in 2008 with the news that three education funding organizations – the Higher Education Funding Councils, Research Councils U.K., and the Wellcome Trust – would commit over £9 million to "inspire culture change in how universities engage with the public."[6] The grant represented the largest amount ever committed to supporting public engagement efforts and has fostered the development of the National Coordinating Centre for Public Engagement (NCCPE) and the Beacons for Public Engagement Initiative, a collaborative effort to support and develop public engagement at higher education institutions in the United Kingdom.[7]

The result of these initiatives has been an increased focus on facilitating engagement with the local, national, and global communities and grounding research and academic programming in the needs of society. A total of 61 U.K. institutions have signed NCCPE's "Manifesto for Public Engagement" stating their commitment to "sharing our knowledge, resources, and skills with the public, and to listening to and learning from the expertise and insight of the different communities with which we engage."[8]

A similar narrative has emerged in the United States, as higher education institutions have sought to maximize their impact on both the local community and the world through engaged research, active service programs, local and sustainable purchasing, and opening of campuses to the broader community. The Carnegie Foundation for the Advancement of Teaching introduced an elective classification in 2006 for community engagement, reflecting a desire on the part of institutions to declare their commitment to engagement. As of the 2010 iteration of the classification, 325 institutions had achieved the classification after submitting rigorous documentation of their engagement efforts.[9] The growing salience of public engagement will likely yield more institutions, in the U.K. and elsewhere, that make engagement a key point of strategic planning and institutional policy.

CHALLENGES TO MEASURING ENGAGEMENT

Despite much rhetoric surrounding the issue of public engagement and the need to measure it in some form, it appears that the development of effective measurement approaches and tools is currently in a formative stage. While clear-cut best practices in effectively measuring public engagement have not yet emerged, prior literature on the subject has pointed to challenges associated with measuring engagement at the institutional level.

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[6] "The Beacons for Public Engagement." Op. cit., p. 1.
[7] [1] "Public engagement – a Bristol tradition." Op. cit.
   [2]"The Beacons for Public Engagement." Op. cit., p. 1.
[8] "Manifesto for public engagement." National Coordinating Centre for Public Engagement.
   http://www.publicengagement.ac.uk/support-it/manifesto-public-engagement
[9] "All Classified Community Engagement Institutions (2006, 2008, and 2010)." The Carnegie Foundation for the Advancement of Teaching.
   http://classifications.carnegiefoundation.org/downloads/community_eng/2006_2008_2010_CE_Institutions.pdf

A 2010 University of Brighton literature review lists three current problems with measuring public engagement: **a lack of focus on outcomes, a lack of standardized instruments and tools, and the variety of approaches currently being adopted**.[10] The lack of focus on outcomes and impact is particularly prominent in the literature. For example, a 2004 review of measurement tools for evaluating community coalitions that promote community health found that tools that assess the impact and outcomes of community coalitions were least common among those examined.[11]

A 2009 briefing paper from the NCCPE concludes that measurement approaches that include economic dimensions and impacts on community wellbeing "merit further development… if we are to successfully demonstrate the worth of public engagement."[12] Furthermore, researchers at the University of Brighton — reflecting on the institution's own experience in developing measurement approaches — recommended that institutions ultimately try to measure impact and change, not only engagement activity.[13]

Researchers at the University of Bradford have echoed the importance of measuring the impact of public engagement. The institution's REAP approach to measuring and evaluating community engagement has four overarching principles, one of which is "externalities:" the benefits of engagement that extend beyond partnership participants to society as a whole.[14] Nevertheless, the researchers acknowledge that measuring the broader impact of engagement outside of partnerships is very difficult and would require significant investment by institutions and local organizations in data collection.[15] The University of Brighton literature review points out that "long-term timescales are required for measuring both higher-level institutional outcomes and broader social/community outcomes," making this aspect of measurement more challenging.[16] Hanover Research continues discussion of current practices in measurement, evaluation, and benchmarking of public engagement efforts in Section II.

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[10] Hart, A. and Northmore, S. "Auditing and Evaluating University-Community Engagement: Lessons from a UK Case Study." *Higher Education Quarterly.* 2010. p. 3.
http://about.brighton.ac.uk/cupp/images/stories/Static/materials_and_resources/angie_simon_article.pdf
[11] Granner, M.L. and Sharpe, P.A. 2004. —Evaluating Coalition Characteristics and Functioning: A Summary of Measurement Tools.‖ Health Education Research. p.1. http://her.oxfordjournals.org/content/19/5/514.full.pdf+html
[12] "Briefing Paper: Auditing, Benchmarking, and Evaluating Public Engagement." National Coordinating Center for Public Engagement. p. 39. http://talloiresnetwork.tufts.edu/wp-content/uploads/AuditingBenchmarkingandEvaluatingPublicEngagement.pdf
[13] Ibid., p. 40.
[14] "The Ivory Tower and Beyond: Bradford University at the Heart of its Communities." Bradford University. p.2.
http://talloiresnetwork.tufts.edu/wp-content/uploads/REAP_Report_Bradford_U.pdf
[15] Ibid., p. 4.
[16] "Auditing and Evaluating University-Community Engagement: Lessons from a UK Case Study." Op. cit., p. 5.

SECTION II: EVALUATION

While many institutions of higher education pursue public engagement strategies, measuring the effectiveness of these strategies and initiatives can be a difficult process, as oftentimes projects do not lend themselves to quantitative analysis and require significant input from external partners and participants. Indeed, even among institutions that seek to distinguish and identify themselves as committed to public and community engagement, strategic tracking and evaluation of initiatives is often lacking.[17] According to the NCCPE, evaluation of public engagement programs must be rigorous and thorough:

> "Good evaluation needs to be capable of addressing the question: 'value to whom?' or 'for whose benefit?' Evaluation therefore requires careful design, collection, analysis and interpretation of data.[18]

Research Councils U.K. (RCUK) provides a useful three-step evaluation framework for public engagement activities that advocates evaluation throughout the process of planning, delivering, and assessing the outcome of individual projects:

- Formative evaluation – Support development of activity
- Process evaluation – Ensure it is managed better next time.
- Impact evaluation – Assess final impact of activity.[19]

At each of these three stages of assessment, leaders must make a number of decisions regarding amount, type, and goals of evaluation. RCUK outlines these decisions, shown in Figure 2.1:

Figure 2.1: Building an Evaluation Strategy, RCUK

Setting Aims	What it is you want the activity to accomplish (i.e., big-picture outcomes)
Setting Objectives	What will need to be done to achieve your desired aims.
Choosing evaluation tools	Identifying the data that you will need to collect, and the tools with which to collect them, to demonstrate whether you have achieved your objectives.
Deciding how much evaluation	Being clear about what you can evaluate.

Source: RCUK[20]

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[17] "Carnegie's Community Engagement Classification: Intentions and Insights." Carnegie Foundation for the Advancement of Teaching. p. 1. http://www.carnegiefoundation.org/sites/default/files/elibrary/Driscoll.pdf

[18] "Briefing Paper: Auditing, Benchmarking and Evaluating Public Engagement." Op. cit., p. 9. http://www.publicengagement.ac.uk/sites/default/files/publication/evaluatingpublicengagement_1.pdf

[19] "Evaluation: Practical Guidelines." Research Councils U.K. http://www.rcuk.ac.uk/RCUK-prod/assets/documents/publications/evaluationguide.pdf

[20] Ibid.

With this framework in mind, Hanover Research reviewed resources from numerous organizations in the U.K. and the United States, as well as practices of individual institutions with successful public engagement programs. The scan identifies key performance indicators, methodologies, and opportunities for benchmarking.

KEY PERFORMANCE INDICATORS

Evaluation of public engagement programs focuses on a determined set of key performance indicators (KPIs) that are used to decide the success of individual programs and initiatives. While there are common KPIs in the field that are used by many institutions, it is critical that individual programs determine their own based on unique program goals and capabilities, as "the numerous attempts to define indicators for university-public engagement suggest that there is no single approach to audit, benchmarking and evaluating that can be taken off the shelf and applied to any given university and its partners."[21]

HOLISTIC INDICATORS

Accordingly, a number of organizations dedicated to public engagement propose various sets of KPIs for institutions of higher education to measure and benchmark their success in public engagement programs. NCCPE provides a self-assessment tool for universities to gauge their commitment to public engagement with nine indicators across three distinct categories of engagement: purpose, processes, and people. These indicators provide a high-level framework for considering the success of an engagement program. NCCPE advises institutions to measure their success using metrics in these nine indicator groups. Individual performance indicators will depend on the structure of engagement programming at the institution level. These high-level indicators are presented in Figure 2.2.

Figure 2.2: Indicators of Public Engagement, NCCPE

INDICATOR GROUP	DESCRIPTION	INDICATOR	DESCRIPTION
Purpose	Clarify purpose for engaging with the public	Mission	Create a shared understanding of the purpose, value, meaning, and role of public engagement to staff and students and embed this in your strategy and mission.
		Leadership	Create a shared understanding of the purpose, value, meaning, and role of public engagement to staff and students and embed this in your strategy and mission.
		Communication	Communicate consistent, clear messages to validate, support, and celebrate it, and ensure open and two-way communication with members of the public and community organizations.

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[21] Ibid., p. 4.

INDICATOR GROUP	DESCRIPTION	INDICATOR	DESCRIPTION
Processes	Invest in processes that support good quality engagement	Support	Coordinate the delivery of engagement to maximize efficiency, target support, improve quality, foster innovation, join up think, and monitor involvement and impact.
		Learning	Provide opportunities for learning and reflection and provide support for continuing professional development and training.
		Recognition	Recognize and reward staff involvement within recruitment, promotion, workload plans, and performance reviews and celebrates success with awards or prizes.
People	Focus on how effectively people are involved and supported	Staff	Ensure that all staff – in academic and support roles – have opportunities to get involved in informal and formal ways.
		Students	Proactively include and involve students in shaping the mission and in the delivery of the strategy, and maximize opportunities for their involvement.
		Public	Invest in people, processes, and infrastructure to support and nurture the involvement of individuals and organizations external to the institution.

Source: National Coordinating Center for Public Engagement[22]

Furthermore, the Carnegie Foundation, a U.S. organization that classifies institutions of higher education, recently developed an elective classification in community engagement that requires institutions to self-assess their individual programs across a variety of indicators.[23] These indicators measure both the success of efforts to integrate community engagement into all activities of the institution and the impact of individual initiatives on students, faculty, the community, and the institution. In order to obtain the classification, institutions must provide evidence of impact in the following areas:

- Institutional identity and culture
- Institutional commitment
- Curricular engagement
- Outreach and partnerships[24]

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[22] Bullets quoted verbatim from "Introducing the EDGE Tool." National Coordinating Centre for Public Engagement. http://www.publicengagement.ac.uk/support-it/self-assess-with-edge-tool

[23] "Community Engagement Elective Classification." Carnegie Foundation for the Advancement of Teaching. http://classifications.carnegiefoundation.org/descriptions/community_engagement.php

[24] "Methodology." Carnegie Foundation for the Advancement of Teaching. http://classifications.carnegiefoundation.org/methodology/community_engagement.php

"Institutional identity and culture" considers the degree to which public and community engagement is engrained in the vision and mission of the institution. It is measured often by the inclusion of language referring to public engagement in institutions' strategic plans or mission statements. For instance, San Jose State University's mission explicitly refers to "collaboration with nearby industries and communities,"[25] while the stated "vision" of the University of Bristol includes being "engaged with society's interests, concerns, priorities, and aspirations."[26] Such infusion of public and community engagement into the identity and mission in an institution is a common indicator of effectiveness.

"Institutional commitment" refers to the degree to which institutions have allocated resources to public engagement efforts. Common metrics used include:

- Budget allocations
- Infrastructure (such as an office dedicated to community engagement)
- Creation of community engagement strategic plans
- Faculty development efforts[27]

"Curricular engagement" includes "teaching, learning, and scholarly activities that engage faculty, students, and the community."[28] Common indicators used to measure level of curricular engagement may include a count of courses offered that include community engagement, such courses as a percentage of total offerings, how many faculty taught such courses and in what departments, and the creation of public engagement learning outcomes.[29]

Finally, "outreach and partnerships" measure the ways in which institutions collaborate with the public and their communities to promote mutually beneficial outcomes. Common indicators include number and types of partnerships, institution's services available to the community, institution's programs provided as outreach to the community, reciprocity and mutual benefit of programs, and sharing of faculty scholarship across the institution and community.[30]

PERFORMANCE INDICATORS

While the above indicators are often used to measure the degree to which institutions have meaningful and well-developed public engagement strategies, the evaluation of specific outcomes in individual initiatives often require more nuanced KPIs. A common strategy for developing a set of performance indicators is to use the "SMART" framework advocated by

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[25] "The Carnegie Elective Classification for Community Engagement, 2008 Documentation Reporting Form." San Jose State University. p. 1. http://www.compact.org/wp-content/uploads/2008/11/San-Jose-University1.pdf
[26] "Our mission, vision and values." University of Bristol. http://www.bris.ac.uk/university/governance/policies/vision/mission.html
[27] "Carnegie's Community Engagement Classification: Intentions and Insights." Op. cit., p. 39.
[28] Ibid p,. 40.
[29] "First-Time Classification Documentation Framework." Carnegie Foundation for the Advancement of Teaching, p. 12. http://classifications.carnegiefoundation.org/downloads/community_eng/first-time_framework.pdf
[30] Ibid, pp.14-15.

RCUK and numerous other organizations (Figure 2.3). By ensuring that performance goals are specific, relevant, achievable, time-bound, and measurable, institutions can make rigorous program evaluation possible, even in a field like public engagement with outcomes that are at times difficult to quantify.

Figure 2.3: SMART Model for Selecting Objectives and Indicators, RCUK

INDICATOR CHARACTERISTIC	DESCRIPTION
Specific	What exactly do you want to do, with or for whom?
Relevant	Will achieving this objective contribute to the delivery of your overall aim and support you/your funder's/your institution's goals?
Achievable	Is the objective achievable? In particular, can you get it done in the time you have available, within your budget, and within the prevailing political/institutional climate?
Time-bound	When do you want to achieve this objective and/or when do you think you will be able to achieve this objective?
Measureable	Can you measure whether or not you have achieved the objective?

Source: RCUK[31]

The Carnegie Foundation requires that all U.S. institutions that have the elective community engagement classification demonstrate through "systematic, campus-wide assessment mechanisms" the impact of community engagement programs on the institution, faculty, students, and the community.[32] Figure 2.4 presents examples of possible indicators for evaluating program impact across these four areas. It is important to note, as before, that KPIs should be developed by an individual institution or program in response to its own program objectives.

Figure 2.4: Potential KPIs for Measuring Success of Public Engagement Initiatives

CATEGORY	POTENTIAL INDICATORS
Institutional Impact	• Image • "Town-gown" relations • Institution recognition • Retention/recruitment • Resource allocation
Community Impact	• Partner satisfaction • Access to institution facilities like libraries and museums • Impact on social capital of community members

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[31] "Evaluation: Practical Guidelines." Op. cit.
[32] Ibid., pp. 6-7.

CATEGORY	POTENTIAL INDICATORS
Student Impact	• Academic learning • Perceptions of community • Self-awareness • Communication skills • Social/civic responsibility
Faculty Impact	• Increased staff sense of civic engagement • Institutionalized faculty engagement • More "grounded" research initiatives

NCCPE provides another perspective on these metrics (Figure 2.5). NCCPE uses its own framework of seven dimensions of public engagement and provides possible indicators of high-level outcomes associated with them.

Figure 2.5: Examples and Indicators of Public Engagement with HEIs

DIMENSION OF PUBLIC ENGAGEMENT	EXAMPLES OF ENGAGEMENT	POSSIBLE HIGHER LEVEL OUTCOMES
Public Access to Facilities	• Access to university libraries • Access to university buildings and physical facilities for conferences, meetings, events, accommodation, gardens, etc. • Shared facilities (e.g., museums, art galleries) • Public access to sports facilities	• Increased support for the institution • Better-informed public • Improved health and wellbeing
Public Access to Knowledge	• Access to established university curricula • Public engagement events (e.g. science fairs; science shops) • Publicly accessible database of university expertise • Public involvement in research	• Increased quality of life and wellbeing • Increased social capital/social cohesion/social inclusion • Enhanced public scholarship
Student Engagement	• Student volunteering • Experiential learning • Curricular engagement • Student-led activities	• Increased students sense of civic engagement • Increased political participation
Faculty Engagement	• Research centres draw on community advisers for support/direction • Volunteering outside working hours (e.g., on trustee	• Social benefit to the Community • Increased staff sense of civic engagement

DIMENSION OF PUBLIC ENGAGEMENT	EXAMPLES OF ENGAGEMENT	POSSIBLE HIGHER LEVEL OUTCOMES
	Boards of local charities • Staff with social/community engagement as a specific part of their job • Promotion policies that reward social engagement • Research helpdesk/advisory boards • Public lectures • Alumni services	• Institutionalised faculty Engagement • More 'grounded' research
Widening Participation	• Improving recruitment and success rate of students from non-traditional backgrounds through innovative initiatives eg access courses, financial assistance, peer mentoring • A publicly available strategy for encouraging access by students with disabilities	• Improved recruitment and retention of undergraduates, especially from excluded communities
Encouraging Economic Regeneration and Enterprise in Social Engagement	• Research collaboration and technology transfer • Meeting regional skills needs and supporting SMEs • Initiatives to expand innovation and design (e.g., bringing together staff, students and community) members to design, develop and test Assistive Technology for people with disabilities • Business advisory services offering support for community-university collaborations (e.g., social enterprises) • Prizes for entrepreneurial projects	• Local/regional economic Regeneration • Social and economic benefit to the community
Institutional Relationship and Partnership Building	• University division or office for community engagement • Collaborative community-based research programmes responsive to community-identified needs • Community-university networks for learning/dissemination/knowledge exchange • Community members on Board of Governance • Public ceremonies, awards,	• More effective strategic investment of resources • Conservation of natural resources and reduced environmental footprint • Expanded and effective community partnerships • Social and economic benefit to the community

DIMENSION OF PUBLIC ENGAGEMENT	EXAMPLES OF ENGAGEMENT	POSSIBLE HIGHER LEVEL OUTCOMES
	competitions and events • Website with community pages • Policies on equalities; recruitment; procurement of goods and services; environmental responsibility • International links • Conferences with public access and public concerns • Helpdesk facility • Corporate social responsibility	

Source: National Coordinating Centre for Public Engagement[33]

NCCPE makes an important distinction between measuring the outputs, outcomes, and impact of a program. While it is certainly important to measure outputs (i.e., the number of programs administered or individuals served), it is also necessary to consider the potential outcomes ("the changes, benefits, learning or other effects… as a result of your work") and the impact (the effect achieved at a higher level).[34]

Figure 2.6: Distinct NCCPE Measurements

Source: "Briefing Paper: Auditing, Benchmarking and Evaluating Public Engagement"[35]

University College London's "Public Engagement Unit" (PEU) provides a useful framework for determining KPIs around the NCCPE model for outcomes and impact. Individual projects at the PEU are evaluated for how they have affected the knowledge and awareness, attitudes, skills, and empowerment of both the participants and the audience.[36] This framework ensures that evaluation considers the broader, high-level results of an initiative, rather than simply recording their happening.

METHODOLOGY

Once an institution identifies KPIs, it must determine what methodology to use for measuring them. Assessing and evaluating outcomes of specific initiatives in public engagement can be difficult, especially when KPIs are not easily measurable by quantitative data. Still, institutions use a number of methodologies for tracking the progress of specific initiatives. While some institutions have institutional assessment mechanisms, "most

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[33] "Briefing Paper: Auditing, Benchmarking and Evaluating Public Engagement." Op. cit., pp. 14-15.

[34] Ibid., p. 17.

[35] Ibid.

[36] "Evaluation FAQs." University College London. https://www.ucl.ac.uk/public-engagement/evaluation/faqs

institutions rely on data from individual faculty projects, from course assessments, and occasionally from departmental reviews to evaluate their community-engagement approaches."[37] These mechanisms may include:

- Interviews with participants and audiences
- Surveys
- Poster exercises or activities
- Post-cards
- Observations of program activities
- Self-reflection tools
- Focus groups
- Meetings or workshops
- Diaries[38]

Perhaps most importantly, successful public engagement programs embed evaluation within the program itself, ensuring that specific initiatives have defined objectives and that data and qualitative evaluations are collected before, during, and after the project.[39] This is especially evident at University College London's "Public Engagement Unit" (PEU). According to its July 2012 report, the unit has been successful at ensuring evaluation of all initiatives as "all those involved in carrying out a project were encouraged to build evaluation into their project plans at the beginning in order that they could learn valuable lessons for any future public engagement activity."[40] All project leaders, for instance, were required to fill out an "End of Project Learning Report" that highlights the challenges faced in the project as well as the successful outcomes.[41]

NCCPE provides a guide for institutions to approach assessment of community engagement programs, advocating a three-tiered approach involving audit, benchmarking, and evaluation (Figure 2.6). An audit of public engagement activities is a "quality improvement process" wherein institutions track certain measures that determine overall performance of the system. According to NCCPE, common measures used in an audit include "self-assessment questionnaires relating to work and project activities to the more formal collection of Faculty and Department statistics itemizing such factors as hours worked, voluntary time contributed, etc."[42] Audit is a process of collecting routine data about the quantity of services administered by an institution – the "output" – which may be measured in terms of individuals served or total programs. Benchmarking is the process of collecting

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[37] "Carnegie's Community Engagement Classification: Intentions and Insights." Op. cit., p. 41.
[38] "Evaluation FAQs." Op. cit.
[39] "Evaluation." National Coordinating Center for Public Engagement. http://www.publicengagement.ac.uk/plan-it/evaluation
[40] "UCL Beacon for Public Engagement Final Report." University College London. p. 22. http://www.ucl.ac.uk/public-engagement/documents/evaluatinreports/FINAL_UCL_Beacon_for_Public_Engagement_WEBSITE_Ver.pdf
[41] Ibid., p. 17.
[42] "Briefing Paper: Auditing, Benchmarking and Evaluating Public Engagement." Op. cit., p. 7.

data for comparison among other institutions with regards to best practices. It will be discussed at greater length later in this section.

Figure 2.7: Assessment Process for Community Engagement Strategies

	AUDIT	BENCHMARKING	EVALUATION
AIM	Measures what is being done	Identifies problem areas and areas of excellence	Assesses the value of what is being done
PROCESS	A cyclical series of reviews	An ongoing process	A series of individual assessments over time
DATA COLLECTION	Collects routine data	Collects data for comparative purposes	Collects routine and complex data
METHODOLOGY	Review of what is actually being done	Review of best practice in the organization or sector	Evaluative research methodology not necessarily for external comparison purposes
PURPOSE	Not possible to generalize from the findings	Possible to make comparisons across a process or sector	Often possible to generalize the findings

Source: National Coordinating Center for Public Engagement[43]

Evaluation, on the other hand, requires a deeper assessment of the actual impact of programming. Organizations can evaluate programs using a number of different methodologies. In order to determine the methodologies used by institutions to measure the impact of public engagement efforts, Hanover Research reviewed practices of institutions in the U.K. and the United States through institutional websites and publications, application materials submitted to the Carnegie Foundation, and reports from organizations like NCCPE.

IMPACT ON INSTITUTION

Assessment of public engagement efforts on the culture, identity, and priorities of individual institutions can take a variety of forms, the most common of which are quantitative measures of institutional investment and input from various stakeholders of public engagement, including students, faculty, and community members. Weber State University in Ogden, Utah, for instance, used survey data from its students collected through the National Survey of Student Engagement (NSSE) and the Higher Education Research Institute (HERI) to build community engagement infrastructure within the institution, creating a "Community Involvement Center" and making community engagement a more visible priority at the institution.[44]

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[43] Transposed verbatim from ibid., p. 9.

[44] "The Carnegie Elective Classification for Community Engagement, 2008 Documentation Reporting Form." Weber State University. p. 14. http://www.compact.org/wp-content/uploads/2008/11/Weber-State-University-Documentation-Reporting-Form1.pdf

Another example involves "town-gown" relations at San Jose State University, which were measured through a survey of residents in the San Francisco Bay Area of California. Because the institution's "favorability" rating increased from 71.6 percent to 74.5 percent from 2006 to 2007, the institution claimed success of its outreach and engagement opportunities.[45] Such a method is highly qualitative and is typical of many assessment efforts that are highly dependent on subjective analyses.

IMPACT ON FACULTY

The impact of public and community engagement programming on faculty is typically measured qualitatively, through the administration of surveys and questionnaires and interviews with participating individuals. The Community Involvement Center at Weber State University administers a survey to all faculty members "measuring the impact of engaging in service" with the goal of improving the community learning experience and determining faculty success at integrating these programs into the regular curriculum. [46]

IMPACT ON STUDENTS

Evaluation of program impact on students can take many forms, both qualitative and quantitative. These are measured through a variety of mechanisms, including surveys, course evaluations, interviews, focus groups, and analysis of student academic performance. For instance, at Occidental College in Los Angeles, California, course evaluations measure students' perceptions of the impact of community-based learning on their critical thinking and writing skills.[47]

At Indiana State University (ISU), the effect of community engagement programs is measured quantitatively in terms of student retention, which the institution describes as its most important priority. By tracking and monitoring students that had participated in community engagement programs, the institution was able to evaluate their effectiveness at promoting retention of first-year students. ISU found that the majority of engagement activities, such as "community based learning, internships, practicums, clinical experience, fieldwork, consultation, student teaching, or arts performance or exhibition," had moderate predictive value in predicting retention of first year students.[48]

IMPACT ON COMMUNITY

Soliciting feedback from community partners through surveys and questionnaires is a key strategy and methodology used by institutions to measure the effectiveness of programs at promoting collaboration and mutually beneficial outcomes. However, despite efforts at evaluation, many institutions have found that they "could only describe in vague

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[45] "The Carnegie Elective Classification for Community Engagement, 2008 Documentation Reporting Form." San Jose State University. p. 13. http://www.compact.org/wp-content/uploads/2008/11/San-Jose-University1.pdf

[46] Ibid., p. 12.

[47] "The Carnegie Elective Classification for Community Engagement, 2008 Documentation Reporting Form." Occidental College. p. 12. http://www.compact.org/wp-content/uploads/2008/11/Occidental-College.pdf

[48] "The Carnegie Foundation for the Advancement of Teaching Elective Community Engagement Classification." Indiana State University. p. 14. http://www.indstate.edu/publicservice/about/CEClassification.aspx

generalities how they had achieved genuine reciprocity with their communities." [49] Community impact can be measured through a variety of mechanisms. The University of Illinois, for instance, gathers data on the impact on the community of its "Center for Education in Small Urban Communities" initiative through interviews, focus groups, and surveys. Data are then compiled into a report that is shared with both university and community stakeholders. [50]

Nova Southeastern University in Fort Lauderdale, Florida also administers a survey to all community partners soliciting feedback about the frequency, quality, and impact of collaborations with university groups. Questions include opportunities for assessment of communication, staff responsiveness, and contribution of university stakeholders to the partner's mission. [51]

While evaluation of community outcomes can be highly subjective, it may also include very measurable data. At Indiana State University, for instance, evaluation of student participation at local health clinics used orthopedic evaluation, pain scales, and patient satisfaction to measure the effectiveness of student clinicians. [52] Evaluation methodologies vary widely depending on the defined objective of the program and should reflect its individual characteristics and goals.

BENCHMARKING

While benchmarking is a useful exercise for many organizations, national and international organizations that track and measure the efforts of public engagement programs at institutions of higher education are still in their relative infancy. Before the Carnegie Classification in the U.S., for instance, there were no national data sources that could be used to benchmark individual programs. Carnegie data is still limited, not easily accessible, and varies significantly from institution to institution. This is compounded by the fact that

> "many of the "promising practices" (mission statements, infrastructure, leadership) do not lend themselves to quantitative data well and those that do (service learning courses, number of faculty and students) are influenced by size, location, program emphasis, and other qualities of the institution." [53]

Still, there have been numerous attempts in the U.K. to develop benchmarking systems, and NCCPE maintains that "benchmarking is likely to become easier once public engagement is

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[49] "Carnegie's Community Engagement Classification: Intentions and Insights." Op. cit., p. 41.

[50] "Curriculum Engagement and Outreach and Partnerships Classification Submission." University of Illinois. p. 6. http://engagement.illinois.edu/userfiles/file/Carnegie.pdf

[51] "2010 Annual Community Affiliate Survey Results." Nova Southeastern University. http://www.nova.edu/overview/forms/comm_affiliate_survey_report_2010.pdf

[52] "The Carnegie Foundation for the Advancement of Teaching Elective Community Engagement Classification." Indiana State University. pp. 15-16. http://www.indstate.edu/publicservice/about/CEClassification.aspx

[53] "The Benchmarking Potential of the New Carnegie Classification: Community Engagement." College Compact. http://www.compact.org/resources/future-of-campus-engagement/the-benchmarking-potential-of-the-new-carnegie-classification-community-engagement/4257/

more institutionally embedded in a number of universities in the UK."[54] Figure 2.7 displays an array of benchmarking tools under development in the U.K. and abroad within the realm of community engagement.

Figure 2.8: Potential Public Engagement Benchmarking Resources

TOOL	USES	WEBSITE
United Kingdom		
Higher Education Funding Council for England	• Strategic planning at the level of individual universities and regionally • Assessing regional development links with business and the community • Devising benchmark indicators	http://pumr.pascalobservatory.org/sites/default/files/Benchmarking%20the%20regional%20contribution%20of%20universities[1]_1.doc
Higher Education Community Engagement Model	• Developing benchmarking • Systematic monitoring to inform strategic planning	http://www2.warwick.ac.uk/about/communityold/communityhub/model/userguide.pdf
University of Bradford REAP	• Developing an outcome evaluation framework for university-community engagement work • Assessing the value added to the university and to local communities through public engagement activities	http://talloiresnetwork.tufts.edu/wp-content/uploads/REAP_Report_Bradford_U.pdf
International		
Carnegie Foundation	• Determining whether a university has institutionalized community engagement in its culture and commitments • Comprehensive indicator sets for institutional identity and culture, institutional commitment, curricular engagement, and outreach and partnership	http://classifications.carnegiefoundation.org/descriptions/community_engagement.php
Campus Compact	• Measuring the impact of service learning and civic engagement activities on students, faculty, the institution, and the community • Comparison of assessment methods and sample of assessment tools	http://www.compact.org/
Kellogg Commission	• Analysis of benchmarking progress • Providing a clear framework and categories of engagement • Identifying problems in relation to reliability, validity, and aggregation of data	http://www.aplu.org/NetCommunity/Document.Doc?id=187
Australian University Community Engagement Alliance	• Analyzing types of assessment • Providing a classification framework and comprehensive set of	http://www.guninetwork.org/resources/he-institutions-directory/australian-universities-

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[54] Briefing Paper: Auditing, Benchmarking and Evaluating Public Engagement." Op. cit., p. 12.

TOOL	USES	WEBSITE
	engagement indicators • Comparing university achievements internationally	community-engagement-alliance-aucea
Talloires/Tufts Inventory Tool for Higher Education Civic Engagement	• Providing a benchmarking questionnaire across five broad categories • Providing an audit framework • Comparing university achievements internationally	http://talloiresnetwork.tufts.edu/

Source: National Coordinating Center for Public Engagement[55]

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[55] Ibid., pp. 25-35.

SECTION III: PROFILES

QUEEN MARY UNIVERSITY

The Centre for Public Engagement at Queen Mary University (QMU) of London was established in 2012 in coordination with a Research Councils UK (RCUK) award to develop the already-robust tradition of public engagement at QMU. The goal of the Centre is to

> "fully embed public engagement across the full range of Queen Mary University of London's activities, ensuring a transformative change in the ways in which we work with, listen to, and consult with our communities."[56]

To achieve this goal, the Centre has outlined three strategic aims for its public engagement initiatives:

- **Do More –** To enable QM researchers and professional staff to not just take part in public engagement activities, but to see them as an integral and important part of working in a leading Higher Education (HE) institution.

- **Do Better –** To improve the quality of all the public engagement activities at QM, through shared practice, development of rigorous evaluation tools, and appropriate recognition and reward for public engagement work.

- **Do Tell** – To share engagement practice, both within QM and with external networks and stakeholders. To become a leader in the field of HE public engagement through promotion of the mechanisms that lead to the most effective public engagement.[57]

Though QMU does not provide a comprehensive outline of its specific performance indicators or evaluation methodologies, the Centre does list a number of sub-goals around the three strategic aims listed above and the metrics it will use to measure them (Figure 3.1).

Figure 3.1: Queen Mary University Public Engagement Strategic Plan

STRATEGIC AIM	SPECIFIC GOALS	MEASURING SUCCESS
Do More	▪ Create dynamic culture of involvement in public engagement ▪ Work on programs of Patient Engagement that build on links with National Health Service ▪ Increase partnerships with local schools, cultural organizations, industry, policy, and community groups.	▪ Measuring increase across three years of diversity of public engagement through Higher Education-Business and Community Interaction survey (HEBCI) ▪ Establishment of community stakeholder group

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[56] "Strategy and Aims." Queen Mary University of London.
http://www.qmul.ac.uk/publicengagement/about/strategy/index.html
[57] Quoted nearly verbatim from "Public Engagement Strategic Plan." Queen Mary University of London.
http://www.qmul.ac.uk/publicengagement/about/strategy/120005.pdf

STRATEGIC AIM	SPECIFIC GOALS	MEASURING SUCCESS
	▪ Replicating or extending provision of activities most effective at achieving engagement ▪ Develop innovative ways of delivering public engagement activities and using new technologies ▪ Provide access to funding that encourages the development of new, sustainable, and high quality programmes ▪ Support development of QMU cultural strategy ▪ Encourage development of engagement-informed research and interdisciplinary approaches ▪ Explore all options for ensuring public engagement activities can be created, developed, and sustained	▪ Accessibility of activities via the Internet ▪ Year on Year increase in number of applications for funding that are supported by the Centre ▪ Public Engagement forming a significant element of the new Life Sciences Institute and associate programs
Do Better	▪ Develop Centre as focal point for all QMU's public engagement activities ▪ Engage with wider Public Engagement community to develop best practices ▪ Create effective training programs for staff and students ▪ Recognize students and staff that deliver public engagement activities ▪ Include public engagement in promotions criteria by building up awareness of good practice in these areas throughout management structures ▪ Test nationally-developed evaluation tools to measure impact of work ▪ Develop own evaluation methods and metrics for improved reporting ▪ Embed public engagement in all QM strategies and processes ▪ Provide advice and structure to enable successful projects to flourish and be sustainable	▪ An established Centre for Public engagement brand used across QM activity ▪ Increased diversity of audiences of public engagement activity, including primary school children, teachers, and older people ▪ Coherent package of training options available to staff and students ▪ At least two training options available per career level per year ▪ Annual awards to recognized at celebration event ▪ Centre website and intranet to serve as repository for good practice and evaluation tools ▪ Inclusion of community engagement in other strategy documents, including QM's 2015 strategic plan

STRATEGIC AIM	SPECIFIC GOALS	MEASURING SUCCESS
		▪ Reach "embedded" stage of NCCPE's EDGE tool
Do Tell	▪ Promote public engagement at all levels of the institution, ensuring that it is prominent in all internal and external communications ▪ Develop guidelines for good practice that build on and extend existing work at QM and nationally ▪ Create an annual Public Engagement Conference as opportunity for practice sharing ▪ Develop innovative ways of promoting the process of public engagement in partnership with other HEIs and organizations ▪ Work with Communications, Marketing, and Events teams to promote and support public engagement activities ▪ Work with partner organizations and HEIs to share and promote critical thinking and practice in public engagement ▪ Work with Students Union to promote, support, and reward student links to local communities	▪ Events, training, and resources mentioned regularly in staff bulletins and included in annual review ▪ QM staff and students regularly used bank of resources developed by Centre staff ▪ Public Engagement seminar series and blog to enable regular sharing of practice ▪ Public Engagement Conference to be held annually to facilitate development of informal networks of public engagement practitioners ▪ Successful promotion of QM public engagement events both internally and externally

Source: Queen Mary University of London[58]

QMU works closely with NCCPE, having signed NCCPE's Manifesto for public engagement.[59] NCCPE has consulted with QMU and visited the campus on numerous occasions as part of the RCUK "Catalyst" initiative for public engagement, which provided the funding for the founding of the Centre for Public Engagement at QMU.[60]

The Centre for Public Engagement funds numerous research and outreach programs, awarding anywhere from £1,000 to £50,000. For awards of over £1,000, the Centre received 21 applications in 2013, providing funding to 10.[61]

[58] "Public Engagement Strategic Plan." Op. cit.

[59] "Why we've signed the Manifesto." National Coordinating Centre For Public Engagement. http://www.publicengagement.ac.uk/support-it/manifesto-public-engagement/signatories/queen-mary-university-london

[60] "The National Coordinating Center for Public Engagement visits Queen Mary." Queen Mary University of London. http://www.qmul.ac.uk/publicengagement/News/Gathering/index.html

[61] "Centre for Public Engagement Large Awards 2013." Queen Mary University of London. http://www.qmul.ac.uk/publicengagement/2013/index.html

UNIVERSITY OF BRISTOL

While public engagement has been a "feature of life" at the University of Bristol for many years, the institution is part of a growing movement towards the institutionalization of public engagement within higher education in the U.K.[62] University of Bristol was one of the founding partners of the "Beacons for Public Engagement" movement spearheaded by NCCPE, which provides resources, support, and direction for institutions of higher education seeking to integrate public engagement into institutional culture, policy, and strategy. NCCPE is in fact housed at University of Bristol.[63]

The institution has taken a number of steps to institutionalize public engagement, including the establishment of an Engaged University Steering Group (EUSG) in 2004, a group "embedded in University governance structures" that develops public engagement strategy.[64] The steering group's work is evident in the inclusion of public engagement values in the institution's vision and strategy, which state that University of Bristol is "engaged with society's interests, concerns, priorities, and aspirations."[65] To further this vision, the institution created a Centre for Public Engagement in 2008 to house a "small, highly professional central team working on public engagement."[66] The Centre has a staff of 10 that coordinate public engagement activities and provide support to academic departments.[67] A major effort of the Centre is an annual public engagement conference that brings together students, staff, and external organizations to discuss the institution's engagement efforts and highlight exemplary activities during the past year. The 2014 conference is scheduled for September 18.[68]

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[62] "Public Engagement – a Bristol Tradition." University of Bristol. http://www.bristol.ac.uk/public-engagement/about/history.html
[63] "The Beacons for Public Engagement." Beacons for Public Engagement. http://www.publicengagement.ac.uk/sites/default/files/publication/nccpe_bridging_the_gap_brochure_0_0.pdf
[64] "Public engagement – a Bristol tradition." Op. cit.
[65] "Our mission, vision, and values." University of Bristol. http://www.bristol.ac.uk/university/governance/policies/vision/mission.html
[66] "Public engagement – a Bristol tradition." Op. cit.
[67] "About us." University of Bristol. http://www.bristol.ac.uk/public-engagement/about/
[68] "University of Bristol Engage conference 2014. University of Bristol. http://www.bristol.ac.uk/public-engagement/events/2014/outputurl-69983-en.html

Figure 3.2: Public Engagement at University of Bristol
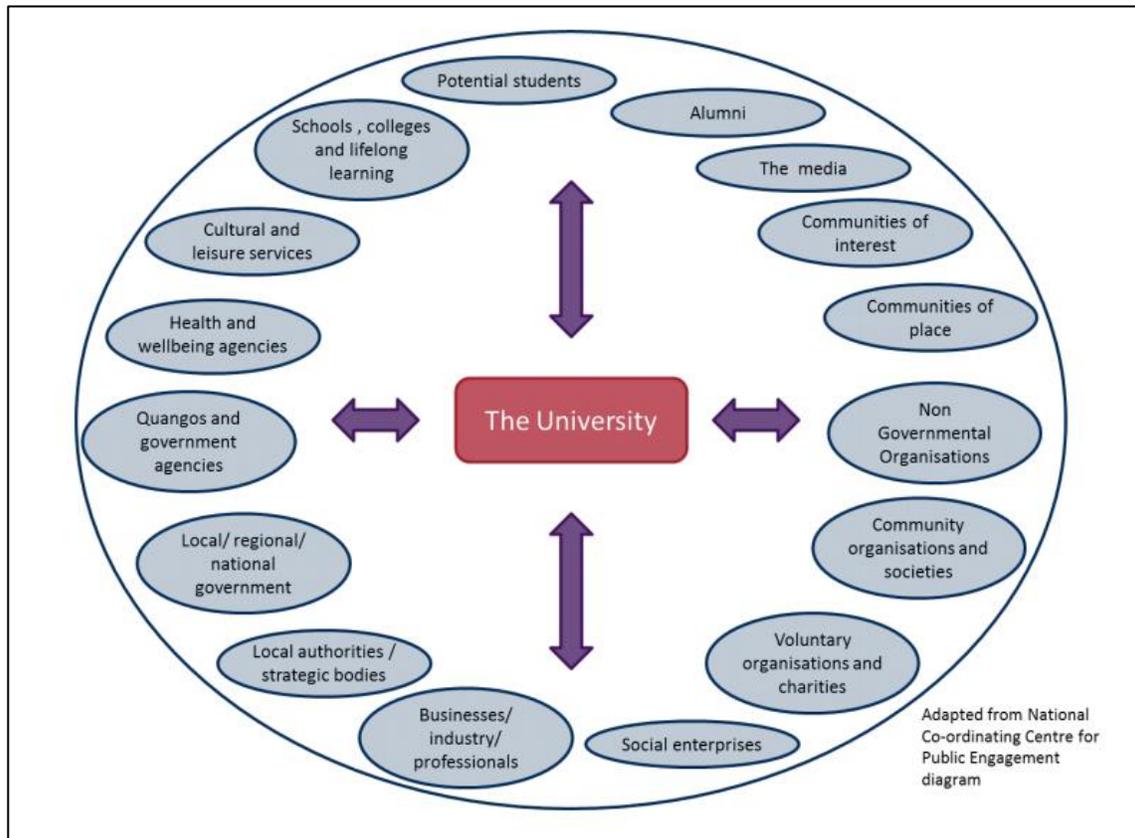
As is common with public engagement activities, much of the evaluation process occurs at the individual project level, though the Centre for Public Engagement does provide resources and support. As such, University of Bristol uses five "Generic Learning Outcomes" (GLOs) to set objectives for programs and to guide evaluation (Figure 3.3).

[69] "Engaged university Strategy." University of Bristol, p. 4. http://www.bristol.ac.uk/media-library/sites/public-engagement/documents/Engaged%20University%20Strategy%20Final%20Report.pdf

Figure 3.3: University of Bristol Generic Learning Outcomes

OUTCOME	DESCRIPTION
Knowledge and Understanding	▪ Knowing what or about something ▪ Learning facts or information ▪ Making sense of something ▪ Deepening understanding ▪ Making links and relationships between things
Skills	▪ Knowing how to do something ▪ Being able to do new things ▪ Intellectual skills ▪ Information Management skills ▪ Social skills ▪ Communication skills ▪ Physical skills
Attitudes and Values	▪ Feelings, perceptions, and opinions about ourselves and other people ▪ Increased capacity for tolerance ▪ Attitudes towards an organization ▪ Positive and negative attitudes in relation to an experience
Enjoyment, Inspiration, and Creativity	▪ Innovative and creative thinking ▪ Exploration and experimentation ▪ Being inspired and having fun
Activity Behavior and Progression	▪ What people do ▪ What people intend to do ▪ What people have done ▪ Reported or observed actions ▪ A change in the way people manage their lives

Source: University of Bristol and Museum, Libraries and Archives Council[70]

University of Bristol advocates the use of "surveys, voting, focus groups, and structured or semi-structured interviews" as means of collecting data for program evaluation.[71]

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[70] [1] "Resources." University of Bristol. http://www.bristol.ac.uk/public-engagement/staff/resources.html
  [2] "Generic Learning Outcomes." Museum, Libraries, and Archives Council.
    http://www.inspiringlearningforall.gov.uk/toolstemplates/genericlearning/index.html
[71] "Resources." Op. cit.

UNIVERSITY OF BRIGHTON

A large portion of the University of Brighton's public engagement activity is coordinated and promoted through the Community-University Partnership Programme (CUPP), which aims to "tackle disadvantage and promote sustainable development through partnership working."[72]

CUPP works in four areas of engagement:

- **The CUPP Helpdesk** – Point of entry to the university for local community, voluntary, and statutory organizations enquiring about research and any other possible collaborative opportunities.

- **Community Knowledge Exchange** – Activities bring together the knowledge of local communities, voluntary organisations, practitioners and university academics to share their different understandings and perspectives on issues of common interest.

- **Student-Community Engagement** – All community engaged work by students of the University of Brighton undertaken in community settings as part of their accredited curriculum.

- **Research and Development** – The initiative offers a range of local, national and international support to other universities and civil society organisations to explore the potential for partnership working in their local context.[73]

The institution has undertaken significant evaluation and audit of the CUPP program, including a three-part evaluation by an external consultant focusing on three of the above areas of work with which the program is involved. The first stage was conducted shortly after implementation of the program and examined how internal processes were working. The second step examined the progress and activities of three of the above areas of engagement. The third step of the evaluation aimed to assess the impact of the program.[74]

According to a report by leaders of the CUPP program, the three-stage evaluation "was not on a large scale, but aimed to take an overview of CUPP projects and activities, focusing on the experiences of those involved."[75] Information was gathered through face-to-face interviews, focus groups, and questionnaires. For the first two stages of the evaluation, CUPP program evaluators used interviews to collect data; accordingly, the data were primarily qualitative in nature, focusing on the perceptions and experiences of individuals directly involved with the program.

The second stage of the evaluation relied on interviews with university and community members involved with CUPP projects, covering the following topics: how the project came about, aims of the project, highlights and positive aspects, difficulties and issues, and future

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[72] "About Cupp." University of Brighton. http://about.brighton.ac.uk/cupp/about-cupp.html
[73] Bullets quoted verbatim from "What we do." University of Brighton.
    http://about.brighton.ac.uk/cupp/whatwedo.html
[74] "Briefing Paper: Auditing, Benchmarking, and Evaluating Public Engagement." Op cit., p. 37.
[75] Ibid.

plans.[76] The second stage also conducted a case study of the CUPP Helpdesk through an interview with the Helpdesk manager and phone interviews with three community members who had used the Helpdesk extensively.[77] Results for the second stage of the evaluation are composed of quotes from university and community members, as well as additional qualitative analysis of the interviews.

The third stage of the evaluation focused on quantitative impacts of CUPP. Data was collected through a survey of key university and community partners of the program, using separate questionnaires for community partners and university partners. A total of 14 individuals — seven from each group — responded to the questionnaire. The questionnaire asked respondents to provide a numerical answer to some questions (such as the number of contacts they have had with the Helpdesk), while other questions asked them to rate the impact of CUPP on various aspects, graded on a one-to-five scale (1=No impact / 5= Significant impact).[78] Table 3.4 shows the quantitative and impact rating questions of the survey for community partners and university partners. Note that questions that do not ask for a number are impact rating questions.[79]

Figure 3.4: University of Brighton CUPP Impact Survey Elements

COMMUNITY PARTNERS	UNIVERSITY PARTNERS
▪ Number of new contacts that you have made with individuals at the university ▪ Number of contacts you have had with the Research Helpdesk ▪ Number of CUPP activities that you've been involved in other than Helpdesk ▪ Number of university-run events attended by your staff or volunteers ▪ Number of contributions to university teaching sessions ▪ Improved quality of own work ▪ Improved quality of service provided to users ▪ Greater use of research and evidence in developing services	▪ Numbers of new contacts made within the ▪ community ▪ Numbers of connections made with new university staff through CUPP work ▪ Number of new teaching sessions developed, or teaching on modules not taught on before ▪ Number of new modules validated related to CUPP work ▪ Numbers of students involved in the teaching sessions related to CUPP work ▪ Number of grant applications developed from CUPP activities/links ▪ Number of new grants secured

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[76] Roker, Debi. "Evaluation of the Community University Partnership Programme (Cupp): Stage 2 report." p. 10.
http://about.brighton.ac.uk/cupp/images/stories/Static/about-cupp/evaluation/evaluationstage2.pdf
[77] Ibid.
[78] "The Impact of CUPP Projects and Activities: Results of a Final Survey." University of Brighton. p. 1.
http://about.brighton.ac.uk/cupp/images/stories/Static/about-cupp/evaluation/impact07.pdf
[79] Ibid. pp. 2-5.

COMMUNITY PARTNERS	UNIVERSITY PARTNERS
▪ The effect of CUPP on raising your organisation's profile	▪ Value of grants secured
▪ Number of grant/funding applications made as a result of CUPP links	▪ Number of student dissertations based on/ developed out of CUPP work
▪ Numbers of grants received as a result of CUPP project / links	▪ Number of students involved in work experience in community organisations, following the development of new links
▪ The total value of any grants/funding received as a result of CUPP links	▪ Influence on research directions in your school or unit
▪ The amount of influence that your organisation has had on local strategy and planning	▪ Number of community partners or service users involved in teaching and/or research
▪ Improvements to your organisation's efficiency and planning	▪ Effect of CUPP on your national or international profile
▪ Number of new contacts with strategic planners and policy-makers	▪ Dissemination activities undertaken as a result of CUPP links and work: presentations, journals, books, book chapters
▪ Influence of CUPP project / activities on the development of new services	
▪ Improved involvement and engagement with	

Source: University of Brighton[80]

It is notable that the University of Brighton evaluated the impact of CUPP by equally focusing on the quantitative data and opinions of community and university partners. Although the information gathered by the questionnaire was by no means exhaustive, the results indicate that in many ways involvement in CUPP had a significant impact on individuals and organizations.[81]

University of Brighton also produced a "Community Engagement Report" for the 2006-2007 academic year that provides an example of how engagement activity was assessed and documented across the entire institution. An audit was conducted in order to determine the range and volume of community engagement during a single sample year (2006-2007), to test a methodology for collecting this kind of information, and to provide baseline data that future progress could be compared against.[82] This first attempt at auditing engagement at the University aimed to record the breadth and depth of engagement by collecting quantitative data as well as qualitative accounts of community engagement programs and initiatives, presented as case studies. Program evaluators collected this information from

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[80] Ibid.
[81] Ibid., p. 6.
[82] "Community Engagement Report 2006-2007." University of Brighton. p. 2.
    www.brighton.ac.uk/cupp/images/stories/Static/about-cupp/evaluation/Communityuniversityengagement2006-7.pdf

faculty, departments, and schools throughout the institution, which achieved a 90 percent response rate.[83]

Before carrying out the audit, the scope and definition of "community engagement" had to be determined. As a result, the audit asked faculty and departments to collate data on work that was primarily intended to have a social impact rather than an economic one, involved people, groups, and organizations based within the immediate region, and took place during the previous academic year. In addition, the audit provided specific definitions for the terms "local community," "community engagement," "social impact," "community sector organizations," "community partnership," and "community support" in order to ensure the relevance of the data collected.[84]

The audit presented the following types of data:

- Teaching and Learning - the number of modules/units of study which involve students in direct community engagement
- Modules delivered by community organizations validated by the University
- Research and other activities - community partnerships within research and related activities
- Dissemination Activities - information on publications, including journal articles and books and conference papers which directly related to the process of local community engagement
- Staff Community Support Activities – the number of hours that staff contribute their expertise to local communities at a reduced rate or free of charge
- Staff volunteering outside of working hours including Governance roles
- Student volunteering
- Public events
- Goods and facilities provided to local organizations
- Fundraising and donations[85]

MICHIGAN STATE UNIVERSITY

For decades, Michigan State University (MSU) has been at the forefront of national and international discussions regarding university-community engagement and outreach. This is manifested in MSU's establishment of its University Outreach and Engagement (UOE) office in the late 1980s and the numerous reports and recommendations on engagement and outreach that have been produced by the institution, including a guidebook on planning and evaluating quality outreach in 1996.[86] Furthermore, the institution has established a

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[83] Ibid.
[84] Ibid., pp. 8-9.
[85] Ibid. pp. 13-21.
[86] "Points of Distinction: A Guidebook for Planning and Evaluating Quality Outreach." Michigan State University.

collaborative, the National Collaborative for the Study of University Engagement (NCSUE), which is involved in developing measurement and benchmarking criteria, defining outreach and engagement, investigating institutional policies and practices, studying the process and impact of university-community collaborations, and other activities.[87]

Development of the Outreach and Engagement Measurement Instrument (OEMI) is perhaps one of the most significant contributions that MSU has made in the effort to effectively measure and benchmark outreach and engagement activities at universities. Launched in 2004, the online OEMI survey "provides rich data for analysis and comparison about faculty effort, types of engagement, social issues, geography, and partnering characteristics."[88] The survey is administered annually to faculty and academic staff, who report on teaching, research, and service that directly benefit external audiences and stakeholders. The data is used to describe MSU's engagement activities to the public; to assess how and to what extent individual academic units are contributing to the University's engagement mission over time; to allow faculty to document their activities for merit reviews; and to provide a basis for cross-institutional comparisons.[89]

The OEMI is comprised of two main parts. The first part gathers numerical data about faculty outreach and engagement activities and effort, while the second part gathers descriptive information about the purposes, methods, and impacts of specific projects. More detailed information on the OEMI tool and how the institution measures and reports outreach and engagement activities have been provided in a number of presentations by the UOE office.[90]

The OEMI measures faculty effort across a number of dimensions:
- Time spent
- Social issues addressed
- University strategic imperatives
- Forms of outreach and engagement
- Location of intended impact
- University and non-university participants
- External funding[91]

It also gathers data on specific projects:
- Purposes

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[87] "About." National Collaborative for the Study of University Engagement." http://ncsue.msu.edu/about/default.aspx
[88] Ibid.
[89] "The Outreach and Engagement Measurement Mechanism." National Collaborative for the Study of University Engagement. http http://www.ncsue.msu.edu/measure.aspx
[90] "Presentations." National Collaborative for the Study of University Engagement. http://ncsue.msu.edu/presentations.aspx
[91] "The OEMI." Defining, Implementing, and Measuring Engagement Scholarship." Michigan State University. http://ncsue.msu.edu/files/Univ-Minnesota-09072012.pdf

- Methods
- Involvement of partners, units, and students
- Impact on external audiences
- Impacts on scholarship
- Creation of intellectual property
- Duration
- Evaluation[92]

Figure 3.5 displays these various data.

Figure 3.5: Michigan State OEMI Survey Questions and Data Types

DATA ON FACULTY EFFORT	DATA ON PROJECTS
▪ The percentage of total time devoted to engagement work. ▪ Social issues that engagement activities focus on. Respondents choose up to two issues from a list. ▪ The percentage of effort devoted to each social issue. ▪ Did the work contribute to achieving "Boldness by Design" imperatives? (University strategic goals that include enhancing the student experience, enriching community, economic, and family life, increasing research opportunities, etc.)? ▪ Forms of engagement activities. Respondents choose from a list including technical assistance, outreach instruction for credit and non-credit, service-learning, and clinical service. ▪ The number of people directly involved with or served by the engagement activity. ▪ Location of impact. Respondents select local cities, counties, and international locations towards which their engagement activities are directed.	▪ The title of the project. ▪ The social issues related to the project. ▪ Description of actions taken, for whom, and for what issue, opportunity, or problem. ▪ The length of the project. ▪ Geographic focus of the project. ▪ Respondents indicate whether other university units, graduate students, or undergraduate students were involved with the project. ▪ Primary external partners involved with the project. ▪ From a list, respondents select the role of external collaborators or sponsors. ▪ Respondents classify the sources of funding for the project. ▪ Respondents select the types of formal evaluation included in the project. ▪ A description of outcomes and impacts of the project. ▪ Respondents select the types of intellectual property created through the project. ▪ Impacts of the project on scholarly or teaching practices.

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[92] Ibid.

▪ Revenue generated for MSU or for outreach partners from gifts, grants, contracts, tuition, and fees as a result of engagement activities. ▪ Did the engagement activity benefit from in-kind contributions provided by off-campus entities– estimated hours of time contributed and the estimated hours of time contributed and the dollar amount of labor and materials?	

Source: Michigan State University

Data collected from the OEMI survey are summarized and communicated through a variety of reports and publications. According to a presentation by the Associate Provost for University Outreach and Engagement, centralized data about the institution's engagement activity, such as those collected through the OEMI survey, serve multiple purposes. These data help to document the institutional investment of scholarship for the public good; help describe an institution's engagement activity to the public; contribute to accreditation and other self-studies; facilitate strategic planning; support faculty development efforts; and can contribute to cross-institutional benchmarking.[93]

Aggregate data from the OEMI are presented in institutional reports that provide a university-level or college-level picture of outreach and engagement at MSU. The reports include aggregate data on the amount of time dedicated to outreach by academic staff, expressed in full-time equivalent (FTE) and salary value; the number of responses indicating outreach activity related to the different strategic goals; the number of participants or attendees; and the value of revenue and in-kind contributions resulting from outreach. The reports are organized by college, the social issue the engagement activity addresses, or the form of engagement.[94]

In addition to these university-wide summaries, MSU reports on OEMI results and other indicators of engagement activity via publications for academic staff, community leaders, and other stakeholders such as the University's *Engaged Scholar Magazine*, which is published annually, and the e-newsletter version, which is published on a quarterly basis.[95] Using data from OEMI and the service-learning student registration system, these publications feature graphics that provide a broader overview of engagement activity at MSU.

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[93] Ibid.
[94] Ibid.
[95] "The Engaged Scholar." Michigan State University. http://engagedscholar.msu.edu/

UNIVERSITY OF ILLINOIS

The University of Illinois provides an example of an institution that demands rigorous tracking and analysis at the individual program level and is making an effort to extend that rigor to campus-wide aggregation of evaluations. As an institution, the University of Illinois testifies to its commitment to public engagement through words and actions. The university's mission reflects this commitment:

> "We at Illinois serve the state, the nation, and the world by creating knowledge, preparing students for lives of impact, and addressing critical societal needs through the transfer and application of knowledge."[96]

At the same time, the Office of Public Engagement oversees the administration of numerous and substantial public engagement activities throughout the entire institution. During the 2012-2013 academic year, the Office oversaw more than 700 engagement programs in collaboration with over 200 community partners.[97] While the Office supports these programs and highlights their accomplishments to the greater university and public community, administration of individual projects is undertaken at a unit level. Not surprisingly, the same approach is taken with regards to evaluation.

Assessment and evaluation of public engagement programs begins with the collection of data at the individual program level as "individual units customize tracking methods to meet specific needs."[98] These data correspond to program characteristics and effectiveness as well as public perception of the institution and its programs. Instruments used to collect data include:

- Community member participation on campus- and unit-level committees
- End-of-program evaluations
- Speaker evaluations
- Client and participant surveys
- On-going partnerships
- Web site visits
- Requests for program information
- Networking at conferences
- Thank you letters and notes
- Personal phone calls
- Marketing statistics
- Web-enhanced feedback

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[96] "Who We Are." University of Illinois. http://illinois.edu/about/about.html

[97] "Engagement at Illinois." University of Illinois. http://engagement.illinois.edu/Page.aspx?site=Engagement-at-Illinois&page=Engagement-at-Illinois-Home

[98] "Curriculum Engagement and Outreach & Partnerships Classification Submission." University of Illinois. http://engagement.illinois.edu/userfiles/file/Carnegie.pdf

- Formal evaluation research
- Third-party surveys
- Impact assessments
- Face-to-face group sessions[99]

Once these data are collected, each academic unit is required to provide "extensive reports on impact and effectiveness to the Provost's Campus Budget Oversight Committee (CBOC)."[100] While assessment is currently carried out primarily at the unit level, according to the institution's application to the Carnegie Foundation's community engagement elective classification, attempts are being made to standardize reporting standards to promote consistent evaluation.

> Assessment data for engagement activities are critically important in this process as, typically, data for research and on-campus education are more readily available. Therefore it is critical that faculty and unit leaders compile similar information assessing engagement's impact, to have a role in the unit level processes leading to the unit's CBOC report. As will be noted elsewhere in this document, aggressive efforts are being made at the campus and unit levels to enhance our capabilities in aggregating and analyzing engagement assessment data.[101]

Up until 2006, these efforts include a campus-wide "Public Engagement Activities Index" which documented hundreds of engagement activities annually but was phased out due to software issues. Since then, the institution has been working to develop a similar campus-wide tracking and documentation mechanism. Recent developments include:

- The Chicago Imprint System – An "online tracking and reporting database," the Chicago Imprint system catalogues the "extent and impact" of the institution's community engagement in the Chicago area, with faculty and staff from various academic units updating program metrics as the change with time.[102]
- Public Engagement Portal – This database tracks engagement activities across the institution, providing access to the public and useful program information for university stakeholders.[103]

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[99] Ibid., p. 5
[100] Ibid., p. 6
[101] Ibid.
[102] Ibid.
[103] "Public Engagement Portal." University of Illinois. http://engage.illinois.edu/

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