Institutionalizing Community Engagement in Higher Education: A Quantitative
Approach to Identifying Patterns of Engagement Based on Institutional Characteristics

A Dissertation submitted
to the Graduate School
Valdosta State University

in partial fulfillment of requirements
for the degree of

DOCTOR OF EDUCATION

in Educational Leadership

in the Department of Curriculum, Leadership, and Technology
of the Dewar College of Education and Human Services

July 2016

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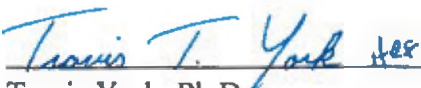
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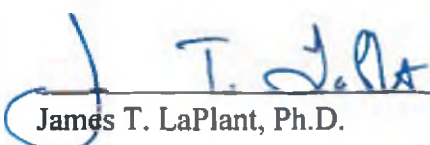Rudo Tsemunhu, Ph.D.
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ABSTRACT

The purpose of this research study was to explore the depth to which colleges and universities in the state of Georgia have institutionalized community engagement into their campus infrastructures. Community engagement was operationalized using the Furco, Weerts, Burton, and Kent (2009) model for institutionalizing community engagement in which there are five dimensions of engagement: Mission and Philosophy, Faculty Support and Involvement, Student Support and Involvement, Community Participation and Partnership, and Institutional Support. A survey design was used to collect data on trends in institutionalized community engagement at sample institutions ($N = 48$). A factor analysis statistical procedure indicated patterns of engagement in Georgia's higher education institutions that generally mirrored the Furco et al. (2009) model of the five dimensions of community engagement.

Results of a multivariate analysis of variance (MANOVA) test indicated no difference in the dimensions of community engagement based on institutional type (2-year/4-year) or control (public/private). However, ordinary least squares (OLS) regression analyses results showed that institutional characteristics were a significant predictor of one dimension of community engagement, Institutional Support. Similarly, a logistic regression analysis further indicated that Faculty Support (B = .624, $p \leq .05$) and Institutional Commitment (B = .267, $p \leq .10$) dimensions were significant predictors of institutional receipt of the Carnegie Engaged Campus Classification, the President's Higher Education Honor Roll in Community Service, or both designations. In addition, Institution Type (B = -2.487, $p \leq .10$) had a moderately significant negative predictive power, indicating that the odds of receiving national recognition were decreased by 8%

for 2-year institutions. The final logistic regression model accurately predicted 85.4% of the cases.

Implications for higher education in the state of Georgia include the urgent need to establish a Campus Compact coalition to more comprehensively research community engagement in the state and identify best practices and support mechanisms for engagement across the state. Additionally, university leaders must be intentional in developing campus-community partnerships by implicitly and explicitly supporting the community work of faculty, students, and staff through the allocation of resources, rewards, and recognition. Lastly, institutional leaders should increase campus efforts to create campus environments that provide transformative teaching and learning experiences for students, faculty, and staff.

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There is not enough space in this section and time in the world to express my appreciation and gratitude to those who have been instrumental in helping me to accomplish my goals. I am blessed to have such a massive network and appreciate the unwavering support of my family, friends, and colleagues. Thank you all for your love and encouragement throughout this process and always.

This work could not have been accomplished without my Lord and Savior. I am because He is. His mercy, grace, and favor towards me continue to keep me in awe; with Him all things are possible. Thank You for choosing me.

My Awesome Committee- There could not have been a stronger team assembled together just for me than my four-member committee who graciously shared their knowledge, expertise, and time. Thank you for believing in me and pushing me to do my very best work. I truly appreciate your encouragement, honest critiques, and confidence in me as a researcher. Dr. York, you were packaged and sent to me from God Himself! He knew that I needed your patience and gentleness to get through this process; thank you for serving as my chair and sticking with me even from DC! I appreciate that you believed in me and my work, and pushed me to find my inner researcher. Dr. Fiester, it was great working with you. I appreciate your willingness to chair my committee when Dr. York moved to DC. Your confidence in me as a student and researcher was uplifting. I am a better researcher because of your attentiveness and commitment to producing quality research. Drs. Kim and T, I am so grateful to you for your enthusiasm and sincerity. Our phone conversations always left me smiling and encouraged. Thank you for keeping me focused and comforting me when it seemed that there was no end in sight!

My husband and son, Michael and Noah- Babe, I'm so blessed to have you, your love, and support. Thank you for your encouragement, your confidence, and strength when I felt too weak and discouraged to continue. There is not a word to describe how much your support and sacrifice during this journey mean to me. I share this degree with you. My Sweets, Noah-poo, thank you for your daily prayer, "Lord, help my mommy finish her dissertation. She wants to be a doctor!" One day you will fully understand that mommy is a different kind of doctor, and hopefully you will be proud of me anyway (smile). I love you both.

My leading lady- Mom, thank you for always knowing this day would come and pushing me to follow my heart and dreams. Thank you for believing in me when I was doubtful, encouraging me when I wanted to quit, picking me up when I was down, and faithfully supporting my every endeavor. I am thankful for your sacrifice, and I can only hope that I've made it all worth it. You really are the wind beneath my wings. I love you.

Dad, you always seem to know just what to say- a great joke, a funny story, the perfect song, or a heartfelt moment. Thank you for reminding me to always live in the moment- to love hard, laugh loud, and live life to the fullest. This was a very stressful time; you will never know the many times your call or text lifted the weight from my shoulders. You are my sunshine; I love you.

Last but not least, my cheer squad—thank you to my family, friends, and colleagues who have helped me through this process with your words of encouragement, prayers for strength, patience, and understanding during this time. It was a long road, and now that it is over, I promise that you will hear from me regularly and frequently! Thank you for allowing me to have this time and cheering me on often times from afar.

A special heartfelt thank you to my cousins Trisha and family, Nene and Travis, and Rena; my Uncle Randy and family; my Godmother Linda and family; my brothers and sisters-in-law; my Clayton State and Campus Life work family; and my extended parents Papa Willie, Kim, and Shirley for always coming to my aid when I needed you. Cooking, cleaning, baby-sitting, shopping, visiting with me, and words of encouragement are just a few of the many ways that you pitched in to take care of me and my family during this time. You traveled this journey with me and never allowed me to quit. You all are more than I could ever ask for in a family! Thank you for being ride or die for me and for always being on Team Tasha!

A final note, to Team Tasha in Heaven, I am working hard to live up to all of your hopes and dreams for me. I pray that you are smiling and proud of me for this accomplishment and the many more to come. I miss you and wish that you were here to share in my joy.

DEDICATION

To the One who gives me purpose, peace, and power.

It was you, Lord it was You pulling me through.

Chapter I

INTRODUCTION

The inherent purpose of higher education in America has been widely contested for decades. At its very basic function, there is broad agreement that institutions of higher education are designed to challenge students to generate and critique ideas, and acquire knowledge to critically assess, develop, and transform in ways that they never entertained or considered in their quest for truth (Butin, 2010). However, as the nation experienced wars, depressions and recessions, health epidemics, and other threats to the stability of the American economy and society, (Boyer, 1996; Cox & Seifer, 2005; Kellogg Commission, 2001) other schools of thought emerged that expanded the role of higher education to much more than simply learning. Advocates of civic education encouraged a curriculum that focused on active citizenship and understanding of the democratic process (National Taskforce on Civic Learning and Democratic Engagement (NTCLDE), 2012; Cooper & Fretz, 2013). Scholars believed that through discovery and research, higher education should contribute solutions to society's most pressing problems (Harkavy, 2005; Hudson, 2013; Kellogg Commission, 2001). Moore (2014) cited the business communities' appeal that students be career-ready and equipped with the skills and knowledge to compete in the global economy. These seemingly competing ideologies became the nexus for community engagement such that higher education could retain its original role of being a public good that teaches, trains, and prepares students to be contributing members of society in a variety of ways.

This discourse among proponents of community engagement led to much inquiry into the role and value of community engagement as a fundamental learning experience for college students (Moore, 2014). For example, Deans (2010) cited academic values such as active learning, intercultural competence, and critical thinking as beneficial outcomes of community engagement initiatives for students. The Campus Compact coalition of college and university presidents reported that institutionalized community engagement practices produced students who were civic-minded with strong problem-solving and leadership qualities (Cress, Burack, Giles, Elkins, & Stevens, 2010). Similarly, opportunities provided to students through community engagement allowed them to explore, define, and develop their own cultural and intercultural self-awareness by investigating privilege and marginalization and leveraging their power to enact change (Reitenauer, Cress, & Bennett, 2013). Through collaborative projects, students strengthened their leadership capacities by developing their own leadership style and learning to work with others towards a common goal (Collier, 2013). Deans (2010) additionally cited findings from several comprehensive studies on collegiate community learning that concluded that community engagement initiatives positively correlated with student attitudes, values, skills, and views on social issues. Alongside findings reported that students who experienced engaged learning opportunities had outstanding post-graduation employment outcomes (Dubb, 2007) make community engagement a promising teaching strategy when successfully integrated into the campus culture and community.

However, while student outcomes of a community engaged infrastructure seemed appealing, concern grew that the movement was stalemate due to implementation

challenges. Community engagement strategies required a paradigm shift in traditional ways of teaching and learning (Whiteford & Strom, 2013; Boyer, 1996); mainly, efforts to retool higher education's role in the community compelled institutions of higher education to develop true collaborative partnerships in which community organizations were equal partners in the scholarship of engagement (Cox & Seifer, 2005; Whiteford & Strom, 2013). In addition, in their report, Returning to our Roots, the Kellogg Commission (2001) offered several common obstacles of engagement from institutions that had undergone the process of organizational change and integration of engagement into the campus culture. One main barrier included the development of and commitment to an institutional mission and definition of community engagement (Kellogg Commission, 2001; Holland, 2005; Furco, Weerts, Burton, & Kent, 2009). While such a task seemed simple on its surface, such campus-wide conversations often proved difficult and contentious. Whiteford and Strom (2013) described these challenges that they experienced while building capacity for engagement at the University of South Florida, a process that took over 6 months. Leaders at the Wingspread Conferences called to question higher education's commitment to engagement resulting from a perceived lack of mission-based focus on the engagement agenda, specifically from research institutions (Boyte & Hollander, 1999).

Because institutions and communities have unique qualities and characteristics, the immersion of community engagement varied for each engaged campus. However; researchers found some consistency in components of effective institutionalization of commitment to community (Furco, 2002; Holland, 1997). These frameworks often assess best practices or factors of community engagement on a scaled continuum of low,

medium, and high institutionalization to assist an institution with determining their

current level of action and the level that they aspire to be (Holland, 1997). One such

scale is the Furco et al. (2009) Assessment Rubric for Institutionalizing Community

Engagement in Higher Education. This assessment is a commonly used model for

institutional self-assessment of institutionalization of community engagement (Furco,

2002; Butin, 2010). Furco et al. (2009) identified five dimensions of community

engagement on the rubric that have been cited in numerous studies on community

engagement as high level practices of institutionalization (Furco et al., 2009; Butin,

2010). Each dimension is described below:

    a. <u>Mission and Philosophy:</u> The degree to which an institution-wide definition for community engagement is developed that provides meaning, focus, and emphasis for the engagement effort.

    b. <u>Faculty Support:</u> The degree to which faculty members are involved in implementation and advancement of community engagement within an institution.

    c. <u>Student Support:</u> The degree to which students are aware of community engagement opportunities at the institution and are provided opportunities to play a leadership role in the development of community engagement at the institution.

    d. <u>Community Partnership:</u> The degree to which the institution nurtures community partnerships and encourages community agency representatives to play a role in implementing and advancing community engagement at the institution.

    e. <u>Institutional Support:</u> The degree to which the institution provides substantial resources, support, and influence toward the effort.

Practitioners in community engagement credit The Carnegie Foundation for the Advancement of Teaching for bolstering and legitimizing community engagement as a national movement in higher education (Sandmann & Weerts, 2008). In 2006, The Carnegie Foundation for the Advancement of Teaching introduced the Carnegie Engaged Campus classification, one of the most rigorous self-reflection processes for institutional community engagement (Driscoll, 2009; Furco & Miller, 2009). The classification is a voluntary elective designation for community engagement whereby The Carnegie Foundation assesses and recognizes institutions for their collaborative efforts with their larger communities "for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity" (New England Resource Center for Higher Education (NERCHE), 2015). Although over 300 institutions nationally received the engaged campus designation, the process still remains competitive and challenges institutions to collect data and study their processes for incorporating community engagement into the fabric of the campus (Driscoll, 2009).

Many institutional leaders embrace community engagement as a viable strategy for connecting classroom, campus, and community. Still, other institutions are at an impasse between their desire to nurture a culture of learning and serving and the realities of their resources and institutional infrastructures. Because institutional priorities guide the institution's level of engagement, various researchers developed an array of assessment tools ranging from simple checklists to the more complex Carnegie community engagement framework for institution leaders to gauge the practical implications of a community agenda (Furco & Miller, 2009). These tools assist institutions in making informed decisions about their strengths and improvement areas

towards engagement (Furco & Miller, 2009), but do little to establish a baseline for effective institutionalized engagement efforts. Uniform metrics are needed to assist institutions with identifying appropriate infrastructural priorities such that institutionalized community engagement has consistent and standard meaning across institutions.

<div align="center">Purpose</div>

The purpose of this study was to explore patterns of community engagement among state of Georgia higher education institutions. A quantitative research design was used to observe relationships between the dimensions of institutionalized community engagement in higher education and the campus support structures for this engagement at state of Georgia colleges and universities. Although rubrics, checklists, and other frameworks outline existing practices that lead to sustained integration of community initiatives, there is a scarce amount of work that studied the impact of unique institutional characteristics on engagement infrastructural priorities. A majority amount of the research in this area has been qualitative in nature, providing great perspective of best practices in engagement through the in-depth study of a single institution with its own unique characteristics and campus culture. The understanding gained from these studies is valuable to the field but cannot be applied to other populations of higher education institutions. Understanding patterns of engagement among similarly postured institutions can assist leaders and administrators with prioritizing resources appropriately for institutionalized engagement.

Problem Statement

The problem identified for this study is that common standards of institutionalized community engagement are neither defined nor implemented universally among colleges and universities.

Significance

The case for community engagement as a priority of higher education is not a nascent idea (Boyer, 1996). Abraham Lincoln's signing of the Morrill Land Grant Act in 1862 conceptualized American ethos of higher education being rooted in communities as partners in empowering citizens to solve society's most critical problems (Kimmel, Hull, Stephenson, Robertson, & Cowgill, 2012). The Hatch Act of 1887 redefined the university's role in society by adding scholarly research to the responsibility of professors of higher education in addition to their role as teachers. The Act established research centers to advance new discoveries in agricultural production and improve the health of Americans (Fitzgerald, Bruns, Sonka, Furco, & Swanson, 2012). A third Act, The Smith-Lever Act of 1914 funded opportunities for outreach through cooperative extensions (Dubb, 2007). Federal funding for research institutions underscored a national expectation of how higher education should perform and engage in society (Cox & Seifer, 2005). Federal support for higher education's social connectedness continued with the passage of the GI Bill, the Higher Education Act, and in 1993 the establishment of the Corporation for National and Community Service (CNCS) (Dubb, 2007; Soska, Sullivan-Cosetti, & Pasupuleti, 2010; CNCS, 2014).

Responding to the call for engagement, over 1100 university presidents in 34 states committed to higher education engagement initiatives through the Campus

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Compact, a central body for university presidents to commit to the advancement of community engagement into the American higher education system. Other networks such as the Association for American Colleges and Universities (AAC&U), The Kellogg Commission, and The Carnegie Foundation all have been instrumental in leading higher education efforts to formalize community initiatives into the culture of institutions. Boyer (1996) called this the scholarship of engagement—"creating a special climate in which the academic and civic cultures communicate more continuously and more creatively with each other" (p. 21). Boyer's argument caused a shift in the way that community engagement has been seen: While community engagement for so long had been a product of higher education, civic leaders were now calling on community engagement to be a process of higher education (Moore, 2014) in which true commitment to the local community is realized.

Research Questions

For this study, the following research questions were asked:

1. Is there a pattern of engagement among colleges and universities in the state of Georgia?

2. Is there a difference among the dimensions of community engagement based on institution type and control?

3. Are institutional characteristics predictors of institutionalized community engagement?

4. Are the dimensions of community engagement predictors of national recognition?

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Chapter II

REVIEW OF THE LITERATURE

This chapter provides a review of the relevant literature on community

engagement and its evolution into modern postsecondary education. Specifically,

community engagement is defined and its trajectory to the national platform is traced.

The Furco et al. (2009) rubric for institutionalizing community engagement is discussed

as a viable measure for institutionalized community engagement along with the practical

implications of institutionalized engagement as reviewed in the literature. Opportunities

for rewards and recognition resulting from intentional integration of community

engagement into the campus culture are discussed and community engagement's most

prominent stakeholders are presented. Lastly, a discussion on the current state of

community engagement in higher education is offered. This review of the literature on

community engagement is discussed in the context of the organizational change

theoretical framework with an emphasis on institutionalized community engagement as

an infrastructural consideration.

Defining Community Engagement

The term community engagement is often used interchangeably with other,

similar, service-related terminologies. Other terms such as service learning, civic and

democratic engagement, experiential learning, community and service-based learning,

and volunteerism described higher education's community-centered work; however while

these terms illustrate the broader purpose of community involvement, professionals in the

field define these terms based on the primary focus of engagement (Butin, 2010; Cress et al., 2010). For example, service learning describes the intentional linkage between academic classroom teaching and hands-on experiences using the material learned (Butin, 2010; Cress, 2013; Stewart & Casey, 2013). Civic and democratic engagement terms are commonly used to describe engagement in the political process, such as voting, campaigning, and advocating for legislation (Dubbs, 2007; NTCLDE, 2012). The term volunteerism further describes students' engagement in the community through the donation of time and energies to a specific cause (Cress, 2013; Stewart & Casey, 2013). All of these terms to some degree describe the university relationship with the community—either engaging through the student learning process or through co-curricular opportunities to support campus outreach efforts through service. Thus, the term community engagement became widely accepted as the umbrella term describing the many different agendas for higher education's campus-community endeavors.

However, the term community engagement still lacked a formal definition (Moore, 2014; Saltmarsh, Giles, Ward, & Buglione, 2009; Stewart & Casey, 2013). Without consistency of message or outcomes, community engagement took many different meanings from campus to campus. Many campus administrators understood community engagement as a pedagogy initiated by faculty through classroom teaching and learning (Butin, 2010). Students participated in service learning opportunities to connect their classroom learning with community experiences. Community engagement enhanced the student experience by aligning opportunities in an academic way to provide students with real-world, hands-on experiences (Kellogg Commission, 2001). Jackson-Elmoore, Wawrzynski, Colbry, and Daniels (2013) wrote that undergraduate research

experiences allowed students to apply classroom learning through a hands-on approach in the community. Jackson-Elmoore et al. (2013) further wrote that these experiences are transformative and foster civic-mindedness as a personal philosophy for students.

Other campus administrators viewed community engagement as an economic strategy to develop and prepare students to enter the workforce and maintain the economy (Moore, 2014). Society expected institutions of higher learning to produce contributing, global members of society who were prepared to work in our changing economy (Moore, 2014). In his report on *Linking Colleges to Communities*, Dubbs (2007) reasoned that higher education strategies to connect to their communities must also incorporate career development opportunities. Horgan and Scire (2007) wrote that "in an era of ever-increasing demand for focused career education offerings….colleges are simultaneously being called on to reassert their longstanding commitment to educating the whole citizen" (p. 83). Without engagement opportunities, employers worried that students would enter the workforce unprepared and lacking practical application of textbook and classroom learning (Moore, 2014).

The Carnegie Foundation for the Advancement of Teaching took the lead in developing an accepted definition of community engagement. This definition broadly defined community engagement to encompass all of the aforementioned purposes:

> The purpose of community engagement is to utilize knowledge and resources in partnership with public, private and community sectors to enrich scholarship, research, and creative activity; enhance curriculum, teaching and learning; prepare educated, engaged citizens; strengthen democratic values and civic

responsibility; address critical societal issues; and contribute to the public good (NERCHIE, 2015).

Following Carnegie's lead, other organizations attempted to simplify the definition of community engagement. While there are slight variations to every definition, the common thread among them include the ideas of scholarship, mutuality and reciprocity, and transformation (Fitzgerald & Primavera, 2013; Fitzgerald et al., 2012; Moore, 2014; Whiteford & Strom, 2013).

Earnest Boyer: The Scholarship of Engagement

Perhaps one of the most respected leaders in the community engagement movement, Earnest Boyer's work was the catalyst for linking the university to the community. While serving as the President of The Carnegie Foundation for the Advancement of Teaching, Boyer (1990) reintroduced the civic mission of higher education in his report titled Scholarship Reconsidered. In this publication, Boyer (1990) lamented that institutions of higher education failed to integrate the priorities of service and community into teaching. He argued that the term scholarship should not just refer to research, but should also include the ideals of teaching, application, integration, and discovery (Boyer, 1990). The scholarship of discovery meant higher education's reaffirmation to a commitment of continued research to expand the depths of knowledge. The scholarship of integration meant extending research findings and discussions beyond a single academic discipline and challenged researchers to share knowledge in interdisciplinary learning environments. The scholarship of application was a plea to researchers to make acquired knowledge useful in order to remain relevant by applying it in the community context. Lastly, the scholarship of teaching meant challenging faculty

to share their knowledge and research not only with their peers, but also with their students. Through the four distinct practices of scholarship, Boyer (1996) urged institution faculty and administrators to reframe the teaching paradigm to the scholarships of discovery, teaching, integration, and application of knowledge.

In a later publication, Boyer (1996) added the scholarship of engagement. Boyer's (1996) new scholarship addressed trends in academia of increased specialization of knowledge to produce experts in the field; Boyer encouraged broader, more diverse teaching alternatives for students to conceptualize learning framed through the lens of engagement (Barker, 2004). Barker (2004) stated that "by emphasizing scholarship rather than learning, the scholarship of engagement suggests a set of practices that cuts across all aspects of the traditional functions of higher education" and puts service back at the forefront of the work done in higher education (p. 126).

Accordingly, Boyer's (1996) scholarship of engagement additionally espoused the tenets mutuality and reciprocity, and transformation. Mutuality and reciprocity described the mutual benefit of community engagement to both the university and the community through sustained partnership (Fitzgerald et al., 2012). This meant that the outcomes of the experience met and satisfied the goals of both the university and the community partner. In addition, reciprocity described the relationship of getting something in return; it is shared responsibility and mutual respect (Kellogg Commission, 2001). For example, the university may commit a significant amount of financial resources to the project while the community partner may commit time and expertise as a content expert. In this way, both partners offered valuable resources to the sustainability of the engagement experience, ultimately developing a partnership of engagement. Transformation described

an organizational shift from fragmented engagement efforts to "radical change" from the traditional ways of teaching and learning (Brukardt, Holland, Percy, & Zimpher, 2004).

<p align="center">*Renewing Higher Educations' Commitment to Community Engagement*</p>

There has been considerable discussion over the past several decades about higher education reaffirming its commitment to the community. In the 1980s, observers of higher education condemned colleges and universities for producing students who were narcissistic and disengaged from their communities and their responsibility to the democracy (Gearan, 2005). Community members demanded that colleges and universities return to their mission of developing the social consciousness of students, thereby preparing them to be active and engaged citizens (Fitzgerald et al., 2012; Holland, 1997; Moore, 2014; Saltmarsh et al., 2009). As economic uncertainty began to plague the late 1990s, the petition for higher education to become an innovative partner in addressing social needs persisted. Institutional leadership needed to be innovative and entrepreneurial in advancing their community capacity building (Kimmel et al., 2011). In their report, Returning to Our Roots, the Kellogg Commission (2001) challenged higher education institutions to shed their ivy tower perception in which the university is the sole knowledge source; innovative ways to develop relationships of sharing and reciprocity needed to be established so that communities and universities could introduce new ways of teaching and learning with students.

The Wingspread Conferences

Participants at the 1998 Wingspread Conference entitled Renewing the Civic Mission of the American Research University held in Racine, Wisconsin began the process of clarifying what engagement meant in higher education and outlining strategies

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toward strengthened commitment. Participants included university administrators and community leaders invested in renewing higher education's civic mission (Boyte & Hollander, 1999). The conference conversation focused on the need for higher education institutions to integrate community engagement into the larger campus culture. While acknowledging that the service learning movement was making progress, conference participants agreed that few research institutions fully embraced the fundamental mission of higher education as a public dimension to serve the democracy (Boyte & Hollander, 1999). It is based on this understanding that a committee later formed to draft the Wingspread Declaration on Renewing the Civic Mission of the American Research University, a declaration that recommended practices for students, faculty, staff, administrators, and the institution to engender the democratic spirit. The Declaration challenged higher education to return to its fundamental purpose of fostering democratic ideals through engaging the talents of faculty, staff, and students; breaking down barriers to collaboration and partnership; and shifting the understanding of higher education to one of public engagement that contributes to the common good (Boyte & Hollander, 1999).

University administrators and community leaders convened again in 2004 at Wingspread to "call the question" of higher education's commitment to engagement. In their 2004 Wingspread Statement, conference participants expressed frustration with higher education's inertia towards transformation, lamenting that institutions have failed to infuse community engagement into the their infrastructures and identities (Brukardt et al., 2004). Participants discussed organizational change mechanisms to initiate cross-disciplinary initiatives and collaborations to span the entire campus and penetrate the

community (Brukardt et al., 2004). This work would be dependent on institutions' recognition of the importance of the scholarship of engagement and identification of practical justifications for faculty and staff, students, university administrators, and community partners to take advantage of community engagement as a practical response to "systemic problems, conflicting demands, and radical advances in communication technologies that require new ways of discovering, integrating, and applying knowledge" (Brukardt et al., 2004, p. 3). Participants further expressed concern that institutions were not making "significant, sustainable structural reforms that will result in an academic culture that values community engagement as a core function of the institution" (Brukardt et al., 2004, p. 5). Sharing many of the sentiments from the Wingspread Declaration, the Wingspread Statement encouraged institutional transformation in which institutions of higher education returned to a mission of public service by renewing their commitment in six areas: integrated engagement into the mission; partnerships as the overarching framework; renewing and redefining discovery and scholarship, integrating engagement into teaching and learning, recruiting and supporting new champions, and creating radical institutional change.

A Crucible Moment

Almost a decade after the Wingspread Conferences, another publication emerged that further applied pressure to higher education institutions to adopt a community engagement model for scholarship. In 2012, the National Taskforce on Civic Learning and Democratic Engagement (NTCLDE) convened at the invitation of the United States Department of Education to spark national dialog about the state of democratic engagement in higher education. The Taskforce subsequently produced a report titled A

Crucible Moment, a national call to action for higher education institutions to fully and intentionally prepare students for citizenship through engagement, education, and awareness opportunities (NTCLDE, 2012). The NTCLDE (2012) urged higher education institutions to "invest, on a massive scale [its] capacity to renew this nation's social, intellectual, and civic capital" by preparing students for active citizenship and democratic engagement (p. 2). The authors argued that higher education's unbalanced focus on student preparation for employment and economic development was dismissive to the original mission of higher education. While economic development through career preparation was valuable, the central mission of higher education was to produce engaged citizens in the democracy (NTCLDE, 2012; Soska et al., 2010). The authors contended that preparing actively engaged citizens ultimately contributed to economic vitality by increasing society's capacity to address local and global problems (NTCLDE, 2012).

The authors of A Crucible Moment presented five recommendations based on their research and conversations with other leaders in the field that they believed were essential actions for higher education institutions to transform the collegiate learning environment towards systemic and deliberative engagement (NTCLDE, 2012):

   a. Reclaim and reinvest in the fundamental civic and democratic mission of higher education.

   b. Enlarge the current national narrative that supports civic literacy as an educational priority.

   c. Advance a contemporary, comprehensive framework for civic learning.

   d. Capitalize upon the interdependent responsibilities of K–12 and higher education.

e. Expand the number of robust, generative civic partnerships and alliances, locally, nationally, and globally to address common problems, empower people to act, strengthen communities and nations, and generate new frontiers of knowledge.

The NTCLDE (2012) supported their recommendations with findings from a national survey regarding student perceptions on the emphasis placed on engagement in higher education. The research showed significant disparities between students' opinion that community engagement should be a priority of higher education institutions verses whether or not engagement actually was a priority. The NTCLDE (2012) reported that 55% of freshmen felt that higher education institutions should focus their efforts on community engagement; this percentage modestly increased amongst sophomores and juniors, and capped at 59% for seniors. These percentages showed an opposite pattern for student perceptions on whether community engagement was actually a priority of higher education institutions. On the latter statement, only 45% of freshmen responded that engagement was a priority of higher education and declined to only 38% of seniors who shared the same sentiments. Thus, the authors of A Crucible Moment called for higher education to be transformative in a new approach to teaching and learning in which the mission of civic engagement was pervasive rather than peripheral to produce active and engaged citizens (NTCLDE, 2012).

Student Learning Outcomes of Community Engagement

While debate still lingers on how much progress higher education has made towards its inherent commitment to community, community engagement has been recognized as a viable developmental and experiential learning strategy that provides

substantial education benefits to students. The AAC&U distinguished community learning as one of ten high impact practices of higher education that enhances student performance and retention outcomes (Kuh, 2008). An abundance of research in the field confirmed a correlation between activities that yield strong critical thinking and assessment skills and student growth through learning and development (Milio & Parys, 2012). Thornton, Tarrant, and Williams (2009) posited that a student's ability to connect his classroom learning to social issues and exercise a solutions-centered approach to community needs is also an important dimension of a student's citizenship development. Billings and Terka (2011) agreed, recognizing that higher education continues to be called upon to educate students for democratic engagement and active citizenship that advocates for the well-being of communities. Miolo and Parys (2012) described the National Leadership Council's (NLC) appeal for the incorporation of community engagement into education:

> [We] recommend that beginning in school, and continuing at successively higher levels across their college studies, students should prepare for twenty-first-century challenges through the intentional acquisition of a wide-ranging knowledge of science, cultures, and society; high-level intellectual and practical skills; an active commitment to personal and social responsibility; and the demonstrated ability to apply learning to complex problems and challenges. (p. 56)

The intentional incorporation of community engagement activities as a student learning strategy is "aligned with higher education rethinking about how community involvement can change the nature of faculty work, enhance student learning, better fulfill campus mission, and improve the quality of life in communities" (Bringle &

Hatcher, 2009, p. 37). The NTCLDE (2012) further reiterated findings from other studies that showed that while community engagement benefits to student development are abundant, civic learning significantly contributes to student retention and completion rates, outcomes that are aligned with the goals of higher education.

The Furco Rubric for Institutionalized Community Engagement

As thought leaders continued the conversation about community engagement in higher education, consistency began to emerge about best practices for institutionalized community commitment. These dimensions of engagement describe areas of growth and development for institutions that are committed to the integration of a service and community-centered campus culture. Resulting from the work of many case studies on community engagement (Furco et al., 2009; Holland, 1997; Bringle & Hatcher, 1996), best practices in institutionalized university-community agendas have been uniformly identified. One assessment that has been commonly used and referred to as the most comprehensive is the Furco et al. (2009) Assessment Rubric for Institutionalizing Community Engagement in Higher Education. The institutional self-assessment identifies Mission and Philosophy, Faculty Support, Student Support, Community Partnership, and Institutional Support as the five major dimensions of community engagement in higher education. These areas are loosely defined based on the infrastructure and resources of the individual institution and offer latitude in development based on a continuum of critical mass building, quality building, and sustained institutionalization. Furco (2002) defined each of the three stages of institutionalization. Critical mass building is the stage in which a university is developing campus and community support for establishing engagement as an institutional concern. Rated as a one, two, or three on the continuum, Critical Mass Building is the lowest level of engagement, as community engagement is

just starting to gain support as an important infrastructural need. Quality building is the second and middle stage of purposeful institutionalization of community engagement and is rated a four, five, or six on the continuum. During this phase, institutions are intentional about developing quality opportunities for engagement initiatives to integrate into the campus community culture. Institutions are focused on the intentionality of their efforts to produce deliberate engagement outcomes. The last stage of institutionalization is sustained institutionalization and is rated on the high end of the continuum as seven, eight, or nine. It is at this stage that an institution has successfully and fully integrated community engagement in to the structural framework of the institution as evidenced by full campus and community support, understanding, implementation, and leadership.

There are additional sub-categories to each of the dimensions to assist with holistically approaching community engagement efforts based on the institution's current status and goals for the future. All of the areas do not have to be fully integrated for an institution to institutionalized campus engagement; however as an institution, engagement priorities must be identified, cultivated, and integrated such that the entire campus is aware of engagement priorities and work towards the effort of connecting engagement experiences in meaningful ways.

Mission and Philosophy

The mission of a university describes its vision for the future and articulates the values held by the institution. University mission and philosophy is essential to institutionalizing community engagement in the campus engagement infrastructure. Furco et al. (2009) recommended that engagement priorities be included in the official mission statement and strategic plan of a university for sustained institutionalization of

community engagement. In addition, the institution should have a formal and institution-wide definition of community engagement in which efforts are directly and intentionally aligned with other high-profile priorities of the institution (Furco et al., 2009).

Miolo and Parys (2011) contended that community engagement must be infused as a university priority through integration in all areas of institutional workings, including colleges, departments, and programs and must be explicitly illustrated in the university's mission statement. In the 2004 Wingspread Statement, participants agreed that engagement must be "one of the defining characteristics of institutional mission;" engagement offers the opportunity to "create a distinctive institution" (Brukardt, 2004, p. 8) by connecting the academic disciplines of the institution to the social needs of a community. Campus Compact advised that institutionalization of engagement efforts must be supported by a university's oral and written statements (Cress et al., 2010). Similarly, the Kellogg Commission (2001) defined an engaged institution as one that has engagement central to its mission in a way that creates fundamental organization change to prioritize engagement efforts.

Barbara Holland (1997) found that consistent institutionalization of community engagement was found on campuses in which service to the community was clearly articulated and defined by the university's mission. She further found that miscommunication and misunderstanding about engagement on a campus was rooted in failed or lack of clear guidance and description of the university's position on community initiatives (Holland, 1997). Holland concluded that as one of the leading factors of institutional commitment to engagement, universities must express the role of service in scholarly endeavors through a clear and coherent descriptive mission statement.

Faculty Support for and Involvement in Community Engagement

Faculty support for an engaged campus priority is another primary factor in sustained institutionalization of engagement efforts. Faculty support is the second dimension in the Furco et al. (2009) assessment rubric and describes sustained institutionalization as awareness, understanding, and support from key, influential faculty members that can lead the effort while integrating the scholarship of engagement in academic priorities. In the 2004 Wingspread Statement, participants supported faculty engagement as an opportunity for them to connect their research with the public good (Brukardt et al., 2004). In a study on achieving student outcomes through community engagement, a major outcome of the research indicated that community engagement initiatives that relied on the expertise and experiences of faculty enhanced the university's connection to its community and the region; "[we] witness first-hand the challenges facing the local community and therefore, are better informed and prepared to continue working on creative solutions" (Miolo & Parys, 2012, p. 66).

Promotion, Reward, and Tenure. A major component of faculty support of institutionalized community engagement is incorporation of faculty work and efforts into promotion, reward, and tenure considerations (Brukardt et al., 2004; Cress et al., 2010; Holland, 1997). Several college and university administrators have incentivized faculty members who incorporate a community learning component into their curriculum design by including these considerations in faculty tenure and promotion decisions (Gearan, 2005). In his report on Linking Colleges to Communities, Dubb (2007) asserted that "engagement provides a potential scholarly opening for faculty in a professional sense….and encourages them to innovate in their teaching and research" (p. 81). In her

research study on institutionalizing community engagement, Holland (1997) found that a faculty rewards system that was implemented to support the expectations of engagement was essential to progression towards an engaged campus infrastructure.

However, challenges exist on campuses everywhere that cause faculty to approach community learning and service initiatives with ambivalence. While many faculty members acknowledge community engagement as an effective practice for student learning, integration into the course curriculum requires significant administrative and academic discipline support, financial resources, and perhaps most importantly time (Dubb, 2007). Demb and Wade (2012) conducted a research study on faculty engagement in community initiatives and found that other factors that influence faculty choice about engagement include personal values and beliefs, institutional culture and priorities, and communal partnerships. Some faculty reject community engagement initiatives as distractions from the scholarly work of teaching and research that compromise faculty neutrality and autonomy on academic topics (Harkavy, 2005). Sandmann and Weerts (2008) supposed that faculty, particularly at research institutions, may be hesitant to accept the ideals of community engagement because they earn national acclaim for their work in the traditional sense of scholarship.

While valid, these objections can be minimized by providing faculty members with training and development sessions on integrating scholarly engagement into their roles as professors and researchers (Cress et al., 2010; Holland, 1997). The Kellogg Commission (2001) additionally recommended that institutions can increase their faculty support of community engagement initiatives by encouraging academic discipline associations to value engagement, incorporating community scholarship into tenure

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evaluations, increasing opportunities for grants and research funding, offering release from course teaching, developing awards and recognition programs, and developing community engagement sabbaticals (Dubb, 2007).

Student Support for and Involvement in Community Engagement

Community engagement allows students to process their classroom learning through an interactive experience with peers and faculty that connect theoretical foundations to social applications. Sustained institutionalization of community engagement in this dimension documents comprehensive coordinating mechanisms that make students aware of opportunities in both curricular and co-curricular experiences, encourages student leadership and ambassadorship in campus community engagement efforts, and implements a formal rewards and recognition system for engaged students (Furco et al., 2009). Researchers have found that community engagement as a high impact practice enhances student learning, fosters greater social consciousness, and cultivates a sense of belonging and connectedness to the institution (Butin, 2014; Cress et al., 2010; Moore, 2014). These findings showed positive correlations on several student outcome measures, including academic performance, beliefs and values, self-efficacy, leadership, career choice and preparedness, and post-collegiate experiences (NTCLDE, 2012; Bringle & Hatcher, 2009; Cress et al., 2010; Jackson-Elmoore et al., 2013). Through community engagement, students are able to build on their skills and abilities, network, interact with diverse populations of people, and critically think about solutions to the most challenging problems facing local communities.

Studies on the impact of community engagement showed that "connecting coursework with community service and critical reflection has been shown to improve

academic learning, address community needs, and foster civic responsibility" (Gearan, 2005, p. 34). In a research study on the impacts of a community engagement initiative, Miolo and Parys (2012) found that "students acquired first-hand knowledge of human cultures and developed the ability to think beyond their discipline or major....they also relied on their creative thinking and effective communication skills while they collaborated with peers" (p. 62). Celio, Durlak, and Dymnicki (2011) conducted a meta-analysis on the impact of service learning that indicated positive student outcomes; they summarized these outcomes in five areas: attitude towards self, attitude towards school and learning, social skills, civic engagement, and academic achievement.

Students themselves agreed on the positive outcomes of community engagement at the collegiate level. In March 2001, the Wingspread coalition hosted a group of 33 juniors and seniors representing 27 colleges and universities for the Wingspread Summit on Student Civic Engagement (Long, 2002). At this meeting, participants confirmed that college students have an interest in engagement and democracy as an inclusionary social responsibility for a number of reasons. Many are genuinely interested in addressing the problems facing our communities and are concerned about local and global issues (Long, 2002). Students expressed the need for service learning experiences that are incorporated into the course design and provide a quality learning experience for students in their major courses.

Students also provided examples of ways in which commitment to student involvement can be strengthened to progress institutionalized community engagement. Participants agreed that administrators should include the student voice more in decisions about engagement and student interests for involvement. In some regards, students felt

that faculty and administrators "emphasized grades over experiences of self-actualization" and that service is treated ancillary to rather than integrated with academics (Long, 2002, p. 12). Participants recommended that administrators create dorms with community outreach missions, support alternative spring break programs, create community service scholarships, and allocate student fees to engagement efforts.

Community Participation and Partnerships

Community participation and partnership is perhaps one of the most researched dimensions of institutionalized community engagement in higher education. An effective and comprehensive community engagement strategy must include community partnerships. University administrators should nurture community partnerships by fostering community agency awareness of institutional mission and community engagement priorities, promoting mutual agreement and understanding of the institution's and the community partner's goals for collaboration, and appropriately welcoming and encouraging community voice by offering substantial opportunities to community partners to be engaged with students, faculty, and administrators (Furco et al., 2009).

Proponents of community engagement at the university level concur that community partnership can be an effective way to address community needs while still meeting institutional goals and objectives (Miolo & Parys, 2011). While past perspectives of universities were that faculty and institutional leaders garnered the knowledge and skills to solve community problems in silo, the community partnership model draws from the expertise of both the university and the community partner to identify needs and solutions (Buys & Bursnall, 2007; Dubb, 2007; Whiteford & Strom, 2013). The community voice is important; as university leaders embrace the expectation of them to address community

needs, they should also create strategies that strengthen the community voice in the design of programs and projects that are intended to directly impact local neighborhoods, children, and families (Celio et al., 2011). When universities and communities work together towards the common good, the positive outcomes are able to transcend the struggles of addressing community problems independently. Such outcomes include new insights and learning, better informed community practices, improved quality of teaching and learning, shared funding and access to information, and increased opportunity for student experiential learning, internship, and employment (Buys & Bursnall, 2007).

While partnerships should come easy to institutions of higher learning, college and university administrators experience significant challenges in developing partnerships that are both mutually beneficial and sustainable (Cox & Seifer, 2005). Often, an institution's work in the field is guided by the needs and perspectives of the institution without broader consideration for the partner; universities are often unaware of the impact that their activities have on their immediate community (Cox & Seifer, 2005). Referred to as the town and gown split, communities often foster a distrust of local higher education institutions because the institution's presence is not felt in the everyday lives of community members (Whiteford & Strom, 2013). Institutions of higher learning additionally are considered content experts and its academic knowledge is valued more than community-based knowledge (Saltmarsh et al., 2009). This unilateral process of information flow does not allow the opportunity for mutuality and reciprocity; the idea that a partnership must be beneficial and meet the goals of both partners (Beere, 2009). In fact, participants of the 2004 Wingspread Conference specifically noted that

community partners must be included from the beginning to end of a project, including determining research goals, defining success, providing resources, and offering a foundational knowledge base (Brukardt et al., 2004). Community engagement challenges universities to elevate community members to equal partners in teaching, capitalizing from the shared collaboration of both those who acquire the knowledge and the community members who actually live the experiences (Whiteford & Stom, 2013).

To resolve the challenges of mutuality and reciprocity in developing effective community partnerships, Bringle and Hatcher (2002) identified five implications of practice. First, university and community partners must establish clear mission and goals of the partnership to ensure mutual understanding about the collaboration and expectations. Second, a campus clearinghouse must be established that can be the central unit for communication, outreach, and involvement from faculty, students, and other stakeholders. Third, compatibility of goals, values, and objectives must be established to ensure that the partnership will be beneficial and effective. Fourth, effective communication can significantly impact a partnership. Partners must be honest about resources, concerns, and diversity of opinions to ensure respect for each other and the roles each play in the partnership. Lastly, skilled staff and professionals must be involved who understand communities, the diversity of constituencies, and effective strategies in building partnerships.

Institutional Support for Community Engagement

Leadership. Research on institutionalized community engagement indicated that strong leadership is necessary to foster an energy and ambition towards an engaged campus culture (Holland, 1997). The 2004 Wingspread Statement identified university

leadership such as presidents, chancellors, and provosts as the primary champions of the "dy-mystification" of engagement and how it enhances the university mission and culture (Brukardt et al., 2004). A leader's strong commitment both personally and professionally to a campus climate of engagement should be known and felt by the entire institution. In this way, engagement efforts are predicated and realized through the vision, clear communication, and active advocacy of university leadership (Cress et al., 2010). By setting the priorities for the engagement, institution presidents and administrative leaders can assess the institution's capacity for engagement and facilitate meaningful dialog about the university's efforts parallel to those of the community (Harkavy, 2004). The Campus Compact coalition supports presidential leadership by facilitating dialog about the university's role in civic engagement nationally, regionally, and locally (Heffernan, 2001). Horgan and Scire (2007) cited presidential leadership as the essential component of the establishment of the partnership between the New Hampshire Campus Compact and the New Hampshire College and University Council to build service and engagement into the campus culture. This partnership has been dynamic in addressing social needs through research, dialog, and cooperation between universities and their local communities.

Infrastructure. Institutional support of an engaged campus culture must provide the internal structures for successful learning, teaching, scholarship, and partnership. Similarly, the primary evidence of integration and impact is institutional infrastructure of community engagement from administrative, financial, academic and co-curricular levels, and community partnership support (Driscoll, 2009). Gearan (2011) argued that these infrastructures are actualized on campuses in three common ways: "organized

community service efforts; service learning, in which community work is built into the curriculum; and sharing of institutional knowledge and resources to help build strong communities" (p. 32).

On many campuses, strong engagement infrastructures are represented by centers or centralized staffing dedicated to the work of engagement (Holland, 2009). Engagement centers provide technical assistance, training, networking, and partnership connections that proliferate the engagement message on and off campus (Cress et al., 2010). The centers further function as catalysts between the university and potential university partners, garnering project opportunities for student engagement, faculty research, and identification of community needs (Harkarvy, 2004). In all aspects of transforming a campus culture into a community-focused environment, engagement centers offer campuses a nucleus for the coordination of mission integration, faculty research, rewards and recognition support, student engagement endeavors, and campus-community partnership development.

An institution's infrastructure for community engagement must further include explicit policies and guidelines to support engagement efforts. These policies should be formalized by a policy-making committee or board to sustain institutionalized community engagement (Furco et al., 2009). Such policies would include guidelines on integrating community engagement into the curriculum and teaching across all disciplines (Brukardt et al., 2004) as well as engagement requirements for graduation and faculty tenure and recognition. In her study on analyzing institutional commitment to service, Holland (1997) found that while policies to support engagement efforts were in place on many campuses, the policies were not operationalized effectively to create institutional change.

Funding. Adequate resources to support community engagement efforts remain a challenge for many institutions. Furco et al. (2009) described sustained institutionalization in this domain by the commitment of hard funding from the institution. As community engagement becomes institutionalized, these efforts can attract financial contributions from philanthropists interested in various issues (Holland, 2009). Funding can range from support of a specific engagement project to a campus endowment for engagement efforts and are included in the university's advancement efforts (Weerts & Hudson, 2009). The most popular form of funding is grant dollars for specific programs. Federal grants are particularly valued by higher education for the "prestige, recognition, and legitimization" it represents in addition to confirmation of the funded initiative's pertinence on the national level (Cox & Seifer, 2005).

Institutional Characteristics

Limited data exist related to the effects of infrastructural attributes on community engagement outcomes. However, as practitioners continue to collect empirical data on student and institutional outcomes undergirded by community engagement initiatives, there is increasing evidence and acknowledgement that some institutional structures may positively correlate with community engagement practices. Community engagement has been cited by researchers as contributing to retention rates in higher education (Butin, 2010; Buys & Bursnall, 2007; Cress et al., 2010; Kellogg Commission, 2001). Bureau, Cole, and McCormick (2014) found overwhelmingly that private institutions provide greater opportunities for service learning than do public institutions. Similarly, other studies showed that smaller faculty-student ratios that permit for increased faculty-student interactions are critical to the successful incorporation of a community learning

strategy (Furco et al., 2009; Holland, 1997). Additionally, regional setting has a strong positive relationship with community engagement, specifically land-grant institutions, which were founded to directly engage with the community to teach, learn, and develop agricultural knowledge in their regional locations (Fitzgerald et al., 2012). Sandmann and Weerts (2008) cited findings from a Holland (2005) study that institutions located in regional settings with significant economic challenges are likely to assume a community engagement agenda.

Research studies on community engagement have also showed that there are differences in engagement levels between various demographics of students. CNCS (2006) reported that female students engage more actively in community initiatives than do male students; and white students volunteer more than any other ethnicity. Additionally, traditional-age college students tend to serve in the community more than non-traditional students and older adults (CNCS, 2006; Cress et al., 2010). The National Taskforce on Civic Learning and Democratic Engagement (2012) reported that wealthier students tend to be more engaged than other students. However, institutions with higher student entrance examination scores had lower participation rates in service learning opportunities (Bureau et al., 2014).

Other research on institutional characteristics has been less definitive and contradictory in findings. For example, Harkavy (2005) noted that larger institutions are more likely to have engagement priorities due to their status as research institutions thereby giving them a gateway to additional resources. Bureau et al. (2014) concluded opposite findings. Their research showed that larger institutions had lower participation rates in service learning than smaller institutions. Sandmann and Weerts (2008) offered

that due to their complex and decentralized structures, research institutions may be slower to adopt an engagement agenda.

The Carnegie Engaged Institution Designation

The Carnegie Foundation for the Advancement of Teaching published their first Carnegie Classification of Institutions of Higher Education in 1973 to recognize and describe institutional diversity in higher education. In 2006, The Carnegie Foundation announced a new elective classification in community engagement in which it provided a framework for institutions to assess themselves for evidence of integrated engagement (NERCHE, 2015; Sandmann, Thornton, & Jaeger, 2009). The new elective classification was based on self-report and allowed institutions to document their impact in the community. The classification was intended to affirm that community learning and partnership had been infused in the institution's identity, culture, and commitments and was aligned with institutional priorities (Driscoll, 2009). When the initial set of 76 institutions was selected in 2006, "the enthusiastic response to the new classification signaled the eagerness of institutions to have their community engagement acknowledged with a national and publicly recognized classification" (Driscoll, 2008, p. 38). Currently, over 300 institutions have received the Carnegie Engaged Institution designation.

Because the community engagement elective classification is voluntary, it is expected that institutions can thoroughly and comprehensively document "the civic dimension of higher education" and demonstrate the impact of community engagement integrated into the campus culture (Bringle & Hatcher, 2009). The Carnegie community engagement elective requires institutions to demonstrate evidence of depth of impact in which engagement has been institutionalized throughout the university in academic

programs, faculty research, rewards and recognition, student development and experiences, institutional priorities as determined in the mission and philosophy of the institution and the development of community partnerships that work in tandem with the university to address community needs (Bringle & Hatcher, 2002; Furco et al., 2009; Holland, 2007).

While many administrators struggle to provide the documentation necessary to support their institution's community engagement efforts, those that succeed in the "process of inquiry, reflection and self-assessment" have benefited from the designation (Driscoll, 2008, p. 39). Leaders of institutions receiving the designation reported achieving immediate recognition and visibility as external outcomes (Driscoll, 2009). Internal institutional outcomes included the opportunity to identify voids in data collection, self-evaluation, and institutional effectiveness, particularly in faculty scholarship in community engagement, efforts in community learning, and partnership initiation (Driscoll, 2009). Such self-reflection often resulted in reinvigorated motivation for developing programs that allow for student, faculty, and community outcomes that further commit the institution to their community engagement investment.

The National President's Higher Education Community Service Honor Roll

The President's Higher Education Community Service Honor Roll is another distinction that was newly established under the Obama Administration as a part of the President's commitment to community engagement. In addition to expanding the National service programs, President Obama further substantiated his belief in higher education as a leader in community engagement by establishing the Higher Education Community Service Honor Roll in 2006. The Honor Roll "annually highlights the role

colleges and universities play in solving community problems and placing more students on a lifelong path of civic engagement by recognizing institutions that achieve meaningful, measureable outcomes in the communities they serve" (CNCS, 2014). In collaboration with the Department of Education, Department of Housing and Urban Development, the Campus Compact, and the American Council on Education, CNCS has recognized over 600 institutions of higher education in one of three levels: Presidential Awardees, Honor Roll with Distinction, and Honor Roll. Recently, the CNCS began recognizing Honor Roll finalists and in 2014, added four categories of service to the Honor Roll: General Community Service, Interfaith Community Service, Economic Opportunity and Education (CNCS, 2014).

National Investors in Community Engagement

Campus Compact

Community engagement as a comprehensive approach at the higher education level has been particularly supported by a consortium of college and university presidents nation-wide. The Campus Compact was established in 1985 by the presidents of Brown, Georgetown, and Stanford universities in cooperation with the President of the Education Commission of the States to help students develop the values and skills of citizenship through involvement in public service (Campus Compact, 2014; Heffernan, 2001). Since then, this body has grown to include over 1,100 college presidents in 34 states. Participating colleges and universities include "widely varying enrollments, endowments, and missions of these institutions [in which] their leaders share a common appreciation of the importance of community and civic engagement" (Gearan, 2005, p. 32). This collaborative recognized that community engagement integrated into the campus culture

as an important strategy to enhance student learning yielded mutually beneficial outcomes for faculty, students, community partners, and the institution (Gearan, 2005). For example, the New Hampshire Campus Compact developed a 10-year commitment to service and service-learning initiatives with a network of community stakeholders who were committed to increasing the availability of opportunities that promote student learning through service and engagement experiences (Horgan & Scire, 2007).

Corporation for National and Community Service

The impact that institutions of higher learning can make on community engagement as a strategy to improve the quality of life of citizens and strengthen communities is further recognized by the government. Created at the federal level to solve the challenges of today's communities, the Corporation for National and Community Service (CNCS) was established in 1993 under the Clinton Administration. CNCS was established to "connect Americans of all ages and backgrounds with opportunities to give back to their communities and their nation" (CNCS, 2014). The mission of CNCS is to improve lives, strengthen communities and foster civic engagement through service and volunteering. Since its inception, CNCS has engaged over 5 million Americans in service and volunteerism in six primary focus areas: education, poverty, disaster recovery, environment, veterans and military families, and children and youth. (CNCS, 2014). CNCS received bipartisan support and received increased levels of funding under the subsequent Bush and Obama Administrations. CNCS (2015) indicated in their 2015 Volunteering and Civic Life in America report that 62.8 million Americans volunteered 7.9 billion hours estimated at a $184 billion value to the American economy.

The Corporation for National and Community Service invests significant resources to encourage community engagement amongst college students. As a grant-maker, the CNCS channels thousands of dollars into local communities to address critical needs through committed volunteers that perform up to 1800 hours of service to the local communities each term of service (CNCS, 2014). In exchange for their service, these volunteers received a living allowance to sustain them during their term of service and an education award that can be used toward college expenses or to repay student loans. The benefits of CNCS programs such as AmeriCorps and VISTA allow college-age students to pay for their education while committing to the needs of their communities. In fact, the CNCS (2006) reported in their 2006 publication, *College Students Helping America*, that volunteering amongst college students had increased between 2002 and 2005, with over 30 percent of that population engaging in a variety of volunteer experiences.

Current State of Community Engagement

The National community engagement agenda continues to gain momentum through the work of associations that provide higher education institutions with guidance, research, and recognition of best strategies for implementing a community engagement framework. Organizations and associations such as NERCHE, AAC&U, the National Association of Student Personnel Administration (NASPA), and The Research University Civic Engagement Network (TRUCEN) were established to work toward streamlining community engagement practices and sharing knowledge such that all institutions can work towards scholarship, mission alignment, and the tenets of reciprocity and mutuality (Fitzgerald & Primavera, 2013). Professional associations and networks whose mission is to advance community and democratic engagement are rapidly increasing; Sandmann

and Weerts (2008) reported findings that over 23 national associations were created to promote engagement agendas through the Higher Education Network for Community Engagement. They additionally noted that some regional accreditation entities have added community engagement indicators to their assessments including their quality enhancement plans (Sandmann & Weerts, 2008).

While a central definition of community engagement is still percolating amongst leaders in the field, there is consensus about what community engagement is not. College and university leaders must progress community engagement from simple volunteering to educating students on the importance of the work, why the need exists, and how to use their voices to take action and enact change (Stewart & Casey, 2013). This type of learning is not only essential to a student's critical thinking development but also underlines the very core of higher education's existence; an appreciation for the needs of our community through the ability to collectively recognize social problems, identify solutions to the challenges, and use the talents, skills, and resources available to eliminate the threat. When community engagement is institutionalized, academic disciplines are sustained through their adaptability to the changing conditions of higher education and society (Butin, 2010; Jackson-Elmoore et al., 2013).

Despite the abundance of research on best practices and strategies of engagement, there remains limited research on institutionalized community engagement by institution type and characteristics. Currently, the research on engagement is broad and generalized such that institutions should customize their frameworks based on the needs of each individual campus. This gap in the research limits our ability to replicate the outcomes of community engagement in similarly placed institutions. The credibility of community

engagement as a high-impact practice in teaching and learning is potentially jeopardized when common standards of engagement are neither defined nor implemented universally. Additional research is necessary to assist leaders of higher education with decisions about resources and priorities when considering a community-based learning environment.

Theoretical Framework

This research is grounded in the framework of organizational change. Change is inevitable in all organizations; organizational change theory is a strategy for planning for change rather than allowing change to spontaneously occur (Kezar, 2001). There are a variety of organizational change theories; the most common in higher education being teleological. Teleological organization change is change occurring from within the organization rather than as a response to external conditions. It is purposeful and intentional and occurs from the foresight of organizational leaders to strategically plan, manage processes, and scan their environments for change opportunities (Kezar, 2001). Armenakis and Bedeian (1999) identified this type of organizational change as transformational. Transformative change is change that affects personal behaviors; change is reliant on leadership, culture, mission, and strategy. Beckhard and Pritchard (1992) stated that the transformational approach to organization change positions organization leaders to influence the behaviors of individuals. Organizational change theory with a transformative approach considers the culture and internal behaviors of an organization by examining its policies, procedures, and practices (Moore, 2014).

Beckhard and Pritchard (1992) argued that an integrated approach to transformative change must first start with the establishment of the learning organization. Learning organizations engage in the process of change and improvement by analyzing

organization culture to uncover challenges to achieving goals and ideals (Beckhard & Pritchard, 1992). The most common model for developing a learning organization is Senge's (1990) five disciplines approach: systems thinking, mental models, personal mastery, shared vision, and team learning (Kezar, 2005; Moore & Mendez, 2014). The five disciplines approach requires leaders to be forward-thinking to prevent threats to learning. Thus, an organization's leadership is essential for moving learning organizations into transformative organizational change (Moore, 2014).

Transformative organizational change theory positions leaders to recognize that institutional infrastructure is critical to successful institutionalization of community engagement. Moore and Mendez (2014) suggested that this intentional integration of community engagement into the institutional culture is a reflexive practice in which leaders encourage faculty and staff to reflect on the ways in which they use information about the students' engagement outside of the classroom to enhance their interactions with them inside of the classroom. Jackson-Elmoore et al. (2013) proposed that such interactions should include faculty-student research in which students work with faculty on research that will solve problems and offer solutions to community needs. As Boyer (1996) noted, this type of work challenges traditional ways of teaching, learning, and engaging with the community. Institutional leadership must therefore foster paradigm shifts from the traditional roles of students and community partners (Bringle, Phillips, & Hudson, 2004). Transformative organizational change through learning organizations models would advance the student to a constructor of knowledge rather than just a receiver of knowledge (Bringle et al., 2004). Similarly, community members must be viewed as equal partners in acquiring and disseminating knowledge rather than the

institution working in silo to affect social change. Successful integration of community

engagement through transformative organizational change requires organizations to

connect the campus to the surrounding community through equal partnership and

reciprocity (Cress et al., 2010). By reframing the ways in which higher education

considers the transfer of knowledge, the process of community engagement changes the

ways in which teaching and learning occur (Whiteford & Stom, 2013). This change

constitutes a transformation in institutional values, behaviors, and practices that extend

campus-wide. The process by which this transformation develops and is executed causes

a fundamental change in the organization culture, transforming the students, the faculty,

the administrators, and the community; the 2004 Wingspread participants aptly called this

"radical" change (Brukardt et al., 2004).

Chapter III

METHODOLOGY

The purpose of this chapter is to explain the methods employed for this research study on community engagement in higher education. The research questions will be restated followed by a discussion on the methods for this study. The methods section includes the study population, sample, research design, ethical considerations, survey instrument, and data collection procedures. The methods section discussion is followed by a description of the study dependent, independent, and supplemental variables. A discussion on the statistical procedures of this study will be presented in the analytic procedures section. Lastly, a statement on the limitations of this research design will be offered at the end.

The purpose of this study was to explore patterns of community engagement among state of Georgia higher education institutions. A quantitative research design was used to observe relationships between the dimensions of institutionalized community engagement in higher education and the campus support structures for this engagement at state of Georgia colleges and universities. While the research is clear about practices that lead to sustained integration of community initiatives, there is a scarce amount of work that has studied the impact of unique institutional characteristics on engagement infrastructural priorities. A majority amount of the research in this area has been qualitative in nature, providing great perspective of best practices in engagement through the in-depth study of a single institution with its own unique characteristics and campus

culture. The understanding gained from these studies is valuable to the field, but cannot be applied to other populations of higher education institutions. Therefore, the problem identified for this study is that common standards of institutionalized community engagement are neither defined nor implemented universally among colleges and universities.

For this study, the following research questions were asked:

1. Is there a pattern of community engagement that emerges amongst higher education institutions in the state of Georgia?

2. Is there a difference in the dimensions of community engagement by institution type and institution control?

3. Are institutional characteristics predictors of institutionalized community engagement?

4. Are the dimensions of community engagement predictors of national recognition and distinction?

Methods

Population

This research study is limited to the higher education institutions in the state of Georgia due to the researcher's proximity, familiarity, and vested interest in Georgia's higher education as a professional in the system and in the community engagement field. A total of 84 institutions of higher education in the state of Georgia were identified to participate in the study through the college and university listings on the University System of Georgia (USG) website (http://www.usg.edu), the Technical College System of Georgia (TCSG) website (http://www.tcsg.edu), and the National Center for Education

Statistics, Integrated Postsecondary Education Data System (IPEDS) (https://nces.ed.gov/ipeds). The population for this study included 52 institutions classified as public and 32 institutions classified as private. The institutions all vary in size, regional setting, and student demographics. Institutions with multiple sites were only represented once in the research based on information received from the main campus.

During the data collection phase of this study, a few institutional mergers took place, reducing the number of eligible institutions to participate in the study. A consolidation within the USG reduced the number of eligible participating institutions from 32 to 31; and a merger in the TCSG created a new institution rather than consolidating two existing institutions. As a result, two technical institutions were removed from the study population in addition to the newly created institution due to its lack of institutional history and context at the time of this research. The eligible participating technical institutions were reduced from 23 to 21.

Because this study examined community engagement as a comprehensive university experience that collectively includes students, faculty, administrators, and community partners, for-profit colleges and universities were excluded as participants in the research. For profit institutions tend to have economic structures that are heavily reliant on profit-making rather than the student centered mission of not-for-profit institutions (Franklin University, 2015). The student focused mission of not-for-profit institutions supports student development academically as well as socially (Persell & Wenglinsky, 2004). Proprietary institutions have missions that are driven by financial gain and profit sharing, making student resources such as co-curricular experiences,

volunteer projects, student organizations, and campus speakers absent as an institutional priority (Franklin University, 2015). These differences were cited in a study conducted by Persell and Wenglinsky (2004) who found that students attending for profit institutions tended to be less civic-minded than their counterparts attending public institutions. Persell and Wenglisky (2004) additionally attributed the results of their research to similar findings of prior studies that indicated that broad educational experiences influence student attitudes toward active community and citizenship involvement.

Study Sample

The sample for this study included 48 institutions that completed the community engagement survey during the months of June 1- September 1, 2015. This is an overall response rate of 57%. Of the survey respondents, 32 institutions were public and 16 institutions were private; 37 institutions were 4-year, and 11 were 2-year. Institution respondents included 25 directors of divisions, offices, or centers that housed community engagement initiatives, 12 coordinators for community initiatives, 5 senior administrators, 4 general staff- non-faculty, and 1 faculty member. One institution had two respondents to the survey. For this case, the two responses were averaged into one institutional response to the survey items.

Of the institutions whose contact did not respond, seven of their positions at their respective institutions were eliminated, vacant, or non-existent at the time of data collection, four committed to completing the survey, but did not submit a response during the data collection period, and one formally declined to participate in the study. The remaining institutions that were not included in the study simply did not respond to the

requests for participation during the data collection phase of this research study.

Descriptive data on survey respondents is presented in Table 1.

Table 1

Descriptive Data on Community Engagement Survey Respondents

	# Responses	
Survey Respondents	Public	Private
Response Totals		
N	32	16
Total Possible Respondents	52	32
Respondent Organization Level		
Senior Administrator	2	2
Director or a Division, Office, or Center	13	12
Coordinator of Service Learning, Community Engagement, or Similar position	11	1
Staff (Non-faculty)	4	0
Faculty	0	1
Community Engagement Priorities and Recognitions		
Community Engagement Quality Enhancement Plan (QEP) Topic	19	5
Hosts a CNCS or Bonner Program	5	5
Carnegie Engaged Campus Designation	1	1
National President's Honor Roll	7	2
Both Carnegie Engaged Campus and National President's Honor Roll	4	5

In addition, 20 responding institutions received at least one national recognition for its community engagement practices, and 24 participating institutions implemented community engagement, campus-community partnerships, service learning or a similarly focused theme as the topic of its Quality Enhancement Plan (QEP). The national recognitions included receiving the National President's Honor Roll for Community Service, the Carnegie Engaged Campus Distinction, or both. Because institutions must apply for these awards and self-report their engagement priorities, receipt of these distinctions indicated an institutional commitment that is implemented at some level in infrastructural priorities.

The QEP is an accreditation standard by the Southern Association of Colleges and Schools, Commission of Colleges (SACSCOC) that requires each institution to develop a plan to involve the broader campus community in focused efforts towards an identified issue that contributes to institutional improvement and enhances student learning (SACSCOC, 2012). Similar to the national recognitions, the selection of a QEP topic is dependent upon what the university deems as an important priority. Institutions that selected community focused QEPs have prioritized community engagement as important to the campus culture.

Research Design

To answer the research questions, a quantitative research design was used to correlate the current level of institutional commitment to community engagement to institutional characteristic variables. Additional correlations were made between community engagement and national distinction. Participants completed a web-based survey on community engagement at their respective college or university. Then, regression modeling statistical procedures were conducted to establish a relationship between survey responses and institutional data collected from the Integrated Postsecondary Education Database System (IPEDS).

Ethical Considerations

The research protocol was approved by the Valdosta State University, Institutional Review Board on May 6, 2015 and assigned protocol number IRB-03217-2015 (Appendix A). Informed consent was obtained from each survey participant acknowledging their understanding that participation in the research study was completely voluntary. Participants could exit the survey at any time without penalty or

consequence. Personal identifiers about each respondent was neither requested nor collected for this investigation. Institutional identifiers were not published in the findings; all data collected was reported and disseminated in aggregate form to conceal the identity of the participating institutions and survey respondents.

Survey Instrument

A survey instrument adapted from Furco et al.'s (2009) Rubric for Institutionalizing Community Engagement in Higher Education was employed for this research study. Institution respondents were asked to rate their current status of community engagement in each of five dimensions that are described in detail in the Dependent Variables section of this chapter: (a) Philosophy and Mission; (b) Faculty Support and Involvement; (c) Student Support and Involvement; (d) Community Participation and Partnership; and (e) Institutional Support. Each dimension on the rubric had four or more subcategories that are scaled on a continuum from one (Critical Mass Building) to nine (Sustained Institutionalization). Furco (2002) defined each of the three stages of institutionalization. Critical Mass Building is the stage in which a university is developing campus and community support for establishing engagement as an institutional concern and is the lowest level of engagement. Quality Building is the second and middle stage of purposeful institutionalization of community engagement in which institution administrators are intentional about developing quality opportunities for engagement initiatives to integrate into the campus community culture. The last stage of institutionalization is Sustained Institutionalization. It is at this stage that an institution has successfully and fully integrated community engagement into the structural

framework of the institution as evidenced by full campus and community support, understanding, implementation, and leadership.

Originally piloted in 1998, the rubric was published in 1999 and used by over 80 institutions (Furco, 2002). Furco (2002) explained that the rubric was designed to create a standard framework for institutions to gauge their own engagement progress based on their internal goals. For this reason, the rubric has been used as a self-assessment tool by institution leaders to foster campus discussions on how to best and most appropriately assimilate community engagement into the institution's profile (Furco, 2002). Because measuring engagement efforts is an independent exercise of the institution, the rubric has undergone several usability revisions. In 2000, a planning guide was developed to assist users with utilizing the rubric and feedback was collected to track the rubric's validity for measuring institutionalized engagement. Another update was made in 2002 to incorporate user feedback regarding the rubric's strengths and weaknesses. This version added a seventh component to the Institutional Support dimension to reflect the importance of department support in advancing engagement initiatives (Holland, 2005; Furco, 2002). The 2009 revision expanded the tool's purpose, amending its title to a rubric for institutionalizing Community Engagement instead of Service Learning to holistically encompass all partners in community engagement efforts.

For this study, the rubric design was converted into an electronic survey platform using Qualtrics survey software. The original survey design used the same format as the Furco et al. (2009) rubric; respondents were to rate the current status of their institution's community engagement for each of 22 items or subcategories related to the five dimensions of community engagement. The survey was piloted to test for internal

reliability and validity with two faculty members who had integrated community projects into their class curriculum and two staff members whose work is specifically to build community connections. Based on the feedback received, several adjustments were made to the final survey layout. First, the continuum of one through nine moving from Critical Mass Building to Sustained Institutionalization was confusing to the users. The users found it difficult to rate the institution's engagement within each of the stages and suggested that there be a description for each numeric rating on the scale. Second, the items were very wordy. Because there were only three stages of development, each stage was described at length offering full explanation of what specific work or practices demonstrated the particular stage of development.

In response to the feedback provided, the survey format was adjusted. To make rating the items less dubious, the continuum was reduced from a scale of one through nine, to a scale of one through five. The three stages of institutionalization were labeled on the continuum as one for Critical Mass Building, three for Quality Building, and five for Sustained Institutionalization. Because there was a significant gap in engaged development between each stage, two additional stages were added that built upon concepts from the original descriptions of each stage. The development stage between Critical Mass Building and Quality Building was titled Awareness Building. At this stage, institutions were taking inventory of current institutional practices and recognizing opportunities to strengthen internal support mechanisms. Thus, this stage was second on the continuum. The stage between Quality Building and Sustained Institutionalization was labeled Integration. At this stage, the institution is developing an organization change strategy to institutionalize community engagement as a university priority. This

stage was fourth on the continuum. The five stages of development towards

institutionalized community engagement that were adapted from the Furco et al. (2009)

rubric for this study are described in Table 2.

Table 2

Stages of Institutional Development adapted from Furco's et al. (2009) Rubric for Institutionalizing Community Engagement in Higher Education

Stage of Development	Critical Mass Building	Awareness Building	Quality Building	Integration	Sustained Institutionali-zation
Description	Institution is developing campus and community support	Institution takes inventory of current institutional practices	Institution is intentional about developing quality opportunities for engagement initiatives	Institution is developing an organization change strategy to institutionalize community engagement	Institution has successfully and fully integrated community engagement
Scale Rating	1	2	3	4	5

Creating the additional levels of institutionalization also allowed for more concise

wording for many of the items in the original three stages of development. Because there

was less of a gap between the stages of development, the descriptions were consolidated

and condensed into very pointed descriptors. In addition to these adjustments, because

the rubric was functioning as a survey, an 'Unable to Rate' option was added to each item

to eliminate the possibility of missing data.

With the adjustments described above, committee members for this research (Drs.

Travis York and Daesang Kim) conducted a final survey audit to increase internal

validity. The survey was distributed in an electronic format using Qualtrics survey

software to reach colleagues across institutions in a timely manner and such that

responses could be retained in a central location. Through Qualtrics, a link to the survey

was created and sent with a request for participation to 84 known contacts at each

institution of higher education in the state of Georgia. A copy of the final survey can be

found in Appendix B.

<center>*Data Collection Procedures*</center>

The data collection process for this research study involved two components.

First, a survey was adapted from Furco et al.'s (2009) Rubric for Institutionalizing

Community Engagement in Higher Education to explore community engagement

priorities at state of Georgia colleges and universities. The survey phase started with the

identification of colleagues employed at University System of Georgia (USG) public

institutions. There were 16 contacts identified from colleagues who attended the June 2,

2015, Regents Advisory Committee for Student Life (RACSL). RACSL is comprised of

staff members who work in student activities. Student activities at USG institutions

represent diverse student interests and co-curricular opportunities for students on campus

including: leadership development, programming, student organizations, community

service, and cultural experiences (University System of Georgia, 2011). Because

community engagement initiatives are often functions of the Student Activities office,

Student Activities professionals were the first contact for determining the appropriate

participant to complete the survey from each campus. For the remaining 14 institutions

that did not have representation at the June 2015 RASCL meeting, a directory search on

each institution's website was conducted to identify the Student Activities professional.

If the institution had a separate Center for Community Engagement, Service Learning or

similarly functional office, contact was initiated with professionals working in the centers

and offices whose direct focus and mission was community learning. Phone calls to the institutions were also made to confirm the name and email address of the proper contact.

Once an initial list of suitable contacts was generated, an email correspondence was sent to each professional requesting their participation in the electronic survey and the name of the most appropriate contact to complete the survey if the intended participant was not the correct contact (Appendix C). The contacts were given a deadline of 1 week to complete the electronic survey, after which a follow-up correspondence was sent offering another full week to respond. Reminder correspondences were sent 2 days prior to the deadline date for a return response. After 2 weeks, contact was made by telephone and a follow-up email was sent again offering another week to respond. This process was repeated until the target response rate was achieved or if after six direct correspondences, no return contact was made from the respondent. With exception to attending a meeting of colleagues across the system, the procedure for identification of contacts and requests for participation in the study that was used for public institutions was repeated with private institutions and lastly with technical institutions. Communication with appropriate staff was done in groups by institution type so that follow-up communications were easy to organize and remember, and personal connections could be made.

Of all institutions in which a contact could be identified, a response rate of 62% (32/52) was achieved with public institutions and a 50% (16/32) percent response rate was achieved with private institutions. The survey data collection phase of the research extended from June 1 – September 1, 2015. Those who complete the survey received a thank you email as a follow-up to their participation.

After the survey component of the data collection procedure was complete, the second portion of the data collection procedure included gathering data on institutional characteristics to explore a relationship between campus infrastructure characteristics and community engagement. Data about each institution was retrieved from the National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS). IPEDS is a free online database that collects data about colleges and universities that participate in the federal financial aid program as mandated by Section 490 of the Higher Education Amendments of 1992 (Jackson, Jang, Sukasih, & Peeckson, 2005). This data is used to assess and describe trends in higher education in the United States based on data in seven areas: institutional characteristics, institutional prices, enrollment, student financial aid, degrees and certificates conferred, student persistence and success, and institutional human and fiscal resources. A July 2005 Methodology Report produced by a research taskforce on IPEDS data quality concluded that IPEDS is the most comprehensive repository for information and statistics pertaining to postsecondary education (Jackson et al., 2005).

The most recent data reported from IPEDS was as of fall 2013 and was used in this study to determine if there were differences in community engagement efforts based on the various unique characteristics of each institution. These characteristics included the following variables: institutional control, type, and size, tuition costs, campus setting, selectivity, Pell Grant awards, full-time faculty, retention and graduation rates, SAT Reading and Math scores, student ethnicity, gender, and status as a traditional or nontraditional student.

Study Variables

Dependent Variables

For this research study, the identified dependent variable was institutionalized community engagement on the college campus. This variable was derived from the survey adapted from Furco et al.'s (2009) Institutionalization of Community Engagement rubric and was measured as five separate dependent variables to align with the five dimensions of the rubric.

Dimension I: Mission and Philosophy

The Mission and Philosophy variable measured the degree to which an institution-wide definition for community engagement was developed that provided meaning, focus, and emphasis for the engagement effort. This dimension was assessed using the four sub-categories of mission and philosophy: (a) the definition of community engagement subcategory was defined as whether or not a common definition of community engagement was universally accepted and operationalized at the institution; (b) the strategic planning subcategory was defined as the institution's development of a strategic plan towards community engagement strategies; (c) the alignment with institutional mission subcategory was defined as community engagement activities being prioritized through the university mission; and (d) the alignment with educational reform efforts subcategory was defined as whether community engagement had been purposefully connected and aligned with other university priorities.

Dimension II: Faculty Support and Involvement for Community Engagement

The Faculty Support and Involvement variable measured the degree to which faculty members were involved in the implementation and advancement of community

engagement within an institution. This dimension was assessed using four sub-categories of faculty support: (a) the knowledge and awareness subcategory was defined as faculty understanding of differences between community engagement and outreach efforts; (b) the involvement and support subcategory was defined as faculty engagement through scholarly work, research, and the integration of service learning courses; (c) the faculty leadership subcategory was defined as faculty influence and leadership in developing community engagement academic priorities; and (d) the incentives and rewards subcategory was defined as the institution's commitment to recognizing faculty members for their engagement efforts through promotion, tenure, and other incentives.

Dimension III: Student Support and Involvement for Community Engagement

The Student Support and Involvement variable measured the degree to which students were aware of community engagement opportunities at the institution and were provided opportunities to play a leadership role in the development of community engagement at the institution. This dimension was assessed using four sub-categories of student support: (a) the student awareness subcategory was defined as the infrastructure mechanisms in place that assisted students to become aware of engagement opportunities available to them; (b) the student opportunities subcategory was defined as the availability of community engagement opportunities to students through a variety of departments, programs, and activities on campus; (c) the student leadership subcategory was defined as the extent to which the student voice was operationalized on campuses; and (d) lastly, the student incentives and rewards subcategory was defined as the institution's commitment to recognizing students for their engagement efforts through degree notations, awards programs, and other incentives.

Dimension IV: Community Participation and Partnerships

The Community Participation and Partnership variable measured the degree to which the institution nurtured community partnerships and encouraged community agency representatives to play a role in implementing and advancing community engagement at the institution. This dimension was assessed using three sub-categories of community support: (a) the community partner awareness subcategory was defined as the extent to which the community partner was knowledgeable about the institution's goals and strategic direction for engagement; (b) the mutual understanding subcategory was defined as the extent to which there was agreement between the institution and the community on the goals for engagement; and (c) the community partner voice and leadership subcategory was defined as how community voice was utilized, encouraged, and welcomed through significant opportunities to offer input into engagement goals, needs, and activities.

Dimension V: Institutional Support for Community Engagement

The Institutional Support variable measured the degree to which the institution provided substantial resources and support toward the effort. This dimension was assessed using seven sub-categories of institution support: (a) the coordinating entity sub-category was defined as whether the institution had a coordinating body or institutional leadership to advance the community engagement efforts; (b) the policy-making entity sub-category was defined as whether the institution's official policy-making board recognized community engagement as an essential educational goal for the institution; (c) the staffing sub-category was defined as the institution's commitment to engagement though human resource and staffing support; (d) the funding sub-category

was defined as the institution's commitment to engagement through funding support of engagement initiatives; (e) the administrative support subcategory was defined as support from institutional leadership for community engagement activities; (f) the department support subcategory similarly measured department support and implementation of community engagement initiatives; and (g) lastly, the evaluation and assessment subcategory was defined as the institution's effort to obtain and assess data on community engagement efforts throughout campus. The full model for institutionalized community engagement is represented in Figure 1.
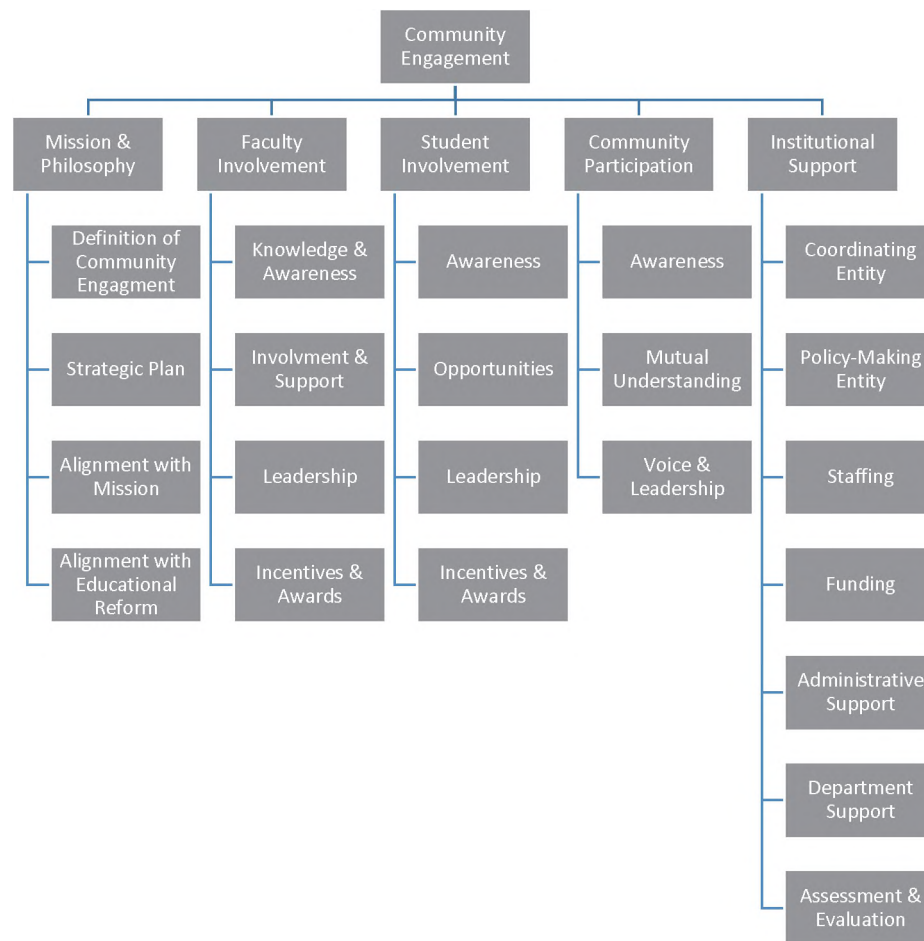
Figure 1: Model for the Five Dimensions of Institutionalized Community Engagement in Higher Education (Furco et al., 2009)

Independent Variables

The independent variables for this study were selected based on outcomes referenced in the literature that identified these variables as either impacting the engagement infrastructure of an institution or being impacted by the engagement. Specifically, independent variables were identified based on their potential to affect the institutionalization of community engagement on a college campus and whether the variable correlates with community engagement initiatives. The data for these variables was collected from the Integrated Postsecondary Education Data System (IPEDS) dataset. Each independent variable considered for the study is described in Table 3.

Campus Setting

The campus setting variable was a categorical type derived from the campus setting variable in IPEDS. The IPEDS campus setting variable is based on the institution's physical address and includes four categories: rural (up to 25 miles from an urbanized area), town (territory inside an urban cluster), suburb (a territory outside a principal city and inside an urbanized area), and city (a territory inside an urbanized area and inside a principal city). The four variables were dummy coded such that city was the comparison variable so that variance could be examined. This variable was used to determine if the regional location of an institution was a factor in its commitment to engagement priorities.

Institution Cost

The institution cost variable was derived from the tuition and fees variable in IPEDS and reported the annual in-district tuition and fees charged to students for attendance. The data was collapsed into a categorical variable and coded using the same

five category scale as the Carnegie Classification to describe fees: 1 = annual tuition and

fees less than $1,500; 2 = annual tuition and fees between $1,501-$4,999; 3 = annual

tuition and fees between $5,000- $9,999; 4 = annual tuition and fees between $10,000-

$19,999; and 5 = annual tuition and fees exceeding $20,000. This variable was selected

to determine if there was a relationship between institution cost and the immersion of

community engagement at each institution.

Pell Grants

Pell grants are need-based financial awards provided to students based on family

income and ability to pay formulas. The Pell Grant variable described the percentage of

students receiving Pell Grant awards at each institution. This variable was used to

determine if there were differences in levels of engagement based on an institution's

percentage of Pell Grant recipients and would also indicate variance between institutions

of varying socioeconomic statuses of students.

Selectivity

The Selectivity variable described the percentage of applicants who were selected

for admission into the institution. This variable was selected to determine if there was a

relationship between an institution's acceptance rate and its level of community

engagement priority.

Institution Size

This variable described the total undergraduate enrollment for each participating

institution and was derived from the enrollment variable in IPEDS. The data was

collapsed into a categorical variable and coded using the same five category scale as the

Carnegie Classification to describe size: 1 = an undergraduate enrollment of less than or

equal to 1,500 students; 2 = an undergraduate enrollment of between 1,501- 4,999 students; 3 = an undergraduate enrollment of between 5,000- 9,999 students; 4 = an undergraduate enrollment of between 10,000- 19,999 students; and 5 = an undergraduate enrollment exceeding 20,000 students. This variable was selected to determine if there was a relationship between institution size and community engagement priorities.

Institution Type

The purpose of this study was to determine if a relationship existed between the dimensions of community engagement and institutional characteristics. This variable described the participating institutions as 2-year or 4-year types and was used to determine if there were differences between community engagement efforts between each type. This variable was dummy coded such that 4-year institutions were the comparison variable so that variance between the two types could be examined.

Faculty Ratio

Faculty engagement is critical to the successful incorporation of a community learning strategy (Furco et al., 2009; Holland, 2005; Jackson-Elmoore, 2013). This variable was used to examine the relationship between full-time faculty and community engagement practices of an institution. IPEDS reported the total number of full-time faculty at each institution rather than a percentage of faculty. To convert the data so that it was comparison appropriate, the total number of full-time faculty was divided by the total undergraduate enrollment to calculate a percentage of faculty per undergraduate enrollment at each participating institution.

Graduation Rate

The Graduation rate variable described the percentage of students graduating from an original entering cohort. The data collected for this variable was as of the fall 2013 term and reflected the percentage of first-time, full-time, degree/certificate-seeking undergraduates within 150% of normal time to program completion for the 2007 cohort.

Retention Rate

The Retention rate variable measured the relationship between campus engagement efforts and student retention rates. The data collected for this variable was as of the fall 2013 term and reflects the percentage of first to second year retention of first-time bachelor's degree-seeking undergraduates.

SAT Reading and Math

The SAT Reading and Math variables are student success variables that reflect the average score on the Reading and Math components respectively on the Scholastic Assessment Test (SAT) used for college admission. For this study, the average scores of the 25th percentile of all test takers was preferred over the 75th percentile of all test takers so that the results of analysis would be based on the majority population and not the top tier of academic performers at each institution.

Students of Color

The students of color variable was a student demographic variable used to describe the ethnic composition of the student population at an institution. Because other studies on community engagement used student demographic variables based on White and non-White students, the total percentage of all students who identified as a race other than White was created by adding the percentages of these ethnic groups together to

create a new variable called students of color. This variable was included to determine if the ethnic composition of an institution correlated with institutional community engagement efforts.

Male

The percentage of male students enrolled at each institution was another student demographic variable in the model. This variable was included to determine if the gender composition of an institution correlated with institutional community engagement efforts.

Nontraditional

Nontraditional is a student demographic variable that described the percentage of students enrolled who were age 25 and older. This variable was included to determine if student status as a traditional or nontraditional student correlated with institutional community engagement efforts.

Table 3

Descriptions of Institutional Characteristics Variables

Variable Label	Description	Measure	Value
Control	Classification of the institution as either Public or Private	Nominal	0 = Public; 1 = Private
Campus Setting	Classification of the institutional regional setting as either Rural, Town, Suburb, or City	Nominal	Dummy coded; City = 0
Cost	Published in-district tuition and fees	Scale	1 = < 1500; 2 = 1501-4999; 3 = 5000-9999; 4 = 10,000-19,999; 5 = > 20,000
Pell Grant	Percent of full-time first-time undergraduates receiving Pell grants	Scale	Total percentage
Selectivity	Percent of students admitted	Scale	Total percentage
Size	Undergraduate enrollment	Scale	1 = < 1500; 2 = 1501-4999; 3 = 5000-9999; 4 = 10,000-19,999; 5 = > 20,000
Type	Classification of the institution as either a 2-year or 4-year institution	Nominal	0 = 4-year; 1 = 2-year
Faculty Ratio	Percentage of Instructional staff on 9, 10, 11 or 12 month contract per total undergraduate enrollment	Scale	Total percentage
Graduation Rate	Percentage of full-time, first-time, degree/certificate-seeking undergraduates within 150% of normal time to program completion, Fall 2013	Scale	Total percentage
Retention Rate	Percentage of first to second year retention of first-time bachelor's degree-seeking undergraduates, Fall 2013	Scale	Total percentage
SAT Read/ SAT Math	SAT Critical Reading and Math 25th percentile score	Scale	Average score on Reading and Math sections
Students of Color	Percent of undergraduate enrollment whose ethnicity is non-White	Scale	Total percentage
Male	Percent of undergraduate enrollment that are male students	Scale	Total percentage
Nontraditional	Percent of undergraduate enrollment ages 25-64	Scale	Total percentage

Supplemental Variables: Programs and Designations

Institutional designations, recognitions, and priority programs are additional indicators of distinguished community engagement contributions at higher education institutions. Administrators apply for institutional designations and recognitions based on infrastructural commitments and self-report their accomplishments for award selection. The most common recognitions include the Carnegie Engaged Campus designation awarded by the New England Resource Center for Higher Education (NERCHE) on behalf of the Carnegie Foundation, and the President's Higher Education Community Service Honor Roll distinction awarded by the Corporation for National and Community Service (CNCS).

Supplemental questions were asked on the community engagement survey to create variables Carnegie and HonorRoll to represent whether or not the institution applied for the Carnegie Engaged Campus or the President's Higher Education Community Service Honor Roll designations respectively (Table 4). The Distinction variable captured whether or not an institution actually received one or both of these designations. The data for this variable was collected directly from the NERCHE and CNCS recipient lists.

Administrators demonstrate their commitment to community engagement further by supporting sponsored programs that reflect institution-wide engagement. Such programs are often reflected in the institution's QEP in which community engagement has been selected as the topic, the establishment of a CNCS grant-funded or volunteer-based program, or a Bonner Leadership and Scholars program. Additional supplemental questions were asked on the community engagement survey to create the variables QEP and CNCS to ascertain if the institution had ever selected community engagement or a

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similar theme as the QEP topic and if the institution currently sponsored a CNCS program

respectively (Table 4). Data regarding Bonner institutions were collected directly from the

Bonner program participant's list and was included in the CNCS variable.

Table 4

Supplemental Variables, Institutional Programs and Designations

Variable Name	Description	Measure
Carnegie	Whether or not the institution had ever applied for the Carnegie Engaged Campus designation	0 = Did not apply; 1 = Applied
HonorRoll	Whether or not the institution had ever applied for the President's Higher Education Community Service Honor Roll Award.	0 = Did not apply; 1 = Applied
Distinction	Whether or not the institution received either or both of the Carnegie Engaged Campus designation and the President's Higher Education Community Service Honor Roll designations.	0 = Has not received awards 1 = Has received one or both awards
QEP	Whether or not the institution used Community Engagement or a similar focus as the topic of its Quality Enhancement Plan.	0 = Not a QEP Topic 1 = QEP Topic
CNCS	Whether or not the institution currently hosted a CNCS program such as AmeriCorps or VISTA, or a Bonner Leaders or Scholars Program through the Bonner Foundation.	0 = No programs 1 = One or both programs

Analytic Procedure

Descriptive Statistics

Descriptive statistics were conducted on each independent and dependent variable

to summarize the data. The descriptive statistics that were reported include the mean,

standard deviation, interquartile range, and total response count for each variable.

Factor Analysis

A factor analysis statistical procedure was employed to answer the research

question, Is there a pattern of community engagement that emerges amongst higher

education institutions in the state of Georgia? Factor analysis is a statistical procedure

that is used to determine the extent to which shared variance exists among variables, or items, by clustering them together into factors that measure some common effect (Mertler & Vannatta, 2010). This common effect or construct cannot be directly measured but may have several measurable variables that together explain the construct. Therefore, factor analysis assumes that items that are strongly correlated will group together consistently to capture a single construct. Factor analysis is used to understand patterns that may exist among different variables, to measure a latent, or underlying variable, and to reduce the number of variables such that interpretation and understanding is made simpler (Field, 2009).

For this study, an Exploratory Factor Analysis (EFA) statistical procedure was conducted to determine if a pattern of community engagement would emerge consistent with the Furco et al. (2009) model of institutionalized community engagement. EFA was further conducted to explore the factor structures of the 21 retained items (Faculty Support: Incentives and Rewards was excluded from the model due to significant unable to rate responses) in the model across the dimensions of community engagement, thereby identifying any latent constructs that may have existed related to community engagement (the dependent variable). A principal components analysis extraction method was used to observe all sources of variance for each variable (Mertler & Vannatta, 2010). PCA is commonly used over factor analysis because it establishes linear relationships between variables and the component loadings (Field, 2009). Because there was intercorrelation between only a few related variables, a varimax orthogonal rotation was used to compute the loading matrix (Mertler & Vannatta, 2010). Three criteria were used to determine retained factors: Kaiser's Criterion in which eigenvalues are greater than 1, observation

of the scree plot at the point of inflection, and at least 70% variance explained by the factors (Habing, 2004).

Multivariate Analysis of Variance (MANOVA)

A multivariate analysis of variance (MANOVA) statistical test was employed to answer the second research question, Is there a difference in the dimensions of community engagement based on institutional type and control? A MANOVA is a test of mean differences among multiple independent variables on multiple dependent variables (Mertler & Vannatta, 2010). For this study, the MANOVA statistical procedure was used to test the difference in means among the five dimensions of community engagement (dependent variables) based on institution type (2-year or 4-year) and control (public or private). A MANOVA was used instead of several univariate analyses to further test whether or not there was an interaction effect between the two independent variables.

Regression Analysis

To answer the research questions: Are institutional characteristics predictors of institutionalized community engagement, and are the dimensions of community engagement predictors of national recognition, a regression model was conducted to predict the relationship between institutional characteristics and each dimension of community engagement. Regression attempts to predict the values of the dependent variable by calculating the probability of a particular outcome (Mertler & Vannetta, 2010). For this research study, a regression model was used to predict the dimensions of community engagement based on the following retained institutional characteristics: campus setting, institution size, type, and control, faculty ratio, retention rates, Pell Grant awards, student ethnicity, gender, and student type.

An Ordinary Lease Squares (OLS) regression analysis was conducted to examine the relationship between the dimensions of community engagement and various institutional characteristics. OLS regression analysis predicts a linear relationship between the independent and dependent variables by squaring the sum of the differences between the actual value and predicted value of a variable along the regression line (Fields, 2009; Mertler & Vannatta, 2010; Zou, Tuncali, & Silverman, 2003). The following formula is used for OLS regression:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_n X_n + \mathcal{E}$$

Where β equals the regression co-efficient, X equals the value of the predictor variable, $\mathcal{E}$ equals the expected error term, and Y equals the expected value of the outcome variable. The β co-efficient interprets the estimated change in Y corresponding to a one unit increase in another variable when all other variables are held constant. The OLS regression equation for predicting Community Engagement was:

$$Dimension_y = \beta_0 + \beta_1 control + \beta_2 rural + \beta_3 town + \beta_4 suburb + \beta_5 selectivity + \beta_6 size + \beta_7 type + \beta_8 carnegie + \beta_9 honorroll + \beta_{10} cncs + \beta_{11} qep + \beta_{12} male + \beta_{13} nontrad + \beta_{14} ethnicity + B_{15} faculty + \mathcal{E}_i$$

where y equaled Mission and Philosophy, Faculty Support, Student Support, Community Participation, and Institutional Support as five separate equations.

Lastly, a logistic regression analysis was conducted to determine which dimensions of community engagement were predictors of national recognition. Logistic regression is an extension of multiple regression except that the dependent variable is a dichotomous categorical variable with only two values (Peng, Lee, & Ingersoll, 2002). Thus, logistic regression predicts membership in one of two groups by producing a regression equation that estimates the probability of a particular outcome (Mertler &

Vannatta, 2010). Logistic regression computes the natural logarithm which is used as the regression coefficient in the regression equation of an odds ratio derived from two odds of an occurrence based on the dichotomous value of the dependent variable (Peng et al., 2002). For this study, the five dimensions of community engagement were entered into the model as the independent variables to determine the odds of an institution receiving national recognition based on their level of integration of each of the dimensions.

Missing Data

To avoid the absence of data, an 'Unable to Rate' response category was added to the community engagement survey. This response option was added not only to discourage respondents from randomly skipping survey items, but to also examine and interpret if there were possible patterns of this response choice that may also reveal something about engagement and the five dimensions across institutions (Mertler & Vennatta, 2010). However, the 'Unable to Rate' responses were prominent mainly on Faculty Support items, which was likely due to the fact that majority of the respondents were not faculty members or Academic Affairs professionals at their respective institutions. Because the 'Unable to Rate' responses were fairly concentrated in the one dimension of Faculty Support items, it was determined that these responses did not add value to the conclusions that can be drawn about community engagement at each institution. As a result, items for which the respondent rated as 'Unable to Rate' were treated as missing data for the purpose of more accurately conducting statistical procedures. To address this missing data, 'Unable to Rate' responses were simply removed from the analysis using pairwise deletion. Pairwise deletion attempts to minimize the amount of data loss by excluding cases only for the variable in which no

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data exists rather than excluding the entire case from analysis (Field, 2009). Items with more than 25% 'Unable to Rate' responses were eliminated from the model. After review of the total responses for each item, it was determined that one item should be removed from the model, Faculty Involvement: Incentives and Rewards, due to its high missing data rate of 27% (*N = 35).*

Additionally, one institution did not report data to IPEDS for the most current reporting period when this research was conducted. Therefore, the previous year's data for that institution was used for the institutional characteristic variables. One additional institution did not report its retention rates, resulting in a sample size of 47 institutions for the retention variable. Technical institutions (*N* = 10) and four additional public, 4-year institutions did not report Selectivity and SAT score data, resulting in a sample size of 34 institutions for Selectivity. One additional public institution did not report data for the SAT score variable only, resulting in a sample size for the SAT variable of 33. To minimize the loss of data, pairwise deletion was also used to address missing data in the regression models.

Limitations

Levels of community engagement in higher education and its relationship with institutional characteristics and national recognition were explored for this research study. While the results of this research provided valuable insight into the institutionalization of community engagement on the collegiate level, some limitations existed that impacted the findings and potential replication of this study.

Timing

Data collection for this research study was dependent upon the willingness of the respondent to complete and submit survey responses. The data collection period for this study was during the summer months, and many professionals at each institution who could have significantly contributed to the survey responses, such as faculty, were difficult to reach due to vacation schedules. In addition, institutional mergers and consolidations were either taking place or had recently taken place at some institutions. As a result, data was reported for institutions that no longer exist which could affect the generalizability of the findings of this research study.

Self-Report

This research study relied on the identification of appropriate institutional personnel to complete a survey on the institution's current levels of community engagement. Because majority of the respondents were solely Student Affairs professionals, participants were encouraged to include other campus personnel that may be involved in the institution's engagement initiatives in responding to the survey. However, each participant was asked to submit only one completed survey for the college or university. Still, several respondents were unable to rate items in the Faculty Support dimension, indicating that participants may not have connected with their Division of Academic Affairs to provide an accurate response for their respective institution related to the work of faculty. This limitation may have resulted in Faculty Support items being underestimated.

In addition, because the research design was based on self-report, there was the possibility that participants may inaccurately portray their institution's community engagement efforts. The survey tool was adapted such that survey items were tone-

neutral and conveyed a sense of inquiry verses judgment. However, due to the employee-employer relationship that each respondent had with the institution, it is possible that responses to some items were biased and overestimated.

Chapter IV

FINDINGS

The relationship between community engagement (through the five dimensions of institutionalized community engagement) and characteristics of higher education institutions in the state of Georgia were investigated for this research study. The results of this study are presented in Chapter 4. The analysis of each research question and the quantitative statistical procedures used to address the identified problem of this study are detailed. Specifically, patterns of institutionalized community engagement as described by the Furco et al. (2009) model were explored using a factor analysis statistical procedure and a multivariate analysis of variance (MANOVA). The impact of various institutional characteristics on institutionalized community engagement was examined using regression modeling. Lastly, a logistic regression statistical procedure was conducted to establish a relationship between community engagement and designations received for campus engagement.

Research Question 1

Is there a pattern of community engagement that emerges amongst higher education institutions in the state of Georgia?

A factor analysis statistical procedure was conducted to identify a pattern of community engagement in Georgia's higher education institutions. Data was collected from responses to an electronic survey adapted from Furco et al.'s (2009) Rubric for Institutionalizing Community Engagement in Higher Education. The analysis was

conducted with 48 institutional responses to the survey. This was an overall response rate of 57%.

Preliminary Diagnostics

Factor analysis assumes that there is a linear relationship between the variables and that all variables are normally distributed (Mertler & Vannatta, 2010). To confirm that the assumptions were met, the data was screened for linearity and normality using a scatter plot and Mahalanobis distance. A scatter plot matrix of the variables confirmed a fairly linear relationship and normal distribution. Further, Mahalanobis distance revealed no outliers, (x^2(21) = 46.797, p = .001).

The N value for each factor was also examined to confirm adequate response rates to each survey item. Items for which the respondent rated as "Unable to Rate" were treated as missing data for the purpose of more accurately conducting statistical procedures. Those responses were simply removed from the analysis. Items with more than 25% unable to rate responses were eliminated from the model. After review of the descriptive statistics, it was determined that one item should be removed from the model, Faculty Support: Incentives and Rewards, due to its high unable to respond rate of 27% (*N = 35)*. Additional descriptive statistics including the mean, standard deviation, and interquartile range (IQR) for each item are presented in Table 5.

Internal reliability and consistency was determined by the Cronbach Alpha (α) coefficient for each community engagement dimension. The Cronbach Alpha score measures whether or not related items are measuring the same construct (Field, 2009). A Cronbach Alpha coefficient above 0.7 is statistically significant and acceptable (Field, 2009; Tavakol & Dennick, 2011). Because all of the community engagement dimensions

had high Cronbach Alpha scores ($\alpha > .8$), it was determined that the survey response data had sufficient internal consistency and validity (Table 7).

Exploratory Factor Analysis

Exploratory Factor Analysis (EFA) was conducted to determine if any patterns of community engagement existed for measures on 21 variables (Table 5). The variable Faculty Support: Incentives and Rewards was eliminated from the analysis due to its high number of unable to rate responses, which were treated as missing data for the analysis (Table 5). Principal components analysis (PCA) was conducted utilizing an orthogonal rotation (varimax), which assumes that factors are independent of each other, and therefore attempts to identify underlying relationships between the factors (Field, 2009; Metler & Vannatta, 2010). The Kaiser-Meyer-Olkin (KMO) measure verified sampling adequacy for the analysis, KMO = .508, which indicated that the correlations should yield reliable factors (Field, 2009). Bartlett's test of sphericity, x^2 (210) = 516.006, p ≤ .001, indicated that correlations were large enough for PCA.

The initial analysis retained five components with eigenvalues greater than 1. Because the number of variables is less than 30 and most of the communalities are greater than .70 (Table 5), this criteria was considered reliable (Kootstra, 2004; Field, 2009; Mertler & Vannatta, 2010). The five components together explained 75.74% of the variance. An examination of the scree plot revealed two points of inflection, one after three factors and one after five factors. Due to consistency of eigenvalue, variance, and scree plot criteria, all five components were retained in the final analysis.

Table 5

Factor Analysis Descriptive Statistics and Communalities using a Principals Component Analysis Extraction Method

Variable	*N*	*M*	*IQR*	*SD*	*Extraction*
Mission and Philosophy: Definition	48	2.85	2-4	1.30	.712
Mission and Philosophy: Strategic Planning	47	3.01	2-4	1.42	.709
Mission and Philosophy: Mission Alignment	48	3.50	2-5	1.41	.834
Mission and Philosophy: Educational Reform	43	3.29	2-4	1.29	.799
Faculty Support: Knowledge and Awareness	37	3.31	2-5	1.50	.739
Faculty Support: Involvement and Support	40	3.15	2-4.8	1.35	.757
Faculty Support: Leadership	40	3.14	2-4	1.29	.798
Faculty Support: Incentives and Rewards	35	2.64	2-3.5	1.20	N/A
Student Support: Awareness	48	3.65	3-5	1.12	.789
Student Support: Opportunities	48	3.93	3-5	1.27	.704
Student Support: Leadership	48	3.71	3-5	1.35	.667
Student Support: Rewards and Incentives	47	3.36	2-5	1.36	.737
Community Participation: Awareness	44	3.57	2-5	1.25	.819
Community Participation: Mutual Understanding	42	3.31	2.8-4	1.09	.701
Community Participation: Voice and Leadership	42	3.41	3-4.3	1.21	.814
Institutional Support: Coordinating Entity	45	3.24	2-4	1.25	.763
Institutional Support: Policy-Making Entity	37	3.01	2-4	1.19	.721
Institutional Support: Staffing	45	2.97	1-4.5	1.55	.794
Institutional Support: Funding	39	3.42	2-5	1.54	.897
Institutional Support: Administrative Support	45	3.67	3-5	1.13	.808
Institutional Support: Department Support	42	2.95	2-4	1.29	.721
Institutional Support: Evaluation and Assessment	44	2.88	2-4	1.24	.625

All of the variables produced positive loadings on the rotated component matrix (Table 6). The items with the highest loadings included Mission and Philosophy: Strategic Planning, Student Support: Student Awareness, Institutional Support: Department Support, and Institutional Support: Funding. Component 1 loadings were consistent with the Mission and Philosophy construct, Component 2 loadings were consistent with the Student Support construct, and Component 3 loadings were consistent with the Faculty Support construct. Component 4 loaded one Community Participation item and one Institutional Support item. These two items correlated with fairly high factor loadings on the rotated components matrix (Table 6). Because these two items are dependent on institutional leadership to communicate goals of community engagement to both internal and external constituencies, Component 4 was labeled Leadership. Lastly, although some items loaded with other components, Component 5 loadings were fairly consistent with the Institutional Support construct. Components with four or more loadings above |.60| are considered reliable (Habing, 2003; Mertler & Vannatta, 2010).

Table 6

Factor Loadings for Rotated Components Sorted by Loading Size

	Loading
Component 1: Mission and Philosophy	
Mission and Philosophy: Strategic Planning	.775
Mission and Philosophy: Educational Reform	.757
Mission and Philosophy: Mission Alignment	.729
Mission and Philosophy: Definition	.664
Institutional Support: Evaluation and Assessment	.606
Institutional Support: Policy-Making Entity	.587
Component 2: Student Support	
Student Support: Awareness	.830
Student Support: Rewards and Incentives	.784
Student Support: Opportunities	.724
Student Support: Leadership	.646
Community Participation: Mutual Understanding	.486
Component 3: Faculty Support	
Institutional Support: Department Support	.741
Faculty Support: Knowledge and Awareness	.688
Faculty Support: Leadership	.687
Faculty Support: Involvement and Support	.607
Community Participation: Voice and Leadership	.541
Component 4: Leadership	
Institutional Support: Administrative Support	.713
Community Participation: Awareness	.695
Component 5: Institutional Support	
Institutional Support: Funding	.872
Institutional Support: Staffing	.653
Institutional Support: Coordinating Entity	.553

Factor Scores

A factor score assists with data reduction by calculating a score based on the measures of the component variables and their weighted importance on the construct so that further analysis can be conducted on the factor score rather than on the original data (Field, 2009). Because the EFA results were mostly consistent with the Furco et al. (2009) rubric as intended, weighted average scores were created for Mission and Philosophy, Faculty Support, Student Support, Community Participation, and Institutional

Commitment dimensions by conducting a confirmatory factor analysis for each

community engagement dimension and its related factors (Table 7). More complex

calculations of factor scores such as the regression or Anderson-Rubin method are

recommended (Field, 2009); however, since the scale of measurement for each factor was

the same for each dimension, the weighted calculation was sufficient in producing

acceptable factor scores. The output produced a factor loading (β) for each factor (X)

within the related dimension (Y). The following formula was then developed to calculate

the weighted factor scores:

$$Y_i = ((\beta_1 X_1) + (\beta_2 X_2) + ... (\beta_N X_N)/N), \text{ where:}$$

$$Dimension_i = ((\beta_1 Factor_1) + (\beta_2 Factor_2) + ... (\beta_N Factor_N)/N)$$

Table 7

Confirmatory Factor Analysis (CFA) Factor Loadings and Alpha Cronbach for Dimensions of Community Engagement

Dimension/Factors	Component Score	Alpha Cronbach (α)
Mission and Philosophy		.847
Definition	.828	
Strategic Planning	.823	
Mission Alignment	.833	
Educational Reform	.849	
Faculty Support		.898
Involvement and Support	.921	
Leadership	.907	
Knowledge and Awareness	.838	
Student Support		.854
Awareness	.860	
Opportunities	.815	
Leadership	.800	
Rewards and Incentives	.873	
Community Participation		.841
Awareness	.923	
Mutual Understanding	.846	
Voice and Leadership	.844	
Institutional Support		.881
Coordinating Entity	.852	
Policy-Making Entity	.789	
Staffing	.778	
Funding	.820	
Administrative Support	.706	
Department Support	.705	
Evaluation and Assessment	.687	

Summary

An exploratory factor analysis (EFA) was conducted to identify patterns of engagement in higher education in the state of Georgia. The results of the EFA coupled with the model's internal validity produced results that generally confirmed the pattern of community engagement in higher education as specified by the Furco et al. (2009) model. An unexpected construct titled Leadership was formed; however, with only two factor

loadings, the Leadership construct did not significantly explain the model. The null

hypothesis is thus rejected that there is no pattern of engagement among Georgia's higher

education institutions. Because the factor analysis statistical procedure resulted in a

pattern of engagement that supported the Furco et al. (2009) model and there was

sufficient internal validity of the data, factor scores were created to reduce the data into

variables that represented the five dimensions of community engagement: Mission and

Philosophy, Faculty Support, Student Support, Community Participation, and Institutional

Commitment. The factor score for each dimension was then used to conduct subsequent

statistical procedures for this study so that the relationship between community

engagement, institutional characteristics, and national distinctions could be assessed.

Research Question 2

Is there a difference in patterns of institutionalized community engagement by

institution type and institution control?

A two-way multivariate analysis of variance (MANOVA) statistical test was

conducted to determine the effect of institutional type and institutional control on the

dependent variables of dimensions of community engagement. The data was scanned for

missing data and outliers, $x^2(5) = 20.515$, $p \leq .001$; no outliers were present. The

assumptions of normality and linearity were confirmed by examination of the

scatterplots. Box's Test was interpreted to confirm homogeneity of variance (Box's Test

$= p \geq .001$).

MANOVA results indicated a significant main effect for institutional type,

[Wilks' $\Lambda = .765$, $F(5, 40) = 2.46$, $p \leq .05$, $\eta^2 = .24$] but did not reveal a main effect for

institutional control, [Wilks' $\Lambda = .874$, $F(5, 40) = 1.15$, $p > .05$, $\eta^2 = .13$]. Multivariate

effect sizes were small and there were no significant interaction effects between the independent variables institutional type and control. Given the significance of the institutional type effect, a univariate ANOVA was conducted as a follow-up test. ANOVA results indicated that the dimensions of community engagement did not significantly differ for institutional type. Therefore, the null hypothesis is accepted that there is no difference in patterns of institutionalized community engagement between public and private institutions. Similarly, while the institutional type variable had an effect on community engagement as whole, there were no significant differences in the mean between 2-year and 4-year institutions on each of the dimensions of community engagement separately. The adjusted and unadjusted group means for each dimension of community engagement by institution type are presented in Table 8 and are presented in Table 9 for institution control.

Table 8

Adjusted and Unadjusted Means for Community Engagement by Institution Type

| | Institution Type | | | |
| | 2-Year Institution | | 4-Year Institution | |
	Adjusted M	Unadjusted M	Adjusted M	Unadjusted M
Mission and Philosophy	9.13	9.47	7.97	7.99
Faculty Support	5.79	6.40	5.12	5.03
Student Support	10.57	10.23	9.88	9.95
Community Partnerships	7.48	6.36	6.05	6.02
Institutional Support	9.87	10.96	14.11	14.09

Table 9

Adjusted and Unadjusted Means for Community Engagement by Institution Control

| | Institution Control | | | |
| | Public Institution | | Private Institution | |
	Adjusted *M*	Unadjusted *M*	Adjusted *M*	Unadjusted *M*
Mission and Philosophy	8.83	8.56	8.27	7.88
Faculty Support	5.61	5.26	5.30	5.52
Student Support	10.21	10.23	10.24	9.60
Community Partnerships	6.00	5.96	7.53	6.38
Institutional Support	12.62	13.15	11.36	13.83

Research Question 3

Are institutional characteristics predictors of institutionalized community

engagement?

An ordinary least squares (OLS) multiple regression analysis was conducted to

determine if there was a relationship between community engagement and institutional

characteristics. Regression is a statistical procedure that predicts the value of the

dependent variable when the value of the independent variable is known by developing an

equation that best fits the model (Field, 2009; Mertler & Vannatta, 2010).

Covariates

The Integrated Postsecondary Education Data System (IPEDS) was used to

identify 23 institutional characteristic variables (Table 10) for the regression analysis

based on their theorized impact on community engagement in the literature. The

variables included institution control, institution type, institution cost, institution size,

campus setting, Pell Grant awards, selectivity, graduation rate, retention rate, SAT scores,

faculty ratio, gender, student type, and ethnicity. The descriptive statistics for these

variables are presented in Table 10. The sample included 67% public and 33% private

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institutions while 77% of institutions were 4-year and 23% were 2-year. The campus

setting location for 44% of sample institutions was in the city, defined by IPEDS as a

territory inside an urbanized area and inside a principal city. The average institution size

ranged between 1,500-5,000 students with tuition and fees averaging between $5,000-

$10,000 annually. An average of 56% of students who applied were accepted

(Selectivity) and 53% of students enrolled at sample institutions receive the Pell Grant

Award. The average graduation rate of the sample institutions was 40% and the retention

rate was 69%. The average SAT Reading score was 476 and the average Math score was

471. The total number of full-time faculty averaged about 5% of the student population.

Lastly, majority of students attending the sample institutions were White (51%), female

(60%), and traditionally-aged students (73%). The institution characteristic variables are

presented in Table 10.

Table 10

Descriptive Statistics for Institutional Characteristics Variables

Variable	N	M	SD
Control			
Private Institution	48	.33	.48
Public Institution	48	.67	.48
Campus Setting			
Rural	48	.08	.28
Town	48	.23	.43
Suburb	48	.25	.44
City	48	.44	.50
Institution Cost	48	2.38	1.38
Institution Size	48	2.44	1.11
Institution Type			
2-Year	48	.23	.43
4-Year	48	.77	.43
Pell Grant Award %	48	53.48	19.96
Faculty Ratio	48	4.84	2.44
Gender%			
Men	48	39.63	14.64
Women	48	60.38	14.64
Graduation Rate %	48	39.58	20.82
Retention Rate %	47	68.85	13.53
SAT Scores			
Critical Reading 25th percentile score	33	475.97	59.32
Math 25th percentile score	33	470.76	68.38
Selectivity	34	56.35	13.38
Student Demographic			
White	48	51.17	23.08
Students of Color	48	48.83	23.08
Student Type			
Traditional, ages 18-24	48	72.75	19.35
Non-Traditional, ages 25-64	48	24.38	18.23

Regression Preliminary Diagnostics

Regression assumes that multicollinearity does not exist between the independent variables, there is linearity between the dependent and independent variables, there is variance in the values of the independent variables, errors in the independent variable are normally distributed and do not correlate with the independent variables, and that there is

homoscedasticity (all values of the independent variable are constant) of the residual

variances (Field, 2009; Mertler & Vannatta, 2010).

All of the institutional characteristic variables were entered into each criteria of

assumption testing to determine which variables should be included in the final model.

Mahalonobis distance determined that there were no outliers in the model, $(x^2(22) =$

$48.262, p \le .001)$. A correlation matrix of all independent and dependent variables was

observed to determine if multicollinearity existed between any of the independent

(predictor) variables. Multicollinearity occurs when two or more predictor variables are

measuring the same phenomenon. Because regression measures the individual effects of

each independent variable, multicollinearity between predictor variables makes it difficult

to distinguish the effects of either variable. A Pearson's $r \ge .7$ indicates multicollinearity

among predictor variables (Field, 2009). These variables should not be included in the

regression model.

The correlation matrix revealed that several predictor variables positively

correlated with each other at Pearson's $r \ge .7$. In addition to observance of the correlation

matrix, the variance inflation factor (VIF) and tolerance values were examined to further

test for multicollinearity among predictor variables. Both VIF and the tolerance statistic

measure a strong linear association between two or more predictor variables. It is

recommended that a VIF value exceeding 10 is cause for concern in the regression model

(Field, 2009; Mertler & Vannatta, 2010). The Tolerance statistic value ranges between 0-

1 with a value close to 0 indicating multicollinearity. Therefore, values below 0.2 are

problematic (Field, 2009). The residual scatterplots were evaluated as a final test of the

assumptions. While other tests for linearity, normality, and homoscedasticity were

conducted, an examination of the residual scatterplots offers a test of all three assumptions (Field, 2009). The residual scatterplots were normally distributed and thus, assumptions of linearity, normality, and homoscedasticity were met.

Based on the preliminary data scan, it was determined that 12 variables would remain in the final regression model (Table 11). These variables are representative of unique institutional characteristics across a broad range of infrastructural qualities that reflect the institutional profile, student demographics, and student success measures. A final scan for collinearity was conducted with all retained variables (Table 11). The tolerance and VIF statistics confirmed that multicollinearity did not exist among the remaining variables, although three variables had slightly lower tolerance statistics than the ideal value of .2. Scatterplots were further observed again to confirm normal distribution of the data and the absence of multicollinearity.

Table 11

Variance Inflation Factor (VIF) and Tolerance Statistics for final Regression Model

Variable	Collinearity Statistics	
	Tolerance	VIF
Institution Type (2-year)	.355	2.819
Institution Control (Private)	.153	6.517
Institution Size	.255	3.917
Faculty Ratio	.194	5.149
Retention	.230	4.356
Pell Grant Awards	.144	6.943
Gender (Male)	.816	1.226
Student Status (NonTraditional)	.280	3.565
Ethnicity (Students of Color)	.396	2.524
Campus Setting: Rural	.560	1.785
Campus Setting: Town	.535	1.869
Campus Setting: Suburb	.706	1.417

Regression Analyses

  Mission and Philosophy. An ordinary least squares (OLS) multiple regression statistical analysis was conducted to explore the relationship between institutional characteristics and the Mission and Philosophy dimension of community engagement. The results of the analysis showed that the overall model was not a significant predictor of the Mission and Philosophy dimension of community engagement, (F (12, 34) = .1.502, p > .05, R^2 = .35, R^2_{adj} = .116). The model measured 35% of the variance in Mission and Philosophy with the Pell Grant Award *(β = -.92, p = .02)* and students of color *(β = .67, p = .004)* variables significantly contributing to the model *(p < .05).* Male students *(β = -.26, p = .10)* somewhat contributed to the model *(p ≤ .10).* The model results indicated that when all other variables are held constant, an increase in students of color by 1% would result in an increase in the Mission and Philosophy score by 67%. In contrast, a decrease in Pell Grant recipients and male students by 1% each would increase the Mission and Philosophy score by 92% and 26%, respectively, when controlling for all other variables. The results of the full model are presented in Table 12.

Table 12

Results for Multiple Regression Analysis Predicting Mission and Philosophy, Community Engagement

	B	β	t	p
Institution Type (2-year)	-1.170	-.156	-.672	.506
Institution Control (Private)	-2.962	-.444	-1.254	.218
Institution Size	-.343	-.120	-.436	.665
Faculty Ratio	.064	.049	.156	.877
Retention	-.054	-.228	-.788	.436
Pell Grant Award	-.147	-.923	-2.527	.016**
Gender (Male)	-.056	-.259	-1.685	.101*
Student Status (Non-Traditional)	.048	.275	1.049	.301
Ethnicity (Students of Color)	.093	.672	3.051	.004**
Campus Setting: Rural	2.913	.256	1.381	.176
Campus Setting: Town	1.092	.146	.770	.447
Campus Setting: Suburb	1.974	.272	1.646	.109
R^2		*.346*		
p		*.172*		

*Significant at p ≤ .10
**Significant at p ≤ .05

Faculty Support. An ordinary least squares (OLS) multiple regression statistical analysis was conducted to explore the relationship between institutional characteristics and the Faculty Support dimension of community engagement. The results of the analysis showed that the overall model was not a significant predictor of the Faculty Support dimension of community engagement, ($F(12, 34) = 1.349$, $p > .05$, $R^2 = .323$, $R^2_{adj} = .083$). The model measured 32.3% of the variance in Faculty Support with the students of color variable significantly contributing to the model *(β =.493, p = .035)*, and Pell Grant Awards *(β = -.682, p = .075)* somewhat contributing to the overall model *(p ≤ .10)*. The model results indicated that when all other variables are held constant, an increase in students of color by 1% would result in an increase in the Faculty Support score by 49%. In contrast, a decrease in Pell Grant recipients by 1% would increase the Faculty Support

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score by 68% when controlling for all other variables. The results of the full model are presented in Table 13.

Table 13

Results for Multiple Regression Analysis Predicting Faculty Support, Community Engagement

	B	β	t	p
Institution Type (2-year)	-2.072	-.257	-1.083	.287
Institution Control (Private)	.393	.055	.152	.880
Institution Size	.377	.122	.437	.665
Faculty Ratio	-.067	-.047	-.148	.883
Retention	.019	.076	.257	.799
Pell Grant Awards	-.117	-.682	-1.834	.075*
Gender (Male)	-.032	-.136	-.870	.391
Student Status (Non-Traditional)	.080	.423	1.588	.121
Ethnicity (Students of Color)	.073	.493	2.200	.035**
Campus Setting: Rural	2.587	.211	1.117	.272
Campus Setting: Town	.392	.049	.251	.803
Campus Setting: Suburb	1.116	.142	.847	.403
R^2			.323	
p			.238	

*Significant at $p \leq .10$
**Significant at $p \leq .05$

Student Support. An ordinary least squares (OLS) multiple regression statistical analysis was conducted to explore the relationship between institutional characteristics and the Student Support dimension of community engagement. The results of the analysis showed that the overall model was not a significant predictor of the Student Support dimension of community engagement, ($F(12, 34) = .757$, $p > .05$, $R^2 = .211$, $R^2_{adj} = -.068$). The model measured 21% of the variance in Student Support. There were no individual variables in the model that significantly predicted Student Support. These results are theoretically valid because the model was inclusive of variables that were significant to institutional characteristics verses variables that would measure student engagement. To better predict the Student Support dimension, predictors that are indicative of the student

experience such as student survey results, service learning courses offered, or engagement opportunities offered at individual institutions would be appropriate measures. As this research question sought to establish a relationship between institution structural characteristics rather than student development initiatives, such variables were excluded from the study design. The results of the full model are presented in Table 14.

Table 14

Results for Multiple Regression Analysis Predicting Student Support, Community Engagement

	B	β	t	p
Institution Type (2-year)	-1.060	-.160	-.626	.536
Institution Control (Private)	.122	.021	.053	.958
Institution Size	.075	.029	.098	.923
Faculty Ratio	-.333	-.288	-.834	.410
Retention	.041	.197	.621	.539
Pell Grant Awards	-.036	-.255	-.636	.529
Gender (Male)	-.027	-.139	-.822	.417
Student Status (Non-Traditional)	.005	.032	.112	.912
Ethnicity (Students of Color)	.034	.282	1.165	.252
Campus Setting: Rural	.276	.027	.135	.894
Campus Setting: Town	-1.595	-.241	-1.156	.256
Campus Setting: Suburb	-1.097	-.171	-.941	.353
R^2		.211		
p		.688		

*Significant at p ≤ .10
**Significant at p ≤ .05

Community Participation. An ordinary least squares (OLS) multiple regression statistical analysis was conducted to explore the relationship between institutional characteristics and the Community Participation dimension of community engagement. The results of the analysis showed that the overall model was not a significant predictor the Community Participation dimension of community engagement, $(F(12, 34) = 1.317, p > .05, R^2 = .317, R^2_{adj} = .076)$. The model measured 31.7% of the variance in Community Participation. Similar to the results of the Mission and Philosophy and Faculty Support models, the students of color variable $(β = .646, p = .007)$ significantly contributed to the

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model when all other variables were held constant. The model results indicated that when all other variables are held constant, an increase in students of color by 1% would result in an increase in the Community Participation score by 65%. Conversely, the Pell Grant Award variable ($\beta = -.792$, $p = .041$) significantly contributed to the model in the opposite direction; a decrease in Pell Grant recipients by 1% would increase Community Participation by 79%. The results of the full model are presented in Table 15.

Table 15

Results for Multiple Regression Analysis Predicting Community Participation, Community Engagement

	B	β	t	p
Institution Type (2-year)	-.549	-.090	-.378	.708
Institution Control (Private)	1.114	.204	.565	.576
Institution Size	.489	.209	.745	.461
Faculty Ratio	-.327	-.307	-.953	.347
Retention	-.051	-.266	-.899	.375
Pell Grant Awards	-.103	-.792	-2.121	.041**
Gender (Male)	-.026	-.144	-.918	.365
Student Status (Non-Traditional)	.017	.122	.454	.652
Ethnicity (Students of Color)	.073	.646	2.869	.007**
Campus Setting: Rural	2.187	.235	1.242	.223
Campus Setting: Town	-.102	-.017	-.086	.932
Campus Setting: Suburb	.368	.062	.368	.715
R^2			*.317*	
p			*.254*	

*Significant at p ≤ .10
**Significant at p ≤ .05

Institutional Support. An ordinary least squares (OLS) multiple regression statistical analysis was conducted to explore the relationship between institutional characteristics and the Institutional Support dimension of community engagement. The results of the analysis showed that the overall model was a significant predictor of the Institutional Support dimension of community engagement, (F (12, 34) = 2.037, $p \leq .05$, $R^2 = .418$, $R^2_{adj} = .213$). The model measured 42% of the variance in Institutional Support

with three variables, students of color *(β = .638, p = .004)*, Pell Grant Award *(β = -.992, p = .007)*, and rural campus setting *(β = .384, p = .035)* significantly contributing to the model *(p ≤ .05)*. One additional variable moderately contributed to the model *(p ≤ .10)*, male students *(β = -.264, p = .078)*. The model results indicated that an increase in students of color by 1% would result in an increase in the Institutional Support score by 64% when holding all other variables constant. In contrast, a decrease in Pell Grant recipients and male students by 1% would increase the Institutional Support score by 99% and 26%, respectively, when controlling for all other variables. Lastly, the Institutional Support score is increased by 38% when an institution is located in a rural campus setting. The results of the full model are presented in Table 16.

Table 16

Results for Multiple Regression Analysis Predicting Institutional Support, Community Engagement

	B	$β$	t	p
Institution Type (2-year)	.176	.013	.057	.955
Institution Control (Private)	-.273	-.022	-.066	.948
Institution Size	.428	.080	.309	.759
Faculty Ratio	-.983	-.404	-1.361	.182
Retention	.053	.121	.443	.661
Pell Grant Awards	-.295	-.992	-2.877	.007**
Gender (Male)	-.107	-.264	-1.820	.078*
Student Status (Non-Traditional)	.088	.271	1.097	.280
Ethnicity (Students of Color)	.164	.638	3.071	.004**
Campus Setting: Rural	8.153	.384	2.197	.035**
Campus Setting: Town	2.216	.159	.887	.381
Campus Setting: Suburb	2.372	.175	1.124	.269
R^2		*.418*		
p		*.052** *		

*Significant at p ≤ .10
**Significant at p ≤ .05

Historically Black Colleges and Universities (HBCU)

The data set included several Historically Black Colleges and Universities (HBCU) that had minority populations of close to 100%. Two of these institutions further had homogeneous gender populations. To assess whether or not there was an interaction effect of HBCUs specifically for students of color, male students, and Pell Grant Award (Pell Grant Award was included because typically minority students are the largest population of Pell Grant recipients), another regression analysis accounting for the HBCU institutions was conducted. The results of the models indicated that when HBCU institutions were removed from the model, the students of color, male students, and Pell Grant Award variables all remained significant. However, the non-traditional student variable became significant in the Mission and Philosophy and Faculty Support models. Therefore, HBCU institutions did not have an interaction effect on the regression models presented.

Summary

Ordinary least square (OLS) multiple regression was conducted to determine if a variety of institutional characteristics would significantly predict the five dimensions of community engagement. The regression results indicated that only one model, Institutional Support, was a significant predictor ($p \leq .05$) of the dimensions of community engagement. This model produced four variables of significance: students of color, male students, Pell Grant Award, and rural campus setting. To assess if there was an interaction effect with variables specific to students of color, male students, and Pell Grant recipients, the regression analyses were conducted while controlling for HBCU institutions. These institutions have homogeneous populations of both students of color and gender that traditionally are recipients of Pell Grant. The regression results did not

produce an interaction effect of HBCUs, suggesting that the findings were not skewed by these unique populations.

The findings of the regression analyses that institutional characteristics for the most part were not significant predictors of institutional engagement were not cautionary. Community engagement has largely been predicted by institutional priorities supported by leadership, faculty, and budgetary considerations rather than unique infrastructural characteristics of the institutions (Holland 2007). These priorities are supported by the research finding that the Institutional Support model was significant. The Institutional Support dimension included items such as staffing, funding and resources, administrative support, and policy development (Furco et al., 2009).

Although this model did not conclusively confirm a relationship between institutional characteristics and community engagement, some student demographic variables were consistently significant across the models. These include male students and Pell Grant Award variables which showed a negative relationship with Institutional Commitment. This finding supports student demographic data that exists on community engagement which indicate that female and wealthier students are more likely to engage in service-based activities (CNCS, 2006; NTCLDE, 2012). However, it is unclear why the students of color variable was positively significant; the same data indicates that White students are more engaged that students of color (CNCS, 2006). Follow-up research opportunities include the exploration of the juxtaposition of the students of color outcome of this research, engaging a larger sample size, and an in-depth analysis of community engagement and mission-driven institutional characteristics such as religious and military affiliations, HBCU, and technical institutions.

Are the dimensions of community engagement predictors of national recognition and distinction?

A logistic regression analysis was conducted to determine which dimensions of community engagement were predictors of national distinction. Logistic regression is an extension of multiple regression except that the dependent variable is a dichotomous categorical variable with only two values. Thus, logistic regression predicts membership in one of two groups by producing a regression equation that estimates the probability of a particular outcome (Mertler & Vannatta, 2010).

Unlike multiple regression, logistic regression does not prescribe any assumption criteria for the distribution of independent variables (Mertler & Vannatta, 2010); however, the limitations are the same. For the logistic regression model to accurately produce the predictor equation, multicollinearity and outlier criteria cannot be violated. In addition, logistic regression relies on goodness-of-fit tests to ensure that there are adequate frequencies of variables. Lastly, logistic regression relies on a good ratio of cases to variables in the model as problems occur when there are too few cases or missing data.

A preliminary data screening using Mahalanobis distance did not detect any outliers in the sample at the chi-square critical value, $x^2(5) = 20.515, p \leq .001$. An examination of the VIF and Tolerance statistics further indicated that multicollinearity did not exist due to all of the VIF values being less than 10 and the tolerance statistic values all exceeding .1. The collinearity statistics for the logistic regression independent variables are presented in Table 17.

Table 17

Collinearity Statistics for Logistic Regression Independent Variables

Variable	Collinearity Statistics	
	Tolerance Statistic	Variance Inflation Factor (VIF)
Mission and Philosophy Factor Score	.458	2.185
Faculty Support Factor Score	.358	2.790
Student Support Factor Score	.484	2.067
Community Participation Factor Score	.287	3.481
Institutional Support Factor Score	.379	2.641

The factor scores for the dimensions of community engagement were entered into the model using the Enter method to predict the probability of an institution receiving national distinction (National Distinction = 1, No National Distinction = 0) for institutionalizing the dimensions of community engagement.

Results indicated that the overall model fit of the predictors was good based on the relatively small value of –Log Likelihood (-Log Likelihood = 43.347) and was statistically reliable in predicting national recognition of community engagement (x^2 = 21.86, $p \leq .001$). The model correctly classified 77.1% of the cases. *Wald* statistics indicated that Faculty Support (B = .396) significantly predicted national recognition ($p \leq .05$) and Institutional Support (B = .343) and Mission and Philosophy (B = -.350) moderately predicted national recognition ($p \leq .10$) when all other variables were held constant. The odds ratio for the Faculty Support coefficient was 1.49; this value means that institutions that institutionalized the Faculty Support dimension of community engagement were almost one and a half times more likely to receive the Carnegie, President's Honor Roll, or both designations than institutions that did not. Similarly, the odds ratio for the Institutional Support coefficient was 1.41, also indicating close to one

and a half times higher likelihood of an institution receiving national recognition for Institutional Support of community engagement than an institution that did not institutionalized this dimension of engagement. Mission and Philosophy had a negative predictive value, indicating that the odds of an institution receiving a national designation for sustained institutionalization of the Mission and Philosophy dimension was almost one times less likely than an institution that did not. The results of the full model are presented in Table 18.

Table 18

Results of Logistic Regression Predicting Receipt of National Recognition for Community Engagement

	B	Wald	df	p	Odds Ratio
Mission and Philosophy	-.350	2.712	1	.100*	.704
Faculty Support	.396	3.637	1	.057*	1.486
Student Support	-.215	1.139	1	.286	.807
Community Participation	-.092	.088	1	.767	.912
Institutional Support	.343	6.206	1	.013**	1.409
Constant	-1.833	1.495	1	.221	.160

*Significant at p ≤ .10
**Significant at p ≤ .05

A second logistic regression model was conducted to include institutional control and type variables to examine their effects, if any, on the dependent variable distinction. The statistical significance of the model was reliable using the chi-square criteria, $x^2 = 25.841, p \leq .001$, and model good fit was established with a small -2Log likelihood value (-2Log likelihood = 39.362). The predictive power of the model increased with the inclusion of these two variables, predicting 85.4% of the cases correctly. Results indicated that institutional type (B = -2.487) had a moderate predicative value $(p \leq .10)$, but whether or not the institution is public or private had no predictive significance (Table 19). Faculty Support (B = .624) re-entered the model as a significant $(p \leq .05)$ predictor of

national recognition and Institutional Support (B = .267) re-entered with moderate significance (*p ≤ .10*). Mission and Philosophy did not re-enter the model as a significant predictor of national recognition.

As with the previous model, the odds ratio indicated that the likelihood of an institution receiving national recognition for institutionalized Faculty Support and Institutional Support was 1.87 and 1.31, respectively, higher than those that did not prioritize engagement in these areas. However, the odds of receiving national recognition were decreased by a little less than 10% if the institution was a 2-year versus a 4-year institution. Although the predictability in each model was small, the null hypothesis was rejected. Both logistic regression models identified significant predictability of national recognition through institutionalized dimensions of community engagement. The results of the full model are presented in Table 19.

Table 19

Results of Logistic Regression Predicting Receipt of National Recognition for Community Engagement with Control and Type variables

	B	Wald	df	p	Odds Ratio
Mission and Philosophy	-.295	1.763	1	.184	.744
Faculty Support	.624	5.503	1	.019**	1.867
Student Support	-.193	.813	1	.367	.824
Community Participation	-.202	.329	1	.566	.817
Institutional Commitment	.267	3.041	1	.081*	1.306
Type	-2.487	3.194	1	.074*	.083
Control	.053	.003	1	.957	1.054
Constant	-1.833	1.495	1	.221	.160

*Significant at p ≤ .10
**Significant at p ≤ .05

Summary

The purpose of this study was to explore how community engagement was institutionalized in higher education across the state of Georgia. The findings of this

study showed significant engagement efforts in Georgia's public and private colleges and universities. Supplemental questioning on the survey provided additional insight into engagement activities of institutions. Of the 48 institutions that responded to the survey, 25% applied for the Carnegie Engaged Campus designation; 40% applied for the National President's Higher Education Honor Roll in Community Service; and 50% had community engagement or a similar theme as the topic of the institution's QEP. In addition, 21% of the sample sponsored a community engagement focused program, such as an AmeriCorps Program or a Bonner Leaders or Scholars Program.

A principal components factor analysis was conducted to determine if a pattern of engagement existed among the sample institutions. The results showed consistency with the model of institutionalized community engagement developed by Furco et al. (2009) in which there are five dimensions of community engagement: Mission and Philosophy, Faculty Support, Student Support, Community Participation, and Institutional Support. The Alpha Cronbach scores ($\alpha > .8$) of each dimension confirmed the internal reliability of the model. All of the dimensions emerged from the model except for the Community Participation dimension in which all items loaded with a different construct (Student Support, Faculty Support, and Leadership). The means of the three items on the Community Participation dimension ranged between 3.3-3.6. In addition, the interquartile ranges hovered between 2-4. These ranges correlate to the third stage of development on the rubric, quality building. In the quality building stage, institutions are intentional about developing quality community partnerships of mutuality and reciprocity. Researchers have suggested that higher education institution professionals work in silo towards community partnership (Buys & Bursnall, 2007; Dubb, 2007); this

is reflected in the findings of this study. Student groups are typically conductors of community partnerships through their volunteer and philanthropy efforts (Sponsler & Hartley, 2013). Similarly, faculty members are instrumental in developing community partnerships through research and journal publication (Dubb, 2007). Leadership, as the face and voice of the institution, develops partnerships with local business, education organizations, and potential donors to the institution. Therefore, a separate Community Participation construct was not found. Instead, the community participation efforts of an institution are incorporated into quality building efforts through students, faculty, and leadership.

Similarly, two factors loaded together to form a construct labeled Leadership. Although unanticipated, this finding was not alarming; the literature in this area identified leadership as a significant contributor to institutionalized community engagement (Horgan & Scire, 2007; Holland, 2007; Brukardt et al., 2004). Administrative leadership is identified as necessary to institutionalized community engagement as leadership drives the vision, mission, and goals of the organization (Moore & Mendez 2014; Kezar, 2005). There are other models of institutionalized community engagement that identify leadership as a separate component; however, in the Furco et al. (2009) model, leadership is indirectly assumed in all of the dimensions and specifically identified as a variable in the Institutional Support dimension (Institutional Commitment: Administrative Support). Because these factors emerged together with high factor loadings, a separate Leadership component was acceptable for these results. Further research utilizing a larger sample size is needed to determine if a Leadership construct is significant to institutionalized community engagement in higher education.

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A multivariate analysis of variance (MANOVA) statistical test was conducted to assess if there was a difference in the means of the dimensions of community engagement by institution type and control. The results of the MANOVA indicated that there was no difference in patterns of engagement between 2-year and 4-year institutions. Further, there was no difference in patterns of engagement between private and public institutions; however, the logistic regression model found that institutional type was a significant predictor of national recognition of community engagement, specifically being a 4-year rather than a 2-year institution. This finding is also fairly consistent with other studies; there is conflicting research about the impacts of institution type and control in engagement efforts. For example, Harkavy (2005) noted that larger institutions are more likely to have engagement priorities due to their status as research institutions—thereby giving them a gateway to additional resources. Bureau et al. (2014) concluded opposite findings. Their research showed that larger institutions had lower participation rates in service learning than smaller institutions. Sandmann and Weerts (2008) offered that due to their complex and decentralized structures, research institutions may be slower to adopt an engagement agenda. More research on institutional characteristics and community engagement is needed to foster a better understanding of how institution type and control may impact engagement.

Institutionalized community engagement was also explored by examining the effects of institutional characteristics on the dimensions of engagement. An OLS regression analysis was conducted to establish a predictive relationship between institutional characteristics and the dimensions of community engagement. While only one model, Institutional Support, showed that institutional characteristics were significant

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predictors of community engagement, the results were probable; typically, an institution's capacity to create organization change depends upon institutional infrastructure priorities as confirmed by the significance of the Institutional Commitment model of the regression analysis. Gearan (2005) argued that these infrastructures are actualized on campuses in three common ways: "organized community service efforts; service learning, in which community work is built into the curriculum; and sharing of institutional knowledge and resources to help build strong communities" (p. 32).

Lastly, a logistic regression analysis was conducted to predict national recognition from the five dimensions of community engagement. The results indicated that Faculty Support and Institutional Support were significant predictors of national recognition. Again, these results are consistent with campus cultures of engagement. As stated previously, faculty is the driver of integrated community engagement through classroom pedagogy, community research, and partnership development (Brukardt et al., 2004). Therefore, these results reflect the practical work being done in the field. In addition, Institutional Support, through administrative and department leadership, budgetary and staffing priorities, and messaging, are the foundation of any organization change model (Gearan, 2005). Institutional commitment to a priority such as community engagement begets local, regional, and national distribution and recognition. As leaders in learning and knowledge, institutional recognition is instrumental in the replication of best practices and furthering research in higher education.

Chapter V

SUMMARY AND DISCUSSION

This chapter summarizes the research study by providing an overview of the

literature, the research questions, the methodology, and the findings of this study. The

purpose of this research study was to explore the relationship between community

engagement and a variety of institutional characteristics among higher education

institutions in the state of Georgia. The findings indicated that a pattern of engagement

existed among the 48 participating institutions. Further, some institutional characteristics

significantly predicted one dimension of community engagement, Institutional Support.

The Faculty Support and Institutional Support dimensions of engagement were

additionally found to be predictors of national distinction in community engagement.

Implications for practice in higher education will be discussed, including the

establishment of state-wide resources, intentional investment in campus-community

partnerships, and increased assessment efforts to create campus environments that

provide transformative teaching and learning experiences for students, faculty, and staff.

Lastly, the limitations of this research study and recommendations for further research

will be offered.

Summary of the Study

There has been considerable discussion over the past several decades about higher

education reaffirming its commitment to the community. In the 1980s, observers of

higher education condemned colleges and universities for producing students who were

narcissistic and disengaged from their communities and their responsibility to the democracy (Gearan, 2005). Community members demanded that colleges and universities return to their mission of developing the social consciousness of students, thereby preparing them to be active and engaged citizens (Fitzgerald, Bruns, Sonka, Furco, & Swanson, 2012; Holland, 1997; Moore, 2014; Saltmarsh, Hartley, & Clayton, 2009).

Many institutional leaders embrace community engagement as a viable strategy for connecting classroom, campus, and community. Still, other administrators are at an impasse between their desire to nurture a culture of learning and serving and the realities of their resources and institutional infrastructures. Because institutional priorities guide the institution's level of engagement, various researchers developed an array of assessment tools ranging from simple checklists to the more complex Carnegie community engagement framework for institution leaders to gauge the practical implications of a community agenda (Furco & Miller, 2009). These tools assist institutions in making informed decisions about their strengths and improvement areas towards engagement (Furco & Miller, 2009) but do little to establish a baseline for effective institutionalized engagement efforts. Uniform metrics are needed to assist institutions with identifying appropriate infrastructural priorities such that institutionalized community engagement has consistent and standard meaning across institutions.

Purpose

The purpose of this study was to explore patterns of community engagement among state of Georgia higher education institutions. Although rubrics, checklists, and

other frameworks outline existing practices that lead to sustained integration of community initiatives, there is a scarce amount of work that quantitatively studied the impact of unique institutional characteristics on engagement infrastructural priorities. The problem identified for this study is that common standards of institutionalized community engagement are neither defined nor implemented universally among colleges and universities.

For this study, the following research questions were asked:

1. Is there a pattern of engagement among colleges and universities in the state of Georgia?

2. Is there a difference in the dimensions of community engagement based on institution type and control?

3. Are institutional characteristics predictors of institutionalized community engagement?

4. Are the dimensions of community engagement predictors of national recognition?

Theoretical Framework

This research is grounded in the framework of organizational change. Change is inevitable in all organizations; organizational change theory is a strategy for planning for change rather than allowing change to spontaneously occur (Kezar, 2001). There are a variety of organizational change theories; the most common in higher education being teleological. Teleological organization change is change occurring from within the organization rather than as a response to external conditions. It is purposeful and intentional and occurs from the foresight of organizational leaders to strategically plan,

manage processes, and scan their environments for change opportunities (Kezar, 2001).

Armenakis and Bedeian (1999) identified this type of organizational change as

transformational. Transformative change is change that affects personal behaviors;

change is reliant on leadership, culture, mission, and strategy. Organizational change

theory with a transformative approach considers the culture and internal behaviors of an

organization by examining its policies, procedures, and practices (Moore, 2014).

Review of the Literature

The term community engagement is often used interchangeably with other,

similar, service-related terminologies. Thus, the term community engagement became

widely accepted as an umbrella term to describe the many different agendas for higher

education's campus-community endeavors. However, without consistency of message or

outcomes, community engagement took many different meanings from campus to

campus. Many campus administrators understood community engagement as a pedagogy

initiated by faculty through classroom teaching and learning (Butin, 2010). Other

campus administrators viewed community engagement as an economic strategy to

develop and prepare students to enter the workforce and maintain the economy (Moore,

2014). The Carnegie Foundation for the Advancement of Teaching took the lead in

developing an accepted definition of community engagement through their engaged

campus classification (New England Resource Center for Higher Education (NERCHE),

2015). This definition espouses many of the tenets of community engagement that are

broadly recognized as best practices of community work, including the ideas of

scholarship, mutuality and reciprocity, and transformation (Fitzgerald & Primavera,

2013; Fitzgerald et al., 2012; Moore, 2014; Whiteford & Strom, 2013).

Furco, Weerts, Burton, and Kent's (2009) assessment rubric for Institutionalizing Community Engagement in higher education is one of the most commonly used and accepted assessment tools to begin institutional exploration of institutionalized community engagement. The rubric identifies five major dimensions of community engagement in higher education: Mission and Philosophy, Faculty Support, Student Support, Community Partnership, and Institutional Support (Furco et al., 2009). Mission and Philosophy measures the degree to which an institution-wide definition for community engagement is developed that provides meaning, focus, and emphasis for the engagement effort. Faculty Support measures the degree to which faculty members are involved in implementation and advancement of community engagement within an institution. Student Support measures the degree to which students are aware of community engagement opportunities at the institution and are provided opportunities to play a leadership role in the development of community engagement at the institution. Community Participation measures the degree to which the institution nurtures community partnerships and encourages community agency representatives to play a role in implementing and advancing community engagement at the institution. Finally, Institutional Support measures the degree to which the institution provides substantial resources, support, and muscle toward the effort.

Furco (2002) argues that all of the dimensions do not have to be fully operationalized for an institution to institutionalize campus engagement; however as an institution, engagement priorities must be identified, cultivated, and integrated such that the entire campus is aware of the priority and works towards the effort of connecting engagement experiences in meaningful ways.

Limited data exist related to the effects of infrastructural attributes on community engagement outcomes. However, as practitioners continue to collect empirical data on student and institutional outcomes undergirded by community engagement initiatives, there is increasing evidence and acknowledgement that some institutional structures may positively correlate with community engagement practices. Community engagement has been cited as contributing to higher retention rates in higher education (Butin, 2010; Buys & Bursnall, 2007; Cress, Burack, Giles, & Stevens, 2010; Kellogg Commission, 2001). Bureau et al. (2014) found overwhelmingly that private institutions provide greater opportunities for service learning than do public institutions. Similarly, other studies showed that smaller faculty-student ratios that permit for increased faculty-student interactions are critical to the successful incorporation of a community learning strategy (Furco et al., 2009; Holland, 2007). Additionally, regional setting has a strong positive relationship with community engagement, specifically land-grant institutions, which were founded to directly engage with the community to teach, learn, and develop agricultural knowledge in their regional locations (Fitzgerald et al., 2012). Sandmann and Weerts (2008) cited findings from a Holland (2005) study that institutions located in regional settings with significant economic challenges are likely to assume a community engagement agenda.

Research on community engagement also showed differences in engagement levels between various demographics of students. The Corporation for National and Community Service (CNCS) reported that female students engaged more actively in community initiatives than did male students, and White students volunteered more than any other ethnicity (2006). Additionally, traditional-age college students tended to serve

in the community more than non-traditional students and older adults (CNCS, 2006; Cress et al., 2010). The National Taskforce on Civic Learning and Democratic Engagement (NTCLDE) reported that wealthier students tended to be more engaged than other students (2012). However, institutions with higher student entrance examination scores had lower participation rates in service learning opportunities (Bureau et al., 2014).

The National community engagement agenda continues to gain momentum through the work of associations that provide higher education institutions with guidance, research, and recognition for best strategies for implementing a community engagement framework. Organizations and associations such as the New England Resource Center for Higher Education (NERCHE), the Association of American Colleges and Universities (AAC&U), the National Association of Student Personnel Administration (NASPA), and The Research University Civic Engagement Network (TRUCEN) have adopted missions to streamline community engagement practices and share knowledge such that all institutions can work towards scholarship, mission alignment, and the tenets of reciprocity and mutuality (Fitzgerald & Primavera, 2013).

In addition, there are opportunities for institutions to be recognized for their engagement efforts through the Carnegie Foundation for the Advancement of Teaching and CNCS. In 2006, The Carnegie Foundation announced a new elective classification in community engagement in which it provided a framework for institutions to assess themselves for evidence of integrated engagement (NERCHE, 2015; Sandmann, Thornton, & Jaeger, 2009). The new elective classification was based on self-report and allowed institutions to document their impact in the community. The classification was

intended to affirm that community learning and partnership had been infused in the institution's identity, culture, and commitments and was aligned with institutional priorities (Driscoll, 2009). Similarly, the CNCS established the Higher Education Community Service Honor Roll in 2006. The Honor Roll recognizes colleges and universities for their active role in finding meaningful solutions to community problems through student engagement and involvement in the community (CNCS, 2014). Since the inception of the award, CNCS has recognized over 600 institutions of higher education in one of three levels: Presidential Awardees, Honor Roll with Distinction, and Honor Roll (CNCS, 2014).

Method

To answer the research questions, a quantitative research design was employed to correlate the institution's current level of commitment to community engagement to institutional characteristic variables. Additional correlations were made between community engagement and national distinction. Participants completed a web-based survey on community engagement at their respective college or university. Then, regression modeling was conducted to establish a relationship between survey responses and institutional data collected from the Integrated Postsecondary Education Database System (IPEDS).

Sample

A total of 84 public and private institutions in the state of Georgia were invited to participate in this study. This total represents the complete listing of institutions in the state of Georgia as identified from the University System of Georgia and Technical College System of Georgia websites and the IPEDS Database of institutions. Responses

to the survey were collected from 48 institutions. This is an overall response rate of 57%.

Of the survey respondents, 32 institutions were public and 16 institutions were private; 37

institutions were 4-year, and 11 were 2-year. Institution respondents included 25

directors of divisions, offices, or centers that housed community engagement initiatives,

12 coordinators for community initiatives, five senior administrators, four general staff-

non-faculty, and one faculty member.

<div align="center">Instrumentation</div>

A survey instrument adapted from Furco et al.'s (2009) Rubric for

Institutionalizing Community Engagement in Higher Education was employed for this

research study. The rubric design was converted into an electronic survey platform using

Qualtrics survey software. Institution respondents were asked to rate the current status of

community engagement at their institution in each of the five dimensions: (a) Philosophy

and Mission; (b) Faculty Support and Involvement; (c) Student Support and Involvement;

(d) Community Participation and Partnership; and (e) Institutional Support. Respondents

rated the institution's engagement efforts on 22 individual items on a continuum ranging

from Critical Mass Building to Sustained Institutionalization. Furco (2002) defined the

three stages of institutionalization; critical mass building is the stage in which a

university develops campus and community support for establishing engagement as an

institutional concern. It is the lowest level of engagement. Quality building is purposeful

institutionalization of community engagement in which institution administrators are

intentional about developing quality opportunities for engagement initiatives to integrate

into the campus community culture. Sustained institutionalization is successful and full

integration of community engagement into the structural framework of the institution as

evidenced by full campus and community support, understanding, implementation, and leadership.

In addition to Furco et al.'s (2009) three stages of development, two additional stages of development were created in response to feedback provided during internal validity testing of the survey instrument. These two stages built upon concepts from the original three Furco et al. (2009) stages in order to more clearly and succinctly describe institutional development at each stage. The development stage between Critical Mass Building and Quality Building was titled Awareness Building. At this stage, institutions take inventory of current institutional practices and recognize opportunities to strengthen internal support mechanisms. The stage between Quality Building and Sustained Institutionalization was labeled Integration. At this stage, the institution develops an organization change strategy to institutionalize community engagement as a university priority. Therefore, the survey provided respondents with five stages of development instead of only three as prescribed by the original Furco et al. (2009) rubric. The additional options allowed for clearer and more pointed descriptions for each rating on the scale.

Measures

The dependent variable for this study was institutionalized community engagement on the college campus measured as five separate variables derived from the Furco et al.'s (2009) dimensions of community engagement rubric: (a) Philosophy and Mission; (b) Faculty Support and Involvement; (c) Student Support and Involvement; (d) Community Participation and Partnership; and (e) Institutional Support.

The independent variables for this study were 12 institutional characteristic variables that were included in the final regression model. These variables were compiled from the Integrated Postsecondary Education Data System (IPEDS) dataset and included the following variables: Institution type (2-year/4-year), control (public/ private), and size; faculty ratio; retention rate; Pell Grant awards; campus settings of rural, town, and suburb; and student demographics of male, nontraditional, and students of color.

Lastly, to determine a relationship between the dimensions of community engagement and national recognition, the five dimensions of community engagement were used as the independent variables and distinction (whether or not the institution received the Carnegie Engaged Campus designation, the President's Higher Education Honor Roll, or both distinctions) was the dependent variable in a logistic regression model.

Analytic Procedure

Once data were cleaned, descriptive statistical analyses were conducted on each independent and dependent variable to summarize the data. Next, an Exploratory Factor Analysis (EFA) statistical procedure was conducted to test the hypothesis that the community engagement subcategories would load together on the appropriate dimension. EFA was further conducted to explore the factor structures of 21 of 22 (Faculty Support: Rewards and Recognition was eliminated due to its high unable to respond rate) retained items in the model across the dimensions of community engagement, thereby identifying any latent constructs that may have existed related to community engagement. Principal components analysis extraction method was chosen to observe all sources of variance for

each variable. Because there was not significant intercorrelation between the variables, a varimax orthogonal rotation was used to compute the loading matrix. Three criteria were used to determine retained factors: Kaiser's Criterion in which eigenvalues are greater than one, observation of the scree plot at the point of inflection, and at least 70% variance explained by the factors.

A multivariate analysis of variance (MANOVA) statistical procedure was used to test the difference in means among the five dimensions of community engagement based on institution type (2-year or 4-year) and control (public or private).

Two regression models were used to observe the relationships between the dimensions of community engagement and institutional characteristics. An ordinary lease squares (OLS) regression analysis was conducted to examine the relationship between the dimensions of community engagement and the independent variables, institutional characteristics. Lastly, a logistic regression analysis was conducted to determine if the dimensions of community engagement were predictors of national recognition.

Findings

Factor Analysis

An EFA was conducted to identify patterns of engagement in the sample of 48 higher education institutions in the state of Georgia. All 21 items that were retained in the model produced positive loadings on the rotated component matrix. Faculty Support: Rewards and Recognition was eliminated from the model due low survey response rates. The results of the EFA generally confirmed the pattern of community engagement in higher education as specified by the Furco et al. (2009) model. An unexpected construct

titled Leadership was formed; however, with only two factor loadings, the Leadership

construct did not significantly explain the model. Components with four or more

loadings above |.60| are considered reliable (Habing, 2003; Mertler & Vannatta, 2010).

Multivariate Analysis of Variance

A two-way MANOVA was conducted to determine the effect of institutional type

and institutional control on the dependent variables of dimensions of community

engagement. MANOVA results indicated a significant main effect for institutional type,

[Wilks' $\Lambda = .765$, $F(5, 40) = 2.46$, $p \leq .05$, $\eta^2 = .24$] but did not reveal a main effect for

institutional control, [Wilks' $\Lambda = .874$, $F(5, 40) = 1.15$, $p > .05$, $\eta^2 = .13$], meaning that

there was a statistically significant difference in community engagement based on the

institution being a 2-year or 4-year institution; however this difference was not significant

based on an institution being public or private. Multivariate effect sizes were small, and

there were no significant interaction effects between the independent variables institution

type and control. Given the significance of the institution type effect, a univariate

ANOVA was conducted as a follow-up test. ANOVA results indicated that the

dimensions of community engagement did not significantly differ for institutional type.

While the institutional type variable had an effect on community engagement as whole,

there were no significant differences in the mean between 2-year and 4-year institutions

on each of the dimensions of community engagement separately.

Ordinary Least Squares (OLS) Regression

An OLS multiple regression analysis was conducted to determine if there were

relationships between each of the dimensions of community engagement and institutional

characteristics. The Institutional Support model was the only significant model, (*F* (12,

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34) = 2.037, $p \leq .05$, $R^2 = .418$, $R^2_{adj} = .213$). This model measured 42% of the variance in the institutional support dimension with three variables, students of color *(β = .638, p = .004)*, Pell Grant Award *(β = -.992, p = .007)*, and rural campus setting *(β = .384, p = .035)* significantly contributing to the model *(p ≤ .05)*. One additional variable moderately contributed to the model *(p ≤ .10)*, male students *(β = -.264, p = .078)*. The model results indicated that when an institution increased the percentage of students of color, the institution would likely have an increased institutional support score by 64% when holding all other variables constant. According to the predictive model then, a decrease in Pell Grant recipients and male students by 1% would increase the institutional support score by 99% and 26%, respectively, when all other variables are held constant. Lastly, the institutional support scores tended to be higher for institutions in rural geographic campus setting. It is possible that rural geographic campus setting is significant to community engagement due to the area's rich agricultural tendency. Dating back to the Hatch Act of 1887, higher education institutions were connected to their local communities through research centers established to advance new discoveries in agricultural production and improve the health of Americans (Fitzgerald, Bruns, Sonka, Furco, & Swanson, 2012).

Logistic Regression

A logistic regression analysis was conducted to determine which dimensions of community engagement were predictors of national recognition. The five factor scores for the dimensions of community engagement were entered into the model using the Enter method to predict the probability of an institution receiving national recognition (National Recognition = 1, No National Recognition = 0) for community engagement.

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The variables institution control (whether or not an institution is public or private) and type (whether or not the institution is a 2-year or a 4-year) were also entered into the model to determine if these characteristics had a relationship with receipt of awards and distinctions. The statistical significance of the model was reliable using the chi-square criteria, $x^2 = 25.841$, $p \leq .001$, and model good fit was established with a small -2Log likelihood value (-2Log likelihood = 39.362). The model accurately predicted 85.4% of the cases correctly. Results indicated that type (B = -2.487) had a moderate predicative value $(p \leq .10)$, but whether or not the institution is public or private had no predictive significance. Faculty Support (B = .624) was a significant $(p \leq .05)$ predictor of national recognition and Institutional Support (B = .267) had moderate significance $(p \leq .10)$.

The model indicated that the likelihood of an institution receiving national recognition for institutionalized Faculty Support and Institutional Support was increased by 1.87 and 1.31 times, respectively, than those that did not prioritize engagement in these areas. However, the odds of receiving national recognition were decreased by 8.3% if the institution was a 2-year versus a 4-year institution. These findings suggest that the likelihood of an institution receiving the Carnegie Engaged Campus designation, the President's Higher Education Honor Roll distinction, or both were increased when the institution operationalized the Faculty and Institutional Support dimensions of community engagement. These odds were additionally increased when the institution was a 4-year institution type.

<div align="center">Discussion and Implications for Practice</div>

The findings of this study showed significant engagement efforts in Georgia's public and private colleges and universities. Supplemental questions on the survey

provided additional insight into engagement activities of institutions. Of the 48 institutions that responded to the survey, 25% applied for the Carnegie Engaged Campus designation; 40% applied for the National President's Higher Education Honor Roll in Community Service; and 50% had community engagement or a similar theme as the topic of the institution's Quality Enhancement Plan (QEP). In addition, 21% of the sample sponsored a community engagement focused program, such as an AmeriCorps Program or a Bonner Leaders or Scholars Program. Further, the findings showed that institutions' community engagement priorities were fairly aligned with the Furco et al. (2009) model for institutionalized community engagement.

It could be argued that based on these results, many state of Georgia institutions have already evolved their community engagement efforts into sustained institutionalization; however, the interquartile ranges of the community engagement items hovered between 2-4. Rather, this range suggests that institutional respondents to the survey perceived their institution's engagement efforts as still progressing rather than institutionalized. A number of institutional challenges can contribute to this perception.

First, institutions are challenged to develop a community engagement model that is inclusive of all stakeholders — faculty, students, and community. Community engagement amongst these constituents is often done in silos rather than together and cooperatively. This study found that all of the dimensions of community engagement emerged from the model except for the Community Participation dimension in which each item loaded with a different construct (Student Support, Faculty Support, and Leadership). Often, student groups are conductors of community partnerships through their volunteer and philanthropic efforts (Sponsler & Hartley, 2013). Similarly, faculty

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members are instrumental in developing community partnerships through research and journal publication (Dubb, 2007). Administrative leaders, as the face and voice of the institution, develop partnerships with local businesses, organizations, and potential donors to the institution. As such, community participation efforts are often conducted by disparate groups of institutional constituents. In order to institutionalize community engagement, community efforts must be coordinated with clear policies and procedures for establishing relationships and partnerships in the community, tracking and assessing those partnerships, and fostering their continued development (Furco, 2002; Holland, 1997).

Organizational change cannot be accomplished as the priority of a singular department or unit within the institution. Commitment to community engagement and the implementation of engagement practices must extend to all areas of the institution and include collaborative efforts from both Academic Affairs and Student Affairs units (Sponsler & Hartley, 2013). Integration of community learning efforts on a campus should include a centralized community engagement department housed neither in the division of Academic Affairs nor Student Affairs that promotes institution-wide commitment and engagement through both curricular and co-curricular experiences (Holland, 1997; Harkavy, 2004). This unit would not only promote engagement efforts to internal and external constituents but would also advance community partnership through sponsored programs that connect students, faculty, and community members such as CNCS and Bonner programs. These programs join all constituencies together to address a community need and impact positive change through true collaboration and partnership.

Second, support from institutional administrative leaders is vital to institutional community commitment (Horgan & Scire, 2007; Holland, 2007; Brukardt, Holland, Percy, & Zimpher, 2004). Support from administrative leaders is necessary to institutionalized community engagement as leadership drives the vision, mission, and goals of the organization (Moore & Mendez, 2014; Kezar, 2005). The findings of this study indicated that the Institutional Support dimension of community engagement was the only significant dimension predicted by institutional characteristics. This dimension of engagement includes administrative leadership, funding, staffing, and assessment (Furco et al., 2009). Thus, in order for organizational change to occur in a transformative way, institutional leaders must be explicit in commitment to and communicating engagement priorities. This includes verbal support as well as providing tangible support through the allocation of resources, incentivizing faculty through tenure and promotion considerations, incentivizing students through rewards and recognition, and inviting community partners to have an active voice in decisions about institutional engagement efforts. Institutional leaders must be committed to ensuring that engagement occurs holistically and that systems are established to promote and encourage those efforts. This can be done through the funding of specific engagement projects or the establishment of a campus endowment for engagement efforts that are included in the university's advancement initiatives (Weerts & Hudson, 2009). Students attending the Wingspread Summit on Community Engagement additionally recommended that university administrators integrate service with academics through the creation of outreach themed dormitories, service scholarships, and opportunities for the student voice to be included in decisions about engagement and community involvement (Long, 2002).

Institution leaders could advance community engagement as a higher education priority through the establishment of a state Campus Compact coalition. The Campus Compact was established in 1985 by the presidents of Brown, Georgetown, and Stanford universities in cooperation with the President of the Education Commission of the States. The mission of Campus Compact is to advance the public purposes of colleges and universities by deepening their ability to improve community life and to educate students for civic and social responsibility (Campus Compact, 2014). Since it's founding, this body has grown to include over 1,100 college presidents in 34 states. Campus Compact colleges and universities range in size, type, and funding, but all share a common philosophy that community engagement is an important strategy for student learning, community partnership, faculty engagement, and institutional success (Gearan, 2005).

The Campus Compact coalition provides education and training, including grants for research on best practices in engagement (Campus Compact, 2014; Heffernan, 2001). The establishment of a Campus Compact would provide institutions with additional resources, strategies, and support for organizational change efforts to incorporate community engagement into the campus infrastructure. In addition, as a consortium of university presidents, Campus Compact is uniquely positioned to promote engagement across the state and assist institutions with their engagement efforts. Such a consortium could possibly assist in the development of a metric for institutionalized community engagement that is generalizable to institutions of similar qualities and characteristics. Several state Campus Compact networks have been effective in providing community engagement support to their state higher education institutions: The New Hampshire Campus Compact developed a ten-year commitment to service and service-learning

initiatives with a network of community stakeholders who were committed to increasing the availability of opportunities that promote student learning through service and engagement experiences (Horgan & Scire, 2007). Additionally, the Maine Campus Compact was a partnering investigator in a statewide survey to strengthen STEM (science, technology, engineering, and math) education through higher education collaborations (Pav & Braceland, 2016).

Lastly, institution leaders are challenged with assessing their institution's sustained institutionalization of community engagement. There are many rubrics, checklists, and models for engaged infrastructures; however, these tools are only suggested practices and are not generalizable to specific types of institutions. The tools do not provide concrete steps or guidelines for how institutionalized engagement is to occur (Butin, 2010). Thus, using these tools can be an overwhelming experience for institutional leaders. This study found that significant differences existed between 2-year and 4-year institutions' overall community engagement scores. These findings further showed that some institutional characteristics were significant predictors of the dimensions of community engagement. Student demographics, including male students and Pell Grant Award variables were found to have a negative significance to the Institutional Support dimension of community engagement while the students of color variable was found to have positive significance. To assess if there was an interaction effect specific to these variables and Historically Black Colleges and Universities (HBCU) with homogenous gender and ethnic student populations, regression analyses were conducted controlling for HBCU institutions, but no interaction effect was found. These research findings were substantiated by other studies that found that wealthy and

female students were more likely to engage in community initiatives (CNCS, 2006; NTCLDE, 2010). However, this study's findings deviated from other findings that concluded that White students are more engaged than other students (CNCS, 2006). The meaning of these specific findings is unclear without additional understanding about the institutions for which such characteristics are significant. Because the current tools for infusing engagement into the campus infrastructure do not delineate between institutional practices and priorities based on fundamental differences among institutions, outcomes of engagement cannot be replicated for similarly positioned institutions to better understand effective infrastructural priorities.

Assessment of community engagement efforts is beneficial for higher education institutions for strategic reasons. The results of this research showed that some of the dimensions of community engagement presented a strong model for attaining distinction and recognition nationally. Although over 40% of this study sample has already achieved the Carnegie Engaged Campus designation, the National President's Honor Roll, or both distinctions, institution leaders should be cautioned that receipt of these designations does not necessarily translate to infused engagement. Whiteford and Strom (2013) wrote that university-wide engagement efforts at the University of South Florida commenced several years after the university had achieved the Carnegie Engaged Campus designation. As such, standard and consistent metrics for engagement based broadly on institutional characteristics support organizational change that will create a pervasive campus culture of community engagement that is systemic in nature, understood, and recognizable across institutions. It would further provide institutional leadership with

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clear evaluation guidelines in their pursuit of true institutionalized engagement and recognition for their efforts.

Limitations

Timing

Data collection for this research study was dependent upon the willingness of the respondent to complete and submit survey responses. The data collection period for this study was during the summer months, and many professionals at each institution who could have significantly contributed to the survey responses, such as faculty, were difficult to reach due to vacation schedules. In addition, institutional mergers and consolidations were either taking place or had recently taken place at some institutions. As a result, data was reported for institutions that no longer exist which could affect the generalizability of the findings of this research study.

Self-Report

This research study relied on the identification of appropriate institutional personnel to complete a survey on the institution's current levels of community engagement. Because majority of the respondents were solely Student Affairs professionals, participants were encouraged to include other campus personnel that may be involved in the institution's engagement initiatives in responding to the survey. However, each participant was asked to submit only one completed survey for the college or university. Still, several respondents were unable to rate items in the Faculty Support dimension, indicating that participants may not have connected with their Division of Academic Affairs to provide an accurate response for their respective institution related

to the work of faculty. This limitation may have resulted in Faculty Support items being underestimated.

In addition, because the research design was based on self-report, there was the possibility that participants may inaccurately portray their institution's community engagement efforts. The survey tool was adapted such that survey items were tone-neutral and conveyed a sense of inquiry verses judgment. However, due to the employee-employer relationship that each respondent had with the institution, it is possible that responses to some items were biased and overestimated.

Recommendations for Further Research

Because this study was a cross-sectional study, only the current and immediate level of engagement of responding institutions was considered in the findings. To better understand how each institution sustains engagement priorities, a longitudinal study across a span of time would be beneficial to observe how institutions progress from Critical Mass Building to Sustained Institutionalization over time. Further, it would be beneficial to observe institutional growth towards sustained integration based on the length of time it takes an institution to completely infuse engagement into the campus culture; such data would provide institution leaders with realistic goals and expectations of their organization change model and engaged campus development.

Although this research did not conclusively confirm a relationship between institutional characteristics and community engagement, follow-up research should explore this question more in depth. A larger sample size would assist in confirming variance among variables that cannot be detected accurately with smaller sample sizes. Exploring specific characteristics of institutions such as religious affiliation, HBCUs, and

other regional and geographic settings may also add to the body of knowledge. Lastly, a qualitative component consisting of interviews with staff, students, and community members of institutions that have reported Sustained Institutionalization of community engagement would increase our understanding of how strategies for organization change are cultivated and implemented at different types of institutions. This could lead to the identification of specific community engagement practices for institutions based on their institutional characteristics.

Summary

Despite the abundance of research on best practices and strategies of engagement, there remains limited research on institutionalized community engagement by institutional characteristics. Currently, the research on engagement is broad and general such that institutions develop frameworks based on the individual campus. This gap in the research limits our ability to replicate the outcomes of community engagement in similarly placed institutions. The credibility of community engagement as a high-impact practice in teaching and learning is potentially jeopardized when common standards of engagement are neither defined nor implemented universally. While this research did not find that institutional characteristics had a significant impact on any of the dimensions of community engagement except for the Institutional Support dimension, a larger sample size may yield more variance among the variables. Additional research is necessary to assist leaders of higher education with decisions about resources and priorities when considering a community-based learning environment. Institutionalizing community engagement will continue to pose a challenge for campus leaders until a universal metric for defining, measuring, and assessing engagement is developed.

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APPENDIX A:

Institutional Review Board Protocol Exemption Report

Institutional Review Board (IRB)
for the Protection of Human Research Participants

PROTOCOL EXEMPTION REPORT

PROTOCOL NUMBER: IRB-03217-2015   **INVESTIGATOR:**   Natasha Hutson

PROJECT TITLE: Institutionalizing Community Engagement in Higher Education

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INSTITUTIONAL REVIEW BOARD DETERMINATION:

This research protocol is **exempt** from Institutional Review Board oversight under Exemption Category(ies) 1 & 2. You may begin your study immediately. If the nature of the research project changes such that exemption criteria may no longer apply, please consult with the IRB Administrator (irb@valdosta.edu) before continuing your research.

ADDITIONAL COMMENTS/SUGGESTIONS:

Although not a requirement for exemption, the following suggestions are offered by the IRB Administrator to enhance the protection of participants and/or strengthen the research proposal:

NONE

☐ If this box is checked, please submit any documents you revise to the IRB Administrator at irb@valdosta.edu to ensure an updated record of your exemption.

Elizabeth W. Olphie 5/6/15   *Thank you for submitting an IRB application.*

Elizabeth W. Olphie, IRB Administrator   *Please direct questions to irb@valdosta.edu or*
229-259-5045.

Revised: 12.13.12

APPENDIX B:

Institutionalized Community Engagement Survey

Q1 Thank you for participating in this research study about Community Engagement in Higher Education. The purpose of this study is to investigate patterns of institutionalized community engagement in colleges and universities in the state of Georgia. This study will examine the relationship between best practices of community engagement and institutional characteristics.

The survey you will participate in is adapted from Andy Furco's (2009) Rubric for Institutionalizing Community Engagement. The survey will ask you to assess your institution's current community engagement practices in five areas: Philosophy and Mission, Faculty Support and Involvement, Student Support and Involvement, Community Participation and Partnership, and Institutional Support.   Participation in the survey is completely voluntary. You may exit the survey at any time, however; for the purpose of collecting comprehensive data, you are encouraged to complete the survey in its entirety. In addition, as the survey aims to broadly capture the community engagement efforts at your institution, you are encouraged to consult with others at your institution who may have additional insight in gauging the totality of community

engagement efforts at your campus. No identifying information about you or your institution will be published in the research findings.

Completion of the survey will require approximately 25 minutes of your time. It is recommended that the survey be completed on a computer rather than on a smartphone or mobile device. This study has been reviewed and approved by the Valdosta State University Institutional Review Board (IRB) and has been assigned protocol number IRB-03217-2015. This study is being supervised by Dr. Travis York, Assistant Professor of Higher Education Leadership.

Statement of Consent
By starting this survey, you are consenting to be a participant in this study and agree to allow the researcher to use your survey responses for the purpose of investigating patterns of institutionalized community engagement in colleges and universities in higher education. For more information regarding this research, please feel free to contact me at nlhutson@valdosta.edu or by phone: 770-313-0041.

Thank you! Natasha Hutson

Q2 PART I: The following questions are related to your role at the institution and the institution's community engagement designations and recognition.

Q3 Institution Name:

Q4 What organizational level best describes your position within the institution:
○ Senior Administrator (President/ Chancellor; Vice-President; Dean; Member of Cabinet) (1)
○ Director of Division/Office/Center (2)
○ Coordinator for service learning, community/civic engagement or similar position (3)
○ Staff (Non-faculty) (4)
○ Faculty (5)

Q5 Did the institution apply for the Carnegie Engaged Campus Classification during any of the application periods since 2006?
○ Yes (1)
○ No (2)

Q6 Did the institution apply for the National President's Higher Education Community Service Honor Roll during any of the application periods since 2008?
○ Yes (1)
○ No (2)

Q7 Does the institution currently have a National Service grant or program (AmeriCorps, VISTA) sponsored by the Corporation for National and Community Service?
○ Yes (1)
○ No (2)

Q8 Has Community Engagement, Campus-Community Partnerships, Service Learning or any similarly focused theme ever been the topic of the institution's Quality Enhancement Plan (QEP)?
○ Yes (1)
○ No (2)

Q9 PART II: The following items will ask you to rate the institution's integration of community engagement in the area of Mission and Philosophy.

Q10 D1. Mission and Philosophy: A primary component of community engagement institutionalization is the development of an institution-wide definition for community engagement that provides meaning, focus, and emphasis for the engagement effort.

Q11 Definition of Community Engagement: Please select the statement that best represents the CURRENT status of Definition of Community Engagement at your Institution.

	There is no institution-wide definition for community engagement. (1)	The term "community engagement" is used to describe a variety of service, outreach, and civic activities. (2)	There is an accepted definition for community engagement at the institution, but the definition is applied in a variety of different ways. (3)	The institution is in the process of reviewing and strengthening its definition of community engagement to provide the campus community with consistent application of the term. (4)	The institution has a formal, universally accepted definition for high quality community engagement that is used consistently to describe the institution's efforts in the community. (5)	Unable to Rate (0)
Select One: (1)	○	○	○	○	○	○

Q12 Strategic Planning: Please select the statement that best represents the CURRENT status of Strategic Planning for Community Engagement at the Institution.

	The institution does not have an official strategic plan for advancing community engagement. (1)	The institution has goals and objectives for community engagement, but the goals and objectives are understood and implemented in a variety of different ways. (2)	The institution has identified clear long and short term goals for community engagement, but has not formalized them into an official strategic plan to guide implementation. (3)	The institution is in the process of developing a strategic plan for advancing and implementing community engagement. (4)	The institution has developed an official strategic plan for advancing community engagement at the institution, which includes clear short and long-range goals. (5)	Unable to Rate (0)
Select One: (1)	○	○	○	○	○	○

Q13 Alignment of Institutional Mission: Please select the statement that best represents the CURRENT status of Alignment of Institutional Mission with Community Engagement at the Institution.

	Community engagement is not included in the institution's mission. (1)	Community engagement complements many aspects of the institution's mission, but is not fully connected to larger efforts that focus on the core mission of the institution. (2)	Community engagement is often mentioned as important to the institution mission, but is not officially included in the mission statement of the institution. (3)	The institution demonstrates a willingness to review, discuss, and strengthen the civic aspect of its mission. It is in the process of revising the mission to include community engagement. (4)	Community engagement is of primary concern to the institution, is included in the institution mission statement, and all campus constituencies demonstrate their familiarity with the mission. (5)	Unable to Rate (0)
Select One: (1)	○	○	○	○	○	○

Q14 Alignment with Educational Reform Efforts: Please select the statement that best represents the CURRENT status of Alignment of Educational Reform Efforts with Community Engagement at the Institution.

	Community engagement stands alone and is not tied to other high-profile efforts at the institution (ex: learning communities; research; community partnership). (1)	Community engagement complements many aspects of the institution's high-profile efforts (ex: learning communities; research; community partnership). (2)	Community engagement is tied loosely or informally to other high-profile efforts at the institution (ex: learning communities; research; community partnership). (3)	The institution is in the process of aligning community engagement to its high-profile education efforts (ex: learning communities; research; community partnership). (4)	Community engagement is tied formally and purposefully to other high-profile efforts at the institution (ex: learning communities; research; community partnership). (5)	Unable to Rate (0)
Select One: (1)	○	○	○	○	○	○

Q15 PART III: The following items will ask you to rate the institution's integration of community engagement in the area of Faculty Support.

Q16 FACULTY SUPPORT FOR AND INVOLVEMENT IN COMMUNITY ENGAGEMENT: One of the essential factors for institutionalizing community engagement in higher education is the degree to which faculty members are involved in the implementation and advancement of community engagement within an institution.

Q17 Faculty Knowledge and Awareness: Please select the statement that best represents the CURRENT status of Faculty Involvement and Support of Community Engagement at the Institution.

	Faculty are not provided with formal opportunities to become familiar with teaching methods and practices related to community engagement. (1)	Faculty are provided with a few informal opportunities to become familiar with teaching methods and practices related to community engagement. (2)	Mechanisms have been developed to help faculty mentor and support each other in learning methods and practices related to community engagement. (3)	The institution is in the process of developing formal opportunities for faculty to be trained and become familiar with teaching methods and practices related to community engagement. (4)	Faculty members are provided with formal internal and external training opportunities including grants, conference attendance, and/or curriculum development assistance to enhance their familiarity with teaching methods and practices related to community engagement. (5)	Unable to Rate (0)
Select One: (1)	○	○	○	○	○	○

Q18 Faculty Involvement and Support: Please select the statement that best represents the CURRENT status of Faculty Knowledge and Awareness of Community Engagement at the Institution.

	Very few faculty members are instructors, supporters, or advocates of community engagement at the institution and are actively involved in community engagement efforts and initiatives. (1)	Community engagement activities are sustained by select faculty members at the institution that support the strong infusion of community engagement into their academic programs or into their own scholarly and professional work. (2)	A satisfactory number of faculty members are supportive of community engagement; however, few KEY faculty members support the infusion of community engagement into their own scholarly and professional work and are involved in community engagement efforts and initiatives. (3)	The institution is in the process of identifying KEY faculty members that support the strong infusion of community engagement into the academic programs and/or into their scholarly and professional work and who are involved in community engagement efforts and initiatives. (4)	A substantial number of influential faculty members participate as instructors, supporters, and advocates of community engagement and support the infusion of community engagement into the academic programs or into their own scholarly and professional work and are involved in community engagement efforts and initiatives. (5)	Unable to Rate (0)
Select One: (2)	○	○	○	○	○	○

Q19 Faculty Leadership: Please select the statement that best represents the CURRENT status of Faculty Leadership of Community Engagement at the Institution.

	None of the most influential faculty members at the institution serves as leaders for advancing community engagement at the institution. (1)	There are one or two faculty members who provide leadership for advancing the institution's community engagement efforts across all academic disciplines. (2)	There are a few influential faculty members who provide leadership for advancing the institution's community engagement efforts across all academic disciplines. (3)	The university is in the process of identifying a highly respected, influential group of faculty members to serve as the institution's community engagement leaders and/or advocates. (4)	A highly respected, influential group of faculty members serves as the institution's community engagement leaders and/or advocates. (5)	Unable to Rate (0)
Select One: (1)	O	O	O	O	O	O

Q20 Faculty Incentives and Rewards: Please select the statement that best represents the CURRENT status of Faculty Incentives and Rewards in Community Engagement at the Institution.

Faculty members are not involved in community-engaged activities and are not provided any incentives (e.g., mini-grants, sabbaticals, funds for conferences, etc.) to pursue community-engaged activities. (1)	Faculty members are encouraged to be involved in community-engaged activities; however, support and incentives for community work are not consistent across academic disciplines. (2)	Faculty members across a broad range of disciplines are encouraged and provided various incentives (mini-grants, sabbaticals, funds for community engagement conferences, etc.) to pursue community engaged activities; however, their work in community engagement is not always recognized during their review, tenure, and promotion process. (3)	The institution is committed to faculty involvement in community engagement activities and is in the process of revising its review, tenure, and promotion processes to include the recognition of faculty community-engagement work. (4)	Faculty who are involved in community engagement receive recognition for it during the institution's review, tenure, and promotion process; faculty are encouraged and provided various incentives (mini-grants, sabbaticals, funds for community engagement conferences, etc.) to pursue community engaged activities. (5)	Unable to Rate (0)

Q21 PART IV: The following items will ask you to rate the institution's integration of community engagement in the area of Student Support.

Q22 STUDENT SUPPORT FOR AND INVOLVEMENT IN COMMUNITY ENGAGEMENT: An important element of community engagement institutionalization is the degree to which students are aware of community engagement opportunities at the institution and are provided opportunities to play a leadership role in the development of community engagement at the institution.

Q23 Student Awareness: Please select the statement that best represents the CURRENT status of Student Awareness of Community Engagement at the Institution.

	There is no institution-wide mechanism for informing students about community engagement opportunities that are available to them (e.g., service-learning courses, community-based research, co-curricular opportunities). (1)	While there are no institution-wide mechanisms for informing students about community engagement opportunities, the institution encourages students to seek awareness about community engagement opportunities on their own. (2)	There are some mechanisms for informing students about community engagement opportunities that are available to them, however, the mechanisms are concentrated in only a few of the institution's programs. (3)	The institution is in the process of developing institution-wide mechanisms for informing students of community engagement opportunities available to them. (4)	There are institution-wide, coordinated mechanisms (e.g., service-learning listings in the schedule of classes, course catalogs, co-curricular opportunities, etc.) that help students become aware of the various community engagement opportunities that are available to them. (5)	Unable to Rate (0)
Select One: (1)	○	○	○	○	○	○

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Q24 Student Opportunities: Please select the statement that best represents the CURRENT status of Student Opportunities for Community Engagement at the Institution.

	There are no community engagement opportunities for students (e.g., service-learning courses, community-based research, co-curricular activities). (1)	There are a few institution-wide opportunities for students to volunteer and participate in outreach opportunities in community engagement. (2)	Community engagement opportunities (e.g., service-learning courses, community-based research, co-curricular activities) are limited to a certain groups of students at the institution (e.g., students in certain programs or tracks, honors students, seniors, etc.). (3)	The institution is in the process of developing formal opportunities (e.g., service-learning courses, community-based research, co-curricular activities) for students to participate in community engagement regardless of academic program/discipline and social interests. (4)	Community engagement opportunities are available to students in many areas throughout the institution, regardless of program/ track, year in school, or academic and social interests. (5)	Unable to Rate (0)
Select One: (1)	○	○	○	○	○	○

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Q25 Student Leadership: Please select the statement on the continuum that best represents the CURRENT status of Student Leadership of Community Engagement at the Institution.

	There are few opportunities at the institution for students to take on leadership roles in advancing community engagement at their institution (1)	Opportunities for student leadership in advancing community engagement mainly exist in academic programs/disciplines that encourage student community involvement. (2)	There is a limited number of institution-wide opportunities available for students to take on leadership roles in advancing community engagement at their institution. (3)	The institution recognizes and supports student-initiated advocacy practices for advancing community engagement at the institution. (4)	Students are welcomed and encouraged to serve as advocates and ambassadors for institutionalizing community engagement at their institution. (5)	Unable to Rate (0)
Select One: (1)	○	○	○	○	○	○

Q26 Student Incentives and Rewards: Please select the statement that best represents the CURRENT status of Student Incentives and Rewards for Community Engagement at the Institution.

The institution does not have formal mechanisms (e.g., catalogs list of service-learning courses, special notation on students' transcripts, award programs, etc.) or informal mechanisms (news stories in paper, unofficial student certificates of achievement) that encourage or reward students to participate in community engagement activities. (1)	The institution encourages and supports their students' involvement in community engagement; however student participation in community engagement is not usually recognized formally or informally. (2)	While the institution offers some informal incentives and rewards that encourage students to participate in community engagement activities, the institution offers few formal incentives and rewards for student community engagement efforts. (3)	The institution is committed to student involvement in community engagement activities and is in the process of developing formal processes to recognize and reward students for their community-engagement efforts and activities. (4)	The institution has one or more formal mechanisms in place (e.g., cataloged list of service-learning courses, special notation on students' transcripts, etc.) that encourage and/or reward students to participate in community engagement activities. (5)	Unable to Rate (0)

Q27 PART V: The following items will ask you to rate the institution's integration of community engagement in the area of Community Participation and Partnership.

Q28 COMMUNITY PARTICIPATION AND PARTNERSHIPS: An important element for community engagement institutionalization is the degree to which the institution nurtures community partnerships and encourages community agency representatives to play a role in implementing and advancing community engagement at the institution.

Q29 Community Partner Awareness: Please select the statement that best represents the CURRENT status of Community Partner Awareness of Community Engagement at the Institution.

	Few community agencies that partner with the institution are aware of the institution's goals for community engagement and the full range of community engaged opportunities that are available to students. (1)	There are some community agencies that partner with the institution that are aware of opportunities available to students, but are unaware of the institution's goals for community engagement. (2)	A few community agencies that partner with the institution and are aware of the institution's goals for community engagement and the full range of community engaged opportunities that are available to students. (3)	The institution is in the process of developing formal plans and strategies to educate community agencies on the institution's goals for community engagement and the full-range of community engaged opportunities that are available to students. (4)	Most community agencies that partner with the institution are aware of the institution's goals for community engagement and the full range of community engaged opportunities that are available to students. (5)	Unable to Rate (0)
Select One: (1)	○	○	○	○	○	○

Q30 Mutual Understanding: Please select the statement that best represents the CURRENT status of Community Partner Mutual Awareness of Community Engagement at the Institution.

	There is little understanding between the institution and community representatives regarding each other's needs, timelines, goals, resources, and capacity for developing and implementing community engaged activities. (1)	There are some disparities between community agency goals and institution goals for community engagement related to each other's needs, timelines, goals, resources, and capacity for developing and implementing community engaged activities. (2)	There is some understanding between the institution and community representatives regarding each other's needs, timelines, goals, resources, and capacity for developing and implementing community engaged activities. (3)	The institution is committed to fostering clear understanding with community representatives regarding each other's needs for implementing community engaged activities. The institution is in the process of developing community learning agreements and other strategies to foster understanding. (4)	Both the institution and community representatives are aware of and sensitive to each other's needs, timelines, goals, resources, and capacity for developing and implementing community engaged activities. There is generally broad agreement between the institution and community on the goals for engagement. (5)	Unable to Rate (0)
Select One: (1)	◯	◯	◯	◯	◯	◯

Q31 Community Partner Voice and Leadership: Please select the statement that best represents the CURRENT status of Community Partner Voice and Leadership for Community Engagement at the Institution.

	Few opportunities exist for community agency representatives to take on leadership roles in advancing community engagement at the institution. (1)	Community agency representatives do not consistently express their particular agency needs, recruit student and faculty participation in community engaged activities, or contribute to community-based learning. (2)	There is a limited number of opportunities available for community agency representatives to take on leadership roles in advancing community engagement at the institution. (3)	The institution is in the process of developing opportunities for community agency representatives to play a significant role in helping to shape institutional involvement in the community. (4)	Appropriate community agency representatives are formally welcomed to serve as advocates and ambassadors for institutionalizing community engagement and are provided substantial opportunities to express their needs and recruit students and faculty for community engagement opportunities. (5)	Unable to Rate (0)
Select One: (1)	○	○	○	○	○	○

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Q32 PART VI: The following items will ask you to rate the institution's integration of community engagement in the area of Institutional Support for Community Engagement.

Q33 INSTITUTIONAL SUPPORT FOR COMMUNITY ENGAGEMENT: In order for community engagement to become institutionalized, the institution must provide substantial resources, support, and leadership toward the effort.

Q34 Coordinating Entity: Please select the statement that best represents the CURRENT status of a Coordinating Entity for Community Engagement at the Institution.

	There are no institutional leaders (e.g., high profile faculty, etc.) that are devoted to assisting in the implementation, advancement, and institutionalization of community engagement. (1)	Various institutional staff (faculty/non-faculty) coordinate community engagement activities, but these activities are not coordinated institution-wide efforts and open to all campus constituencies. (2)	There is a group of institutional leaders who coordinate community engaged activities, but the entity either does not coordinate activities exclusively or provides services to a certain constituency. (3)	The institution is in the process of developing a coordinating entity composed of institutional leaders devoted primarily to assisting various constituencies in the implementation, advancement, and institutionalization of community engagement. (4)	There is a group of institutional leaders who are devoted primarily to assisting the various constituencies in the implementation, advancement, and institutionalization of community engagement. (5)	Unable to Rate (0)
Select One: (1)	○	○	○	○	○	○

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Q35 Policy-Making Entity: Please select the statement that best represents the CURRENT status of a Policy-Making Entity for Community Engagement at the Institution.

	The institution's official and influential policy-making board(s)/committee(s) do not recognize community engagement as an essential educational goal for the institution. (1)	The institution's official and influential policy-making board(s)/committee(s) discuss community engagement initiatives as outreach opportunities for the institution. (2)	The institution's official and influential policymaking board(s)/committee(s) recognize community engagement as an essential educational goal for the institution, but no formal policies have been developed. (3)	The institution's official and influential policymaking board(s)/committee(s) recognize community engagement as an essential educational goal for the institution and are in the process of developing formal policies for its implementation. (4)	The institution's policy-making board(s)/committee(s) recognize community engagement as an essential educational goal for the institution and formal policies have been developed or implemented to advance engagement initiatives. (5)	Unable to Rate (0)
Select One: (1)	○	○	○	○	○	○

Q36 Staffing: Please select the statement that best represents the CURRENT status of Staffing for Community Engagement at the Institution.

	There are no staff and/or faculty members at the institution whose primary paid responsibility is to advance and institutionalize community engagement at the institution. (1)	There are a few staff appointments whose primary paid responsibility is to advance and institutionalize community engagement; however, these appointments are temporary or paid from soft money (ex: external grant funds). (2)	There some staff and/or faculty members at the institution whom understand community engagement fully but do not hold appropriate titles that can influence the advancement and institutionalization of community engagement. (3)	The institution is in the process of creating staff positions using permanent money that are committed to community engagement efforts at the institution. (4)	The institution houses and funds an appropriate number of permanent staff and/or faculty members who understand community engagement and who hold appropriate titles that can influence the advancement and institutionalization of community engagement at the institution. (5)	Unable to Rate (0)
Select One: (1)	○	○	○	○	○	○

Q37 Funding: Please select the statement that best represents the CURRENT status of Funding for Community Engagement at the Institution.

	The institution does not support community engaged activities in its annual budget. (1)	The institution's community engaged activities are supported by soft money (e.g., short-term grants) and from sources outside the institution. (2)	Requests have been proposed in the university's permanent budget to support the institution's community engaged activities. (3)	The institution is in the process of allocating and budgeting hard (permanent) funds towards community engagement efforts and initiatives. (4)	The institution's community engaged activities are supported primarily by hard (permanent) funding from the institution. (5)	Unable to Rate (0)
Select One: (1)	○	○	○	○	○	○

Q38 Administrative Support: Please select the statement that best represents the CURRENT status of Administrative Support for Community Engagement at the Institution.

The institution's administrative leaders do not provide support for community engaged activities at the institution. (1)	The institution's administrative leaders acknowledge campus community engagement efforts; however community engagement is not communicated as a visible part of the institution's work. (2)	The institution's administrative leaders provide verbal support for community engagement and its importance to the institution's work. (3)	The institution's leadership recognizes the value of community engagement as important to the institution's work and is in the process of developing support mechanisms to make community engagement a visible and important part of the institution's work. (4)	The institution's administrative leaders provide both explicit and implicit support for community engaged activities and actively cooperate to make community engagement a visible and important part of the institution's work. (5)	Unable to Rate (0)

Q39 Departmental Support: Please select the statement that best represents the CURRENT status of Departmental Support for Community Engagement at the Institution.

	Few departments recognize community engagement as a part of their core academic program. (1)	Some departments include community engagement as a component of some courses, but do not recognize community engagement as part of the core academic program. (2)	Several departments offer community engagement opportunities and courses, but these opportunities typically are not a part of the core academic program of the department. (3)	Several departments are in the process of developing service learning courses and offering community engagement opportunities as a part of the core academic program and are supported by departmental funds. (4)	A fair to large number of departments provide community engagement opportunities that are a part of the core academic program and/or are primarily supported by departmental funds. (5)	Unable to Rate (0)
Select One: (1)	○	○	○	○	○	○

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Q40 Evaluation and Assessment: Please select the statement that best represents the CURRENT status of Evaluation and Assessment of Community Engagement at the Institution.

	There is no organized, institution-wide effort underway to account for the number, quality, and impact of community engagement activities taking place. (1)	There are a few efforts to account for the number, quality, and impact of community engaged activities taking place, but it is tracked in a variety of ways. (2)	A formal initiative to account for the number, quality, and impact of community engaged activities taking place throughout the institution has been proposed. (3)	The institution is in the process of developing ongoing and systematic efforts to account for the number, quality, and impact of community engaged activities that are taking place throughout the institution. (4)	An ongoing, systematic effort is in place to account for the number, quality, and impact of community engaged activities that are taking place throughout the institution. (5)	Unable to Rate (0)
Select One: (1)	○	○	○	○	○	○

APPENDIX C:

Letter to Request Participation in the Study

«Email»

Greetings «Contact_name»,

My name is Natasha Hutson, and I am doctoral candidate currently conducting a study on community engagement in higher education through Valdosta State University. I am requesting information from each institution in the state of Georgia about their current community engagement practices. I was directed to you as the primary contact for these efforts at «CollegeUniversity» and hope that you can assist me in getting the survey completed for your institution. Your expertise in this area is very important to increasing our understanding of this topic! You can access the survey here:
https://valdosta.co1.qualtrics.com/SE/?SID=SV_6ySEGFw2dabzZZ3

The purpose of this study is to investigate patterns of institutionalized community engagement in colleges and universities in the state of Georgia. With this research, I hope to explore key indicators of institutionalized engagement that will help provide institutions with a framework for utilizing resources and their institutional characteristics to establish a campus culture of engagement that is appropriate for the unique qualities of the institution.

I am requesting your assistance with collecting data on «CollegeUniversity»'s community engagement priorities for this study through the completion of an electronic survey. The survey generally takes 20-25 minutes to complete. No identifying information about you or your institution will be reported, results will only be disseminated in aggregate form.

If you are willing to complete the survey, please kindly do so by **June 8, 2015**. Additionally, if you are not the most appropriate person to complete the survey, I would appreciate your assistance with directing me to the correct individual(s) to assist with collecting this information.

For more information about this study, please feel free to email me directly at NLHutson@valdosta.edu or contact me via phone at 770-313-0041. This study has been reviewed and approved by the Valdosta State University Institutional Review Board (IRB) and has been assigned protocol number IRB-03217-2015. This study is being supervised by Dr. Travis York, Assistant Professor of Higher Education Leadership.

Thank you so much for your time and consideration. I look forward to receiving your valuable insights!

Please access the survey using the link below:

https://valdosta.co1.qualtrics.com/SE/?SID=SV_6ySEGFw2dabzZZ3