

Methods and Strategies for Assessing Community-University Partnerships

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Session Overview

- Overview of assessment
- Gelmon, Holland et al conceptual framework
- CCPH institutional self-assessment
- Promotion/tenure & website assessments
- Opportunities for local application
- Questions and resources

Ask Key Questions

(Gelmon, Foucek & Waterbury, 2005)

- What do you hope to learn through the assessment of your partnership?
- Who wants/needs the assessment results?
 - ◆ Do different audiences have different needs?
- What resources are available to support assessment (people, time, dollars)?
- Who will do the assessment -- conceptualize, collect data, analyze, report?
- How will you use the results?
- What will be the impact on the partnership?

Assessing the Impact of Your Work

- Consider a multi-constituency approach (Gelmon, Holland, et al., 2001)
 - ◆ Students
 - ◆ Faculty
 - ◆ Institution
 - ◆ Community
 - ◆ Partnerships
- Multiple perspectives regardless of focus of work
- Connect plans, activities, evidence

The Matrix/Multiple Method Approach

(Gelmon, Holland, et al., 2001)

- Methodological framework
- Evaluation matrix
 - ◆ Core concepts
 - ◆ Key indicators
 - ◆ Multiple methods
 - ◆ Sources of information
- Using the matrix for analysis, synthesis and reporting

Methodological Framework

(Gelmon, Holland, et al., 2001)

- What do we want to know?
 - ◆ What are the major areas the program addresses?
 - ◆ Identify key concepts
- What will we look for?
 - ◆ What can we observe or measure to generate evidence?
 - ◆ Select measurable/observable indicators
- How will we gather the evidence to demonstrate what we want to know?
 - ◆ How will we collect the evidence?
 - ◆ From whom or where will we obtain this information?
 - ◆ Identify/design/use appropriate tools and sources

The Evaluation Matrix

(Gelmon, Holland, et al., 2001)

Concept	Indicator	Method/Source
1.	1. 2. etc.	1. 2. etc.
2.	1. 2. etc.	1. 2. etc.
3.	1. 2. etc.	1. 2. etc.

Key Concepts: Students

- Awareness of community
- Commitment to community service
- Career development
- Sensitivity to diversity
- Understanding of course content
- Involvement with community
- Self-awareness
- Communication

Student Example

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

Key Concepts: Faculty

- Motivation and attraction to community work
- Professional development
- Impact/influence on teaching
- Impact/influence on scholarship
- Areas of emphasis in scholarship
- Awareness of community
- Barriers and facilitators to community work
- Satisfaction with experience

Faculty Example

- What impact does community engagement have on faculty?
- Concepts: creation of community-university partnerships to facilitate academic work
- Indicators: identification of partners, creation of partnerships, new collaborations for teaching and scholarship
- Methods: interviews, focus groups, critical incident review
- Sources: faculty, community partners, institutional coordinator, institutional research

Key Concepts: Community

- Partner organization
 - ◆ Capacity to fulfill organizational mission
 - ◆ Economic benefits
 - ◆ Social benefits
- Community-university partnerships
 - ◆ Nature of community-university relationship
 - ◆ Nature of community-university interaction
 - ◆ Satisfaction with partnership
 - ◆ Sustainability of partnership

Community Example

- What is the impact of the community-university partnership on community capacity?
- Concepts: capacity to fulfill mission, economic impacts
- Indicators: # clients, impact on resource utilization, development of funding, staff changes, program insights
- Methods: focus groups, interviews, observations, document review
- Sources: community partners, faculty, students, board of directors, community database



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The Community Engaged Scholarship for Health Collaborative (2004-2007)

- Diverse group of 9 health professional schools
- Sought to recognize and reward community-engaged scholarship as central to role of faculty members at own institutions and nationally
- Campus teams reflected key stakeholders
 - Community partners, provost representatives, deans, department chairs, promotion and tenure committees, faculty members



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Collaborative Objectives

- Increase capacity for community-engaged scholarship (CES) in participating schools
 - Assess each school's capacity
 - Increase knowledge and support for CES among administrators and faculty
 - Align promotion policies and practices with CES
 - Share experiences, expertise, lessons learned
- Increase capacity for CES in health professional schools nationally
 - Assess capacity for CES within the associations
 - Increase knowledge and support for CES among association staff, leadership, members
 - Share experiences, expertise, lessons learned



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Building Capacity for Community Engagement: Self-Assessment

- Self-assessment method developed for Collaborative
- Draws upon literature and similar methods created by Andrew Furco and Barbara Holland
- Includes six dimensions with multiple elements within each dimension
- Assess progress along four levels to determine current stage of community engagement for each dimension and element
- Completed from two perspectives: team and provost
- Publicly available at www.ccph.info



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Goals of Self-Assessment

- Assess the present status and capacity of a unit regarding community engagement and community-engaged scholarship
- Build knowledge about present status
- Identify future opportunities for action
- Serve as baseline for tracking progress over time



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Dimensions of Self-Assessment

1. Definition and Vision of Community Engagement (8)
2. Faculty Support for and Involvement in Community Engagement (6)
3. Student Support for and Involvement in Community Engagement (3)
4. Community Support for and Involvement in Community Engagement (6)
5. Institutional Leadership and Support for Community Engagement (9)
6. Community-Engaged Scholarship (12)



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Dimension 4: Community Support for Engagement

- Six indicators:
 - Community recognition of “engaged campus”
 - Nature and extent of community-institutional partnerships
 - Community access of institutional resources
 - Community partner voice and leadership in institution
 - Community partner incentives
 - Community partner recognition
- Each assessed on a four-stage continuum

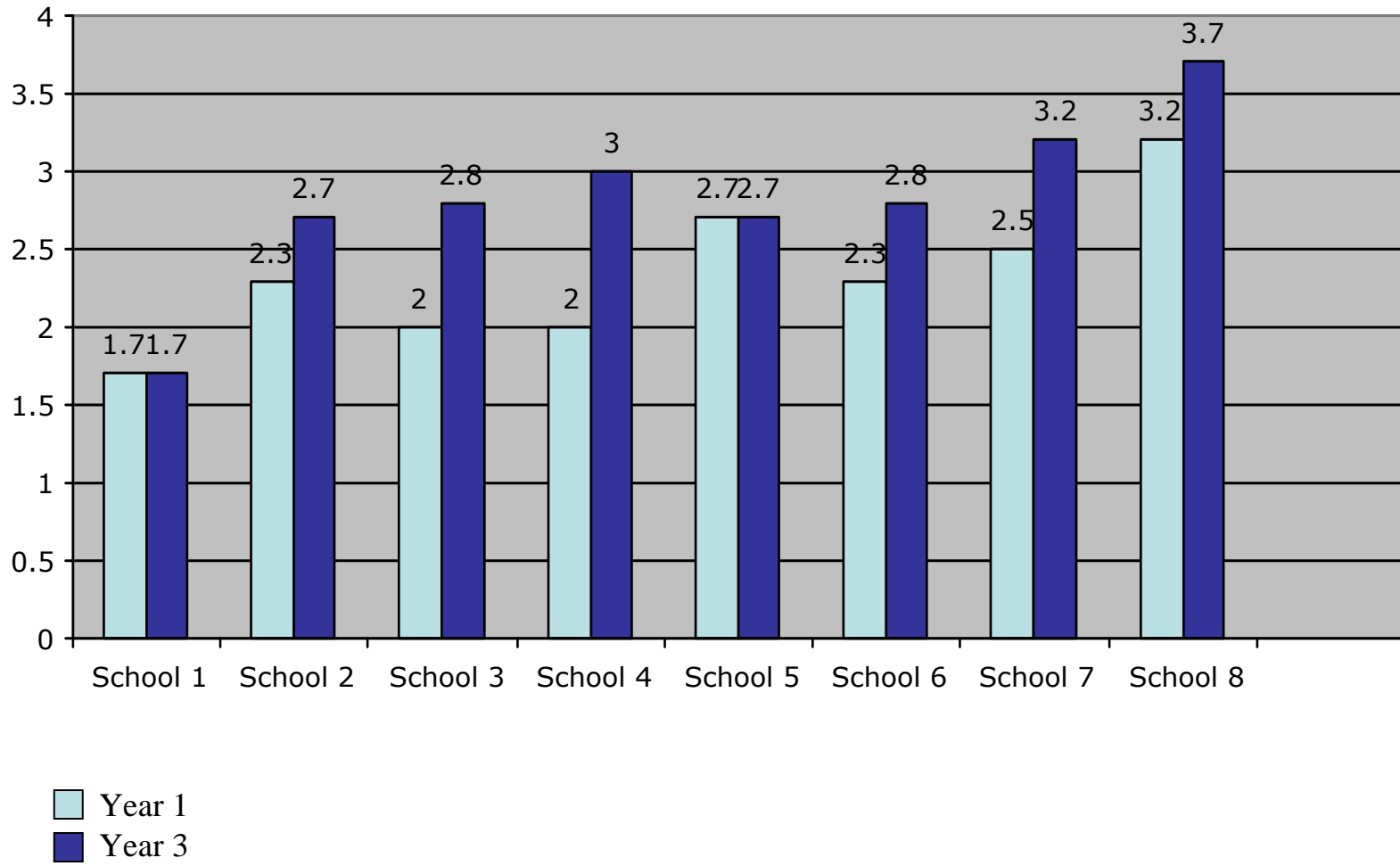


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Example of Assessment

4.3 Community Access of Institutional Resources	Community agencies rarely access students and/or faculty as resources for their work through course-based projects, community-based research, service or other activities.	Community agencies occasionally access students and/or faculty as resources for their work through course-based projects, community-based research, service or other activities.	Community agencies frequently access students and/or faculty as resources for their work through course-based projects, community-based research, service or other activities.	Community agencies consistently access students and/or faculty as resources for their work through course-based projects, community-based research, service or other activities.
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Community Support for Engagement Dimension





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Other Relevant Indicators

- Dimension 6: Community-Engaged Scholarship
 - Valuing of community-engaged scholarship
 - Review, tenure and promotion policies regarding community-engaged scholarship
 - Community partner participation in the review, tenure and promotion process
 - Scope of community impact
 - Valuing of various products of scholarship
- Dimension 5: Institutional Leadership
 - Administrative support for community engagement
 - Coordinating structures for community engagement



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Self-Assessment Map

	Individual School					University as a Whole					
1.1 Definition of Community Engagement	Level 1	Level 2	Level 3	Level 4	N/A	Level 1	Level 2	Level 3	Level 4	N/A	
Perspective of Team			X				X				
<i>Perspective of Provost</i>			X					X			
1.2 Promotion of Community Engagement through the Mission	Level 1	Level 2	Level 3	Level 4	N/A	Level 1	Level 2	Level 3	Level 4	N/A	
Perspective of Team	X						X				
<i>Perspective of Provost</i>				X					X		
1.3 Community Engagement as an Essential Component of Education	Level 1	Level 2	Level 3	Level 4	N/A	Level 1	Level 2	Level 3	Level 4	N/A	
Perspective of Team			X				X				
<i>Perspective of Provost</i>				X			X				
1.4 Community Engagement as an Essential Component of Research	Level 1	Level 2	Level 3	Level 4	N/A	Level 1	Level 2	Level 3	Level 4	N/A	
Perspective of Team	X					X					
<i>Perspective of Provost</i>		X					X				



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Self-Assessment Raw Scores: Individual School

Individual School	Dimension 1		Dimension 2		Dimension 3		Dimension 4		Dimension 5		Dimension 6	
	Team	Provost	Team	Provost	Team	Provost	Team	Provost	Team	Provost	Team	Provost
Question 1	3	3	3	3	3	3	3	3	3	3	1	n/a
2	1	4	2	3	3	3	2	n/a	3	n/a	2	2
3	3	4	3	3	3	3	2	n/a	3	3	2	2
4	1	2	2	3			2	n/a	3	3	2	2
5	3	4	2	n/a			3	3	2	n/a	1	2
6	2	n/a	2	3			2	2	1	n/a	2	2
7	3	n/a							2	3	1	2
8	3	n/a							3	3	2	2
9									3	3	2	n/a
10											1	n/a
11											2	n/a
12											1	n/a
Total	19	17	14	15	9	9	14	8	23	18	19	14
Total Answered	8	5	6	5	3	3	6	3	9	6	12	7
Average Score	2.4	3.4	2.3	3.0	3.0	3.0	2.3	2.7	2.6	3.0	1.6	2.0



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Benefits of Self-Assessment

- Opportunity for reflection and analysis
- Team-building activity
- Understand capacity for community engagement
- Initial identification of areas for action throughout project
- Prepared teams for involvement in collective work



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Analysis of Review, Promotion and Tenure (RPT) Criteria



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Analysis of RPT Criteria

- Many universities want to make changes in RPT process to recognize community-engaged scholarship (CES) and partnership work
- Know from other institutions that reward and recognition are essential to supporting CES
- Modified RPT criteria are clear statement of institutional commitment to support faculty



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Goals of RPT Analysis

- Assess school/university RPT guidelines against set of criteria established by the Commission on Community-Engaged Scholarship in the Health Professions
- Can be used to monitor changes in school/university guidelines over time against consistent criteria
- Can inform a university's actions around RPT policy revisions
- Within Collaborative, helped to identify promising practices among members



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Strategy for RPT Analysis

- Locate RPT policies for participant in Collaborative; use university policies as default
- Review policies specifically for terms and concepts relevant to work of the Collaborative
- Apply nine indicators derived from self-assessment metrics
- Assess recognition of community-engaged scholarship -- absent, some activity, potential role model
- Can compare with role model institutions



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Indicators for RPT Analysis

- Use of Boyer or similar framework
- CES is recognized and valued in appointments
- CES is explicitly included in RPT policies
- RPT supports dissemination of scholarship through multiple venues
- Supports and encourages collaborative interdisciplinary scholarship
- Value wide range of funding sources
- Mandatory training for review committees
- Community partners are invited to participate in reviews
- Community impact is valued



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Use of RPT Analysis

- Identify potential role models and gain insights from their experiences
- Determine institutions with some activity
- Use assessment of “absent” to focus attention for future work
- May reveal clarity on community engagement, but not on community-engaged scholarship



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Resources for Role Models

Community-Engaged Scholarship Toolkit

www.communityengagedscholarship.info

- Indiana University Purdue University Indianapolis
- Portland State University
- UNC School of Public Health, School of Dentistry, Department of Family Medicine
- University of Washington School of Public Health and Community Medicine
- Plus others ...



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Website Analysis



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Analysis of Websites

- Institutional and school websites offer source for easy review of public information
- Websites may be used in selection process by potential students, faculty, staff
- Demonstrates what an institution has decided to present as important to the public
- Would expect to see public representation of:
 - Mission/vision/values statements
 - Strategic plans/directions
 - RPT criteria and procedures
 - Descriptions of engagement activities
 - Examples of projects, centers, areas of effort
 - Awards, recognition, celebrations



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Strategy for Analysis

- Goal: To identify role model practices
- Method: Apply series of 23 indicators organized by six dimensions (from self-assessment)
- For each indicator, aggregate assessment of quantity and quality of accessible information
- Judged as absent, some activity, or potential role model
- Can track over time to see developments



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Example Indicators for Website Analysis

- Community engagement stated in mission
- Community engagement webpage present
- Faculty development opportunities evident
- Student engagement and leadership evident
- Community partnerships recognized
- Dedicated institutional structures described
- RPT policies supportive and easily found
- Searchable community engagement database
- Definition of community-engaged scholarship
- Process for inclusion of community partners



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Relevance to Institutions

- Importance at individual institution/school of using website as dissemination vehicle
- Universities can determine action steps for making change locally
- Can compare with relevant peers/role models
- In order to monitor change, initial analysis is useful starting point

Selecting Assessment Methods

(Gelmon, Foucek & Waterbury, 2005)

You will need to think about:

- What instrument(s) to use
- Why and when to use it/them
- Consideration of characteristics
 - ◆ Types of questions
 - ◆ Format/design
- Process of data collection
- What to do with the data

Selection of Methods/Instruments

(Gelmon, Foucek & Waterbury, 2005)

- Assessment of relative merits
 - ◆ Design, data collection, bias, flexibility, accuracy
 - ◆ Context, eventual uses, nature of indicators
- Time/value tradeoffs
 - ◆ Set-up, administration, analysis
 - ◆ Resource availability (human, fiscal, physical, information, etc.)

Methods and Process Issues

(Gelmon, Foucek & Waterbury, 2005)

- Reliability and validity
- Protecting anonymity and confidentiality
- Participant rights and consent
- Cultural awareness
- Economic impact and benefits of work
- Cross-cultural challenges
- Humanitarian considerations
- Service and career decisions
- Need for research ethics review (IRB/REB)

Assessment Resources

- Gelmon, Holland, et al.: Assessment Monograph, 2001 (order from www.compact.org)
- CCPH resources (www.ccph.info)
- Gelmon, Foucek, Waterbury; Program Evaluation Handbook, 2005 (free at www.nwhf.org/events/events_training.php)
- National Service-Learning Clearinghouse (www.servicelearning.org)
- Disciplinary associations



Community-Engaged Scholarship for Health Collaborative

CCPH Resources: www.ccph.info

- Community-Engaged Scholarship for Health Collaborative
<http://depts.washington.edu/ccph/healthcollab.html>
- Building Capacity for Community Engagement:
Institutional Self-Assessment
http://depts.washington.edu/ccph/pdf_files/self-assessment-copyright.pdf
- Community-Engaged Scholarship Toolkit
<http://www.communityengagedscholarship.info>
- Commission on Community-Engaged Scholarship Report
http://depts.washington.edu/ccph/pdf_files/Commission%20Report%20FINAL.pdf
- Faculty for the Engaged Campus
<http://depts.washington.edu/ccph/faculty-engaged.html>

Questions

- Defining goals and areas of emphasis?
- Methods and instruments?
- Challenges of assessing partnerships?
- Personal experiences?
- Identifying local expertise/other consultants?

For Further Information

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