

2023 CUMU-Collaboratory Fellowship Report

A National Look at the Impacts of
Community Engagement in Higher Education
through Collaboratory

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Introduction

One of the core principles of community-campus partnerships — collaborations between higher education institutions and surrounding communities — is mutual benefit (Holland, 2005; Seifer, 2000). A strong partnership should produce meaningful benefits for the communities and organizations involved as well as for the campus. This principle contrasts often inequitable community-campus relationships, in which campuses reap the benefits of these relationships. At the same time, community members are treated primarily as subjects to be studied, clients to be served, or even dangers to protect students from. Such inequitable relationships have deep roots and are often tied up in dynamics of racism, colonialism, and economic inequality (Baldwin, 2021; Holley & Harris, 2018; Smith, 1999).

To ensure that the principle of mutual benefit is carried out in practice, we need to understand how partnerships impact both communities and campuses. The research on this topic is skewed. While a significant amount of research has demonstrated the impacts that community-campus partnerships can have on student learning (Lockeman, 2013; Moely & Bustre, 2014) we are at a much earlier stage of understanding the impacts that partnerships have on community partners and the communities with which they work (Borrón et al., 2019). Existing research on community impact tends to be qualitative, focused on individual partnerships, and often conducted by the partners themselves (Janke et al., 2022). There is a need to complement this important research with more quantitative and mixed-methods projects that look at impacts across partnerships and institutions.

In this report, we present initial findings from a national, mixed-methods study of the community impact of community-campus partnerships. Our research questions are:

RQ1: What types of community impacts are community-campus partnerships seeking or achieving, and with what frequencies?

RQ2: Which types of activities are more likely to seek or achieve which types of impact?

To start answering these questions, we analyzed data from Collaboratory. Collaboratory is a software originally conceptualized by community engagement professionals at the University of North Carolina, Greensboro, and is currently made commercially available and supported by Avviato. Colleges and universities use Collaboratory to track community engagement and public service activities across the institution. Users agree to contribute their data to a growing research dataset that now includes over 10,000 activities across over 60 institutions. Collaboratory offers a rare opportunity for large-scale, cross-institutional analyses. This study is an exploratory, mixed-methods research project that combines qualitative and quantitative methods in sequential (e.g., quantitative- then-qualitative) and simultaneous (quantitative and qualitative side-by-side) ways. Our approach is pragmatic, relying on the method appropriate to each challenge (Creswell & Clark, 2017).

We describe our data and methods, from our initial (and unsuccessful) plan to conduct a cluster analysis to our revised approach using correlation and grounded coding. Next, we look at the impacts that partnerships are having, or seeking to have, on the community organizations involved and how these impacts are correlated with specific attributes of a community engagement activity (e.g., the area of focus, the pedagogical approach). We then explore the impacts that partnerships seek to have on the broader communities they work with. Finally, we offer a synthesized framework for planning, studying, or evaluating short-, medium-, and long-term community impacts.

Along the way, we note several prominent attributes of the highly diverse community engagement landscape, including a frequent focus on strengthening community partners' relationships and services, a potentially meaningful group of similar activities with similar impacts rooted in professional schools, a preponderance of activities seeking long-term impacts in health and youth education/development; and a large percentage of activities using educational and direct service strategies to address a diverse array of long-term priorities. Finally, we discuss some of the strengths and limitations of using administrative data to study the impacts of community engagement.

We hope this study contributes to understanding the landscape of community-campus partnerships and offers a foundation for field-wide dialogue. While our findings are preliminary, we argue that these lines of inquiry can inform future research and support efforts to systematically increase the likelihood that partnerships can have a real, measurable impact on issues facing our communities. This study was supported through a research fellowship jointly hosted by the Coalition of Urban and Metropolitan Universities and Collaboratory.

Data

Collaboratory is organized around activities. Activities fall into two categories: community engagement, defined by Collaboratory as “a process by which an institution works with community partners to co-create and implement mutually beneficial activities distinguished by collaboration and reciprocity,” and public service, “when an institution provides expertise, resources, and services to or for community individuals, groups, organizations, and the general public” (Collaboratory, n.d.). An activity can be anything from a one-day event to a multi-year research project. A community engagement activity is distinct from a partnership, which can carry out multiple activities over time. Given our focus on mutually beneficial partnerships, we excluded public service activities from our analysis and focused only on community engagement activities.

Data in Collaboratory is entered through a questionnaire sent to the faculty or staff lead for the activity. The questionnaire asks for a description of the activity along with questions about other attributes of the activity, such as:

- Focus areas and sub-focus areas of the activity;
- Populations served by the activity;
- Number of individuals served by the activity;
- Outcomes of the activity on the institution itself;
- The roles that partnering community organizations play in the activity;
- Objectives for student learning;

- Whether the activity is linked with a course; and
- Whether the activity is linked with scholarship.

Our primary quantitative variable of interest is what Collaboratory refers to as “impacts on the community”. In the questionnaire, activity leads are asked to “Identify the broad or long-term changes that occurred in the community as a result of your Activity.” They choose from ten impact types as well as an other category with a text entry (See Table 1 for full list), and can select all that apply. Respondents are asked to enter expected impacts and come back later to report achieved impacts. We included in our data set all community engagement activities that reported at least one expected or achieved impact on the community. Because many activities left either expected impacts or achieved impacts unidentified, we merged them into one category: expected and/or achieved impacts. In total, 8,123 activities include expected and/or achieved impacts.

The ten impact types are left without formal definitions in the Collaboratory survey to allow for flexible use by campuses, but campuses do receive consultation on how to enter the data. It is important for our analysis to note that these impact types primarily refer to impacts on community organizations rather than the broader communities with which these organizations work. The term “community organization” in Collaboratory refers to a partnering organization external to the campus and can include nonprofit, for-profit, governmental, educational, and informal organizations. So, when an activity is marked as having the impact “capacity to serve clients”, this can be read as saying that the activity sought to increase the community organization’s capacity to serve its clients. Similarly, the impact “public recognition” can be understood as saying that the activity sought to increase public recognition for the organization. This focus reflects the state of the scholarship on community-campus partnerships at the time that Collaboratory was created. Prominent scholars — including Collaboratory co-author Barbara Holland — had been challenging the field to listen more closely to partnering organizations and what they saw as the actual benefits and challenges of working with campuses (Gelmon et al., 2001; Sandy & Holland, 2006).

The full data set for our quantitative analysis included 176 variables. For each multiple-choice question, we created a separate TRUE/FALSE variable, as well as a variable for missing data. Multiple choice answers linked to less than 1% of activities were combined into an “others less than 1%” variable. See Appendix A for a list of included variables. We excluded 65 variables from our analysis for a variety of reasons: 1) the variable was unique to each activity (e.g., activity ID), 2) it was always or almost always the same across activities (e.g., reciprocity, TRUE/FALSE), 3) it was completely or almost completely missing (e.g., funding amount), 4) it was better captured by another field (e.g., data uploaded vs. data collected), 5) it was only applicable to a subset of activities (e.g., it only applied to activities connected to courses), or 6) the data was heavily skewed, as in the case of site location, which was skewed because 40% of activities were entered by one institution. See Appendix B for a list of excluded variables.

For the qualitative portions of our analysis, we drew on two open text fields: activity name and activity description. Activity names vary widely. Some activities are named after a course, some after a partner, and some after a project or initiative. Descriptions also vary widely in terms of how they describe the activity, and their length varies from one sentence to several paragraphs.

Methods

We approached the data with an analysis plan that involved a sequential quantitative/qualitative analysis. First, we planned to use cluster analysis to identify meaningful groups of activities that shared similar traits and led to similar impacts. Second, we planned to use inductive, qualitative analysis to develop rich descriptions of these groupings. Unfortunately, cluster analysis did not lead to meaningful groupings. In its place, we conducted two simultaneous methods: a quantitative, correlational analysis of relevant attributes and a qualitative, inductive analysis of activity descriptions. We plan to synthesize these complementary analyses further as we continue our research.

Cluster Analysis

We began our study using cluster analysis (Chaturvedi et al., 2001; Ester et al., 1996; Huang, 1997; Pedregosa et al., 2011).

Through this method, we essentially asked the following version of RQ2: “Are there meaningful groups of similar activities leading to similar impacts in this data?” We used clustering algorithms with hamming distance, which defined activities as ‘similar’ if they had fewer differences between variable selection and grouped activities that have the fewest mismatches into “clusters.” We hoped to find a manageable number of relatively distinct clusters. For example, we might find a cluster of activities focused on health in rural communities structured around student volunteering with community partners supervising students, with impacts on the community organization of volunteer hours and new resources.

We began our analysis with all the variables in our data set (Appendix A). We tried two different types of cluster analysis, K-mode, which has no threshold for how different two activities can be to be included in a cluster, and DBSCAN, which defines a limit for how many attributes can be different in a cluster. The first approach gave us over 100 clusters, and these clusters still included activities that were quite different from one another (on average, 15 attributes were different). The second approach led us to either many tiny clusters, or one dominant cluster in which the similarity was that they were all completely different from one another. We tried clustering using only a few core variables (impact, population, and focus area) and then with impact alone. None of these approaches resulted in meaningful clusters.

We suspect cluster analysis was not the right approach for this data for two reasons. First, the data contains several multiple-choice questions, such as those related to the focus area and population, that allow the respondent to select all that apply. Respondents often select several options — up to as many as 28 for a single question. While this may accurately reflect the activities, it does not make for clear grouping. Nor does it allow for prioritization of some choices over others, so all choices are weighted equally. Second, we suspect that the activities in Collaboratory may be too diverse for this method. There were 6,052 unique combinations of selected variables among the 8,123

responses. Moreover, with so many choices, the data is highly sparse — for any particular activity, most variables are not selected. With such uniquely sparse data, the clustering algorithm could not meaningfully group the activities without allowing major qualitative differences between group members.

Correlations

We pivoted to a correlation analysis. We began by identifying how each individual variable correlated with each individual impact. These correlations tell us how well one variable's presence predicts another's presence or absence. The correlations are calculated using the phi coefficient, which ranges from -1 (they are never found together) and 1 (they are always found together) with 0 meaning no correlation. These correlations speak to RQ2 by identifying, on a variable-by-variable basis, which attributes of an activity are most often linked to which impacts.

We created a heat map (See Figure 1) that allowed us to identify where correlations deserved additional investigation quickly. Then, to learn more about the activities driving these correlations, we turned to an inductive qualitative analysis of the activity titles and descriptions for activities linked to two correlated variables. Through a grounded coding process, we began categorizing the activities according to more granular descriptions of activity type (*Charmaz, 2014*). These codes should be considered just preliminary examples of how qualitative analysis can be used to explore the kinds of activities driving individual correlations — developing a full codebook of activity types was outside our scope.

Qualitative Analysis

Concurrent with the correlation analyses, we embarked on a qualitative analysis of activity names and descriptions. The primary purpose of this was to answer Q1 from a different angle. Whereas the “impact on the community” variable primarily included impacts on partnering community organizations, this analysis aimed to answer, “What types of community impacts *on the broader community* are community-campus partnerships seeking or achieving, and with what frequencies?”

We randomly selected 10% of the 7,001 community engagement activities in our data set that included descriptions. We analyzed these descriptions for evidence of the community impacts that community-based and campus-based partners were working toward together. For example, suppose an activity supplied volunteers for a mental health program. In that case, the impact on the community organization might be volunteer numbers, while the impact on the broader community might be improved mental health outcomes. Because there has been relatively little research yet at this scale or with this data, we chose an inductive analytic approach rather than presuming a set of deductive categories. We began with a grounded coding process of all 700 activities, staying close to the “in vivo” language of the descriptions. We then began grouping these codes into larger themes and recoding all activities (Saldaña, 2015). We did this several times in an iterative process of revising our codebook.

This led us to a two-part typology that included what we call medium-term impacts and long-term impacts. Long-term impacts are high-level social goals, such as improving people’s mental health, strengthening small businesses and nonprofits, fulfilling basic human needs, increasing access to housing, and decreasing homelessness. Medium-term impacts can be understood as steps along the way to long-term community impacts. They can also be read as different strategies for achieving long-term outcomes or different facets of systemic change. For example, one activity focused on improving mental health might seek increased awareness about the issue as a medium-term impact, while another might focus on policy change.

This division mirrors similar categories used in logic models, which are diagrams that visually represent a program or initiative’s theory of change — the relationships between resources, activities, and outcomes (WK Kellogg Foundation, 2004). Logic models often include short-term, medium-term, and long-term outcomes or impacts. We also included codes for activities in which the description did not have enough information (13.7% for medium-term impacts, 6.7% for long-term impacts) or only described student impacts (1.6%), as well as an “other” category (0.9% for medium-term outcomes and 1.7% for long-term outcomes).

Findings

Descriptive Statistics

Table 1 lists the impact on the community selections from most to least common, with total counts and proportions for each. We see that community engagement activities seek and/or achieve impacts on community organization relationships at high rates — both relationships with campus entities (55.9%) and with other community organizations (39.8%). In addition, a high percentage of activities seek and/or achieve impacts on a community organization’s services, both by supporting services to clients (37.6%) and by increasing the organization’s capacity to serve clients (40.5%). At the bottom of the table are less frequent impacts, such as volunteer numbers (14.3%), increased resources (11.4%), improved use of resources (9.9%), and support for organizational operations (4%).

TABLE 1 Impact Counts and Proportions

| Impact on the Community | Count | Proportion |
|--|-------|------------|
| Campus relationships or partnerships | 4539 | 55.9% |
| Capacity to serve clients | 3290 | 40.5% |
| Connections to other community groups/networks | 3232 | 39.8% |
| Services to clients | 3055 | 37.6% |
| Insights into partner organization programs | 1810 | 22.3% |
| Public recognition | 1635 | 20.1% |
| Volunteer numbers | 1160 | 14.3% |
| Resource quantities, e.g., financial, staff, volunteer, information, publication | 925 | 11.4% |
| Resource uses, e.g., financial, staff, volunteer | 805 | 9.9% |
| Operations, e.g., accounting, data systems | 324 | 4.0% |
| Other | 198 | 2.4% |

FIGURE 1 Partial Heat Map

| Variable Group | Variable | Impacts Campus relation... | Impacts Capacity/benev... | Impacts Community/so... | Impacts Engagement/par... | Impacts Operational/er... | Impacts Other/leisure/h... | Impacts Public recogniti... | Impacts Resource/quali... | Impacts Resource/quali... | Impacts Service/objec... | Impacts Volunteer numb... |
|-----------------------------|---|-------------------------------|------------------------------|----------------------------|------------------------------|------------------------------|-------------------------------|--------------------------------|------------------------------|------------------------------|-----------------------------|------------------------------|
| impacts | impacts Resourceuse.g.,financial,staff,volunteer | -0.04 | 0.11 | 0.05 | 0.23 | 0.18 | 0.01 | 0.17 | 0.45 | 1.00 | 0.11 | 0.16 |
| impacts | Resourcequantityese.g.,financial,staff,volunteer,information,publi... | -0.08 | 0.14 | -0.01 | 0.26 | 0.13 | 0.05 | 0.16 | 1.00 | 0.45 | 0.13 | 0.08 |
| impacts | Insightsintopartnerorganizationprograms | 0.02 | 0.08 | 0.26 | 1.00 | 0.13 | 0.01 | 0.32 | 0.26 | 0.23 | 0.07 | 0.04 |
| impacts | PublicRecognition | 0.14 | -0.07 | 0.28 | 0.32 | 0.08 | -0.04 | 1.00 | 0.16 | 0.17 | 0.01 | 0.11 |
| impacts | Connectiontoothercommunitygroups/networks | 0.25 | 0.02 | 1.00 | 0.26 | 0.02 | -0.08 | 0.28 | -0.01 | 0.05 | 0.15 | 0.06 |
| impacts | Services toc lients | -0.01 | 0.35 | 0.15 | 0.07 | 0.03 | -0.06 | 0.01 | 0.13 | 0.11 | 1.00 | 0.09 |
| impacts | Capacity to serve clients | 0.10 | 1.00 | 0.02 | 0.08 | 0.05 | -0.06 | -0.07 | 0.14 | 0.11 | 0.35 | -0.03 |
| impacts | Campus relationships or partnerships | 1.00 | 0.10 | 0.25 | 0.02 | -0.01 | -0.15 | 0.14 | -0.08 | -0.04 | -0.01 | -0.04 |
| outcomes | Student Enrollment from partner communities | 0.12 | 0.11 | 0.16 | 0.30 | 0.06 | -0.01 | 0.37 | 0.22 | 0.15 | 0.13 | 0.07 |
| impacts | Operationse.g.,accounting,datasystems | -0.01 | 0.05 | 0.02 | 0.13 | 1.00 | 0.03 | 0.08 | 0.13 | 0.18 | 0.03 | 0.04 |
| impacts | Volunteer numbers | -0.04 | -0.03 | 0.06 | 0.04 | 0.04 | -0.03 | 0.11 | 0.08 | 0.16 | 0.09 | 1.00 |
| outcomes | Student Ethical reasoning and action | 0.06 | 0.10 | 0.15 | 0.23 | 0.09 | -0.01 | 0.26 | 0.16 | 0.18 | 0.17 | 0.23 |
| outcomes | Student Civic knowledge | -0.04 | 0.04 | 0.10 | 0.29 | 0.08 | 0.02 | 0.19 | 0.23 | 0.18 | 0.12 | 0.26 |
| outcomes | Student Intercultural knowledge | 0.01 | 0.06 | 0.16 | 0.24 | 0.01 | -0.03 | 0.24 | 0.15 | 0.18 | 0.14 | 0.30 |
| impacts | Others less than % | -0.15 | -0.06 | -0.08 | 0.01 | 0.03 | 1.00 | -0.04 | 0.05 | 0.01 | -0.06 | -0.03 |
| outcomes | Interdisciplinary opportunities | 0.09 | -0.08 | 0.27 | 0.33 | 0.14 | -0.01 | 0.30 | 0.07 | 0.16 | -0.03 | 0.02 |
| community org roles | community org roles Discuss how to work together | -0.17 | 0.09 | 0.34 | 0.19 | 0.06 | -0.07 | 0.21 | 0.08 | 0.08 | 0.21 | -0.01 |
| outcomes | Student Personal growth | 0.03 | -0.08 | 0.11 | 0.17 | 0.08 | -0.03 | 0.22 | 0.11 | 0.16 | 0.15 | 0.35 |
| outcomes | Community participation in campus events | 0.13 | -0.13 | 0.25 | 0.22 | 0.09 | -0.01 | 0.34 | 0.04 | 0.10 | -0.11 | 0.03 |
| community org roles | Evaluate or provide feedback on the process or relationship of the partners | 0.06 | 0.05 | 0.21 | 0.33 | 0.10 | -0.01 | 0.30 | 0.14 | 0.11 | 0.08 | 0.07 |
| community org roles | community org roles Identify areas of need | 0.05 | -0.09 | 0.18 | 0.26 | 0.14 | -0.03 | 0.26 | 0.14 | 0.14 | 0.05 | 0.10 |
| student learning objectives | student learning objectives Academic content | 0.24 | 0.30 | 0.02 | -0.18 | -0.06 | -0.05 | -0.15 | -0.12 | -0.14 | 0.07 | -0.09 |
| outcomes | Student Lifelong learning foundations and skills | 0.00 | 0.02 | 0.13 | 0.26 | 0.11 | 0.00 | 0.27 | 0.14 | 0.18 | 0.11 | 0.19 |
| outcomes | Student Retention | 0.03 | 0.07 | 0.10 | 0.23 | 0.06 | 0.00 | 0.26 | 0.19 | 0.14 | 0.10 | 0.21 |
| community org roles | community org roles Supervise students | 0.24 | 0.35 | 0.00 | -0.12 | -0.08 | -0.08 | -0.14 | -0.10 | -0.10 | 0.16 | -0.03 |
| pedagogies | Projector Community based/Experiential learning.g.,clinical,practicums,l... | 0.21 | 0.28 | 0.03 | -0.13 | -0.05 | -0.09 | -0.10 | -0.10 | -0.11 | 0.18 | -0.13 |
| ps outputs | ps outputs Clinics | 0.13 | 0.25 | 0.26 | -0.11 | -0.02 | -0.03 | -0.11 | -0.04 | -0.04 | 0.31 | -0.08 |
| pedagogies | pedagogies Missing | -0.21 | -0.25 | 0.04 | 0.17 | 0.08 | 0.07 | 0.14 | 0.11 | 0.11 | -0.13 | 0.06 |
| student learning objectives | student learning objectives Missing | -0.21 | -0.25 | 0.04 | 0.17 | 0.08 | 0.07 | 0.14 | 0.11 | 0.11 | -0.13 | 0.06 |
| focus areas | focus areas Social issues | -0.03 | -0.04 | 0.17 | 0.30 | 0.02 | 0.03 | 0.19 | 0.16 | 0.13 | 0.04 | 0.20 |
| faculty members | faculty members | -0.10 | -0.08 | 0.12 | 0.27 | 0.03 | 0.07 | 0.23 | 0.16 | 0.15 | -0.07 | 0.04 |
| community org roles | community org roles Set goals | 0.08 | 0.04 | 0.13 | 0.23 | 0.15 | -0.02 | 0.21 | 0.14 | 0.15 | 0.08 | 0.06 |
| community org roles | community org roles Provide volunteer site or space | 0.05 | -0.04 | 0.20 | 0.15 | 0.02 | -0.04 | 0.18 | 0.10 | 0.08 | 0.09 | 0.33 |
| community org roles | community org roles Provide information materials | 0.00 | -0.09 | 0.18 | 0.23 | 0.15 | 0.01 | 0.24 | 0.08 | 0.15 | -0.04 | -0.07 |
| sub focus areas | sub focus areas Mental health education | 0.15 | 0.29 | 0.23 | 0.00 | -0.06 | -0.04 | -0.03 | 0.03 | -0.01 | 0.33 | -0.08 |
| sub focus areas | sub focus areas Mental healthcare | 0.10 | 0.27 | 0.21 | 0.03 | -0.06 | -0.03 | -0.03 | 0.04 | -0.01 | 0.34 | -0.10 |
| community org roles | community org roles Provide access to target populations | 0.02 | -0.03 | 0.21 | 0.24 | 0.04 | -0.03 | 0.26 | 0.08 | 0.09 | 0.12 | 0.07 |
| sub focus areas | sub focus areas Others less than 10% | -0.03 | -0.12 | 0.13 | 0.21 | 0.10 | 0.00 | 0.22 | 0.12 | 0.14 | -0.02 | 0.09 |
| outcomes | outcomes Funding Activity.g.,gifts,grants,contracts | -0.03 | 0.01 | 0.07 | 0.20 | 0.08 | 0.08 | -0.20 | 0.24 | 0.19 | 0.04 | 0.02 |

Correlations

Figure 1 is a screenshot of a portion of our correlational heat map, with columns for each type of impact and rows for each attribute. Correlations that are darker green are more positive, and those that are darker red are more negative. There are hundreds of potentially meaningful correlations in our map, and we do not have space to go into all of them. Instead, we look at two impacts — capacity to serve clients and public recognition — and explore some of their strongest correlations as examples of how one can use this method to begin answering RQ2.

TABLE 2 Positive and Negative Correlations with Capacity to Serve Clients

| Variable | Capacity to Serve Clients |
|--|---------------------------|
| Community Organization Roles: Supervise Students | 0.35 |
| Impacts: Services to Clients | 0.35 |
| Outcomes: Student Academic Content | 0.30 |
| Sub Focus Areas: Mental Health Education | 0.29 |
| Pedagogies: Project or Community-based/Experiential learning (e.g., clinicals, practicums, labs) | 0.28 |
| Sub Focus Areas: Mental Health Care | 0.27 |
| Community Participation in Campus Events | -0.13 |
| Public Service Outputs: Lectures | -0.13 |
| Public Service Outputs: Community Speeches | -0.13 |
| Focus Areas: Environmental Sustainability | -0.15 |
| Populations: College Students | -0.17 |
| Individuals Served | -0.17 |
| Duration in Years: <1 | -0.18 |

For our first example, we look at the impact “capacity to serve clients”. This was the second most common impact, selected for 3,290, or 40.5%, of all activities. Table 2 includes the seven strongest positive and negative correlations (with variables for missing data excluded). Looking at this data, we can say that community engagement activities across the country that are working to increase the capacity of community organizations to serve clients are more likely to 1) have students supervised by community partners, 2) provide direct services, 3) have academic learning for students as an outcome, 4) have academic learning for students as an objective, 5) focus on mental health education, 6) use community-based or experiential learning pedagogies, and 7) focus on mental health care. To a lesser extent, these activities tend to not 1) have community members participate in campus events, 2) produce public lectures, 3) produce community speeches, 4) focus on environmental sustainability, 5) work with college students as their target community, 6) report large numbers of individuals served, or 7) end in less than a year.

The strongest correlation in Table 2 includes partnerships that 1) increase an organization’s capacity to serve clients and 2) have community organizations supervising students. 1,969 activities include both variables. A preliminary qualitative analysis uncovered some clear groupings, illustrated in Figure 2, a tree chart with larger boxes representing larger numbers of activities. Over a third of these activities are practicums for social work students. These practicums, which are mandated for master’s students seeking licensure and sometimes done by bachelor’s students as well, place students with various agencies, nonprofits, schools, and other organizations. Almost another third of the activities are student-teacher placements for those seeking teacher licensure, along with a smaller number of placements for school counselors and school administrators. 6% of the activities are practicums/placements for future nurses and public health professionals.

The rest of the activities are diverse, but in Figure 2 we are grouping them as “other” to highlight what we see as the primary story in this data: a potential cluster of activities driving this

correlation. These activities are based out of professional schools, where a key part of academic learning and professional licensure comes from an extended practicum or internship in the professional world. In these placements, students receive supervision from staff at their community sites. Through their work and emerging expertise, students help increase the capacity of schools, agencies, and other organizations to offer health and education-related services. This cluster of activities may also be driving other correlations in Table 2. For example, these activities are structured as experiential practicums, aim to teach academic content, and, for social workers and school counselors at least, have a mental health focus. Further analysis, however, is beyond the scope of this report.

FIGURE 2 Activity Groupings Within the Correlation between Capacity to Serve Clients and Supervise Students

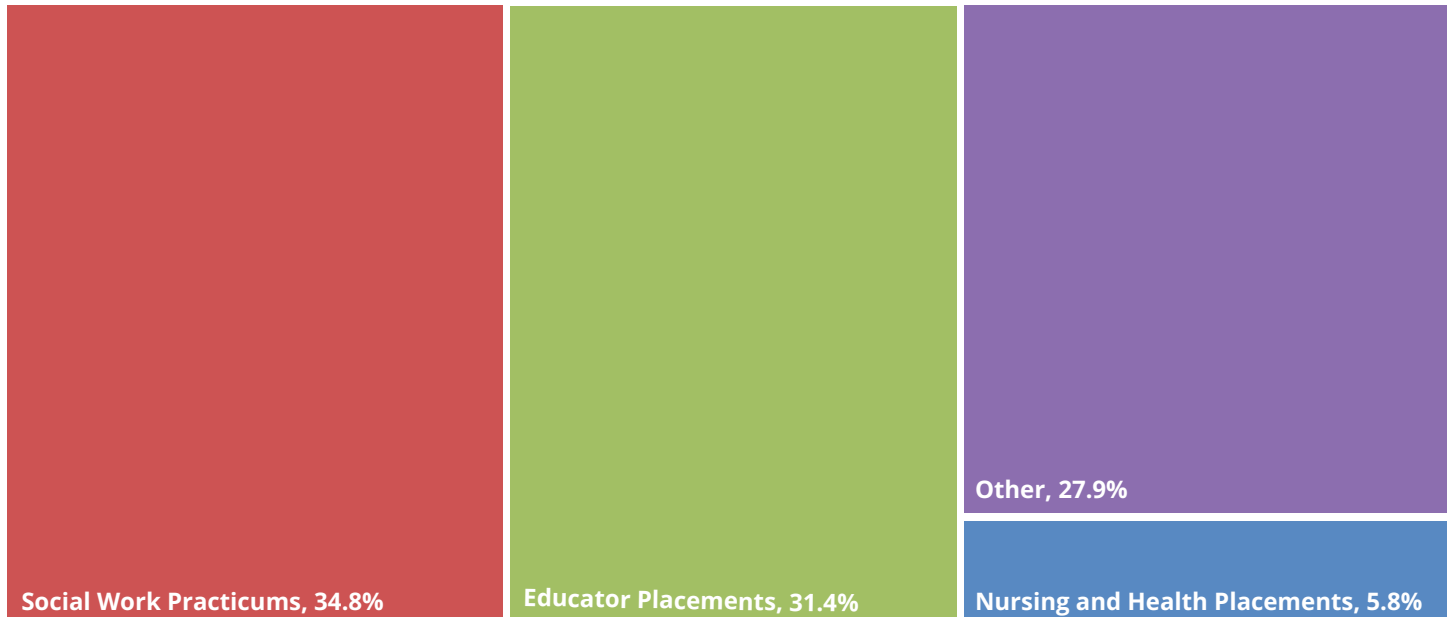


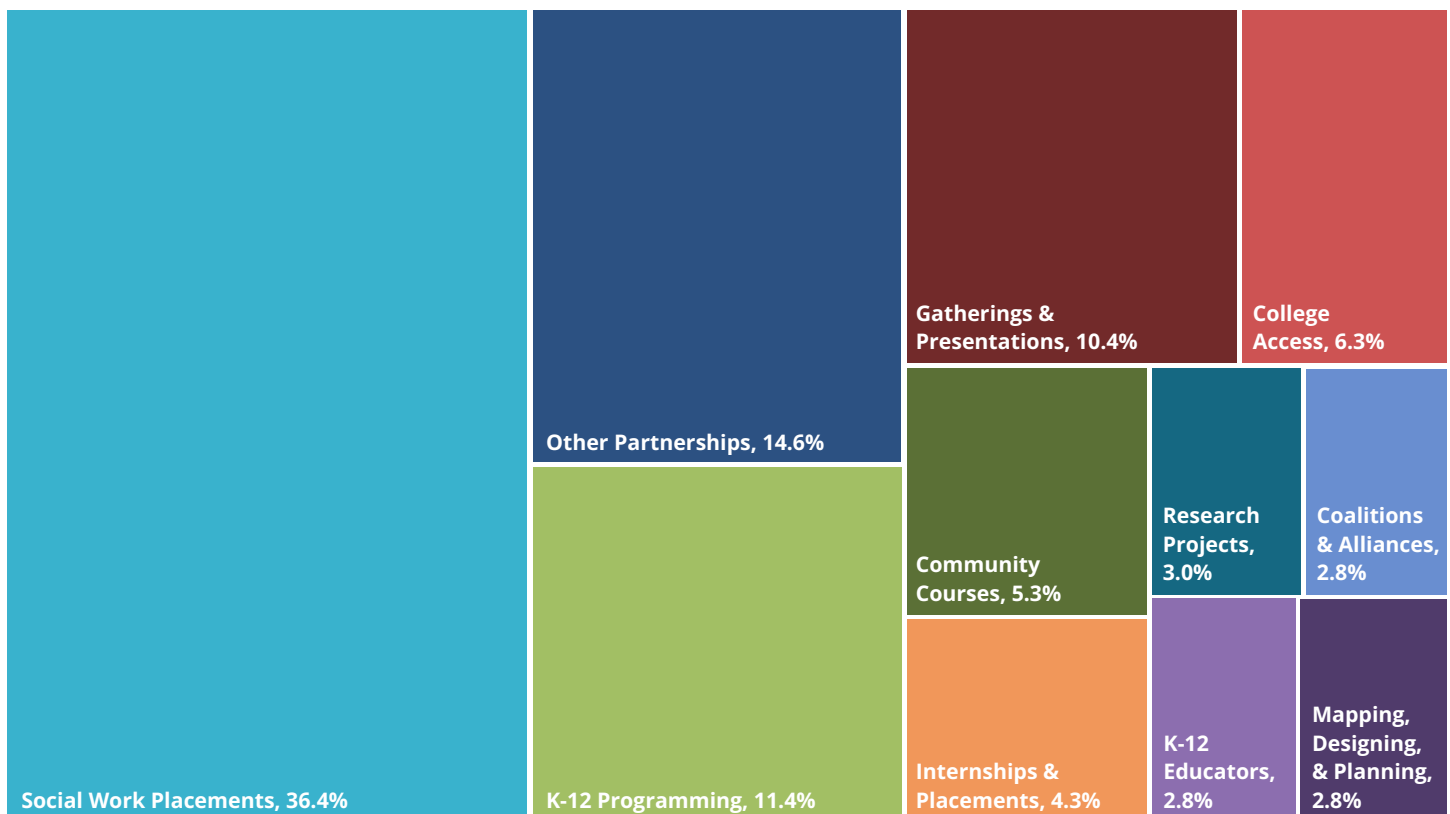
TABLE 3 Positive and Negative Correlations with Public Recognition

| Variable | Public Recognition |
|---|--------------------|
| Outcomes: Student Enrollment from Partner Communities | 0.37 |
| Outcomes Community Participation in Campus Events | 0.34 |
| Impacts: Insights into Partner Organization Programs | 0.32 |
| Outcomes: Interdisciplinary opportunities | 0.30 |
| Community Organization roles: Evaluate or Provide Feedback on the Process or Relationship of the Partners | 0.30 |
| Impacts Connections to Other Community Groups/Networks | 0.28 |
| Public Service Outputs: Lectures | 0.27 |
| Pedagogies: Project or Community-based/Experiential Learning (e.g., clinicals, practicums, labs) | -0.10 |
| Public Service Outputs: Volunteer Supports Community Events or Programs | -0.10 |
| Pedagogies: Capstone | -0.10 |
| Public Outputs: Clinics | -0.11 |
| Community Organization Roles: Supervise Students | -0.14 |
| Student Learning Objectives: Academic Content | -0.15 |
| Faculty Partners | -0.17 |

Our second example is public recognition, the sixth most common impact type, selected by 1,635, or 20.1%, of all activities. Table 3 features the strongest seven positive and negative correlations. This data tells us that community engagement activities across the country that are working to increase public recognition of partnering community organizations are more

likely to 1) have the campus-focused outcome of enrolling students from partner communities, 2) have the campus-focused outcome of community participation in campus events, 3) impact community organizations by offering insights into their programs or structures, 4) have the campus-focused outcome of creating interdisciplinary opportunities for students and faculty, 5) involve community organizations evaluating or providing feedback on the partnership, 6) help partnering community organizations build connections with other organizations, and 7) produce public lectures. These activities are less likely to 1) use project-based or community-based pedagogies, 2) bring volunteers in to support community events or programs, 3) involve a student’s capstone project, 4) offer clinics, 5) involve community organizations supervising postsecondary students, 6) emphasize students learning academic content, and 7) involve additional faculty partners beyond the partnership lead.

FIGURE 3 Activity Groupings Within the Correlation between Public Recognition and Student Enrollment from Partner Communities



The strongest correlation in this chart is between public recognition and the campus-focused outcome of increasing student enrollment from partner communities. 439 activities selected both these variables. Figure 3 divides these activities into groups based on a preliminary qualitative analysis, arrayed in a tree chart. A significant percentage of these activities are also social work practicums (36%). The practicums in this figure, however, are from different institutions than the ones in the example above. (Social work practicums were present in many of our analyses. They have a large presence in the data, at around 12% of the 8,123 activities.) Unlike in the example above, this correlation appears to have multiple different drivers.

Several of the categories in Figure 3 focus on K-12 students. The K-12 Programming category includes a diverse array of workshops, tutoring programs, courses, and mentorship opportunities in areas like health, STEM, and leadership. The College Access category includes activities that primarily focus on high school students and their families, mostly connected to the Upward Bound college access program that works with first-generation students. The K-12 Educators category includes activities that are focused on teacher and counselor preparation. Many of the activities in these categories share features such as 1) a focus on exploring college and career opportunities and 2) having K-12 and college students working together. However, K-12-focused activities are not the only group here. Other categories feature activities focused on the broader public. This includes public gatherings and presentations, courses for community members, and joining alliances and coalitions with local government, nonprofits, and community groups.

TABLE 4 Long-Term Impact Code Book

| Long-Term Impact Code | Definition |
|----------------------------------|--|
| Basic Needs | Partnerships that seek to improve access and quality of basic human needs such as food, clean water, and clothing. (Does not include housing). |
| Belonging | Partnerships that seek primarily to increase inclusion of groups across identities and countries of origin, fight racism and discrimination, and protect rights of marginalized groups. This code was not used just because an activity is engaging a specific group or community. |
| Businesses and Nonprofits | Partnerships that seek to strengthen for-profit businesses, local economies, or the nonprofit sector. |
| Children and Families | Partnerships that seek to improve children's home lives and family relationships. |
| College and Career | Partnerships that seek to increase access to, and enrollment in, postsecondary education and/or increase participation in a particular profession. |
| Community Development | Partnership that seek to improve life in towns and cities, engage in urban planning, and maintain or improve collective community resources such as outdoor green space, community centers, etc. |
| Community-University Connections | Partnerships that seek primarily to strengthen collaboration and relationships between the postsecondary institution and a community at large. |
| Culture and Art | Partnerships that seek to document and/or sustain the cultures and histories of specific places or communities, share and build understanding across cultural groups, or increase engagement people in arts and cultural production. |
| Democracy and Activism | Partnerships that seek to strengthen democracy, civic life, or grassroots activism and social movements. |

TABLE 4 Cont. Long-Term Impact Code Book

| Long-Term Impact Code | Definition |
|------------------------------|---|
| Employment and Economics | Partnerships that seek to increase access to employment and economic stability, address poverty, and improve how workplaces function to the benefit of employees. |
| Environmental Sustainability | Partnerships that seek to protect and sustain natural ecosystems and counter the degradation of those ecosystems, including efforts to address climate change, air quality, water quality, and pollution. |
| Health and Wellbeing | Partnerships that seek to improve people's physical or overall health and wellbeing. |
| Housing and Homelessness | Partnerships that seek to increase access to stable housing and decrease homelessness. |
| Legal and Criminal Justice | Partnerships that seek to improve the outcomes of people engaging in the legal or criminal justice systems or change the systems themselves. |
| Mental Health | Partnerships that seek to improve the mental health of individuals and groups, including substance abuse recovery and cognitive disabilities. |
| Safety and Violence | Partnerships addressing overall community safety or how to address specific forms of crime and violence, such as gun violence or human trafficking. |
| Schooling | Partnerships that seek to advance student learning, development, and success across PK-12 schools. |
| Youth Development | Partnerships that seek to enhance student learning and development outside of formal school structures and curricula. |

Qualitative Coding

As described in the methods section above, our inductive analysis of activity descriptions led us to develop a two-tiered coding structure for activity impacts on the broader community. Table 4 presents our final code book for long-term impacts, and Table 5 presents our final code book for medium-term impacts. All activities received at least one long-term and at least one medium-term impact code representing the primary impact goal of the activity. We double-coded sparingly when descriptions included more than one goal that, per the title and description, appeared to be equally prioritized.

TABLE 5 Medium-Term Impact Codebook

| Medium-Term Impact Code | Definition |
|-------------------------|--|
| Awareness and Interest | Partnerships that seek to achieve long term goals by raising public awareness about an issue, organization, or opportunity, and increase people's interest and engagement in it, including PR activities, fundraising, and communications campaigns. |
| Cultural Production | Partnerships that seek to achieve long term goals by creating original cultural products including arts, writing, and systems of documentation or historic/cultural preservation. |
| Direct Service | Partnerships that seek to achieve long-term goals by offering professional services for individual community members (lawyer, social worker, nurse, etc.). |
| Education | Partnerships that seek to achieve their long-term goals through direct educational activities that lead to changes in knowledge, skills, or behavior. This includes in-school teaching, mentorship programs, and educational internships. |

TABLE 5 *cont.* Medium-Term Impact Codebook

| Medium-Term Impact Code | Definition |
|------------------------------|---|
| Networking | Partnerships that seek to achieve long-term goals by connecting people or organizations with one another to support mutual aid, relationship building, understanding, and/or collaboration. |
| Policy and Advocacy | Partnerships that seek to achieve long-term goals by advocating for the interests of particular groups and working to change government or institutional policies and practices. Does not include advocacy for an individual. |
| Resources | Partnerships that seek to achieve long-term goals by directly offering concrete resources like food or clothing or technology to people, or maintaining vital resources and assets through activities like cleanups. |
| Strategy | Partnerships that seek to achieve long-term goals by developing, sharing, and/or testing new strategies, approaches, or solutions. This code was also used if a project did an assessment and then recommended strategies. |
| Understanding and Assessment | Partnerships that seek to achieve long-term goals by deepening a shared understanding about a particular community, problem, or issue in order to design solutions, through research, mapping, or other tools. |
| Voice and Action | Partnerships that seek to achieve long-term goals by having people or groups increase engagement in political and civic life or make their voices heard as leaders or change agents. |

The tree chart in Figure 4 groups activities by long-term impact. We can see that health activities make up a significant portion of the selected data, with large numbers focused on mental health and overall health and well-being. Activities focused on the education and development of young people are also well represented: in-school educational activities (Schooling), out-of-school educational activities (Child and Youth Development), and activities focused on pathways to higher education (College and Career), of which many partnerships are targeting youth.

FIGURE 4 Long-Term Impacts by # of Activities

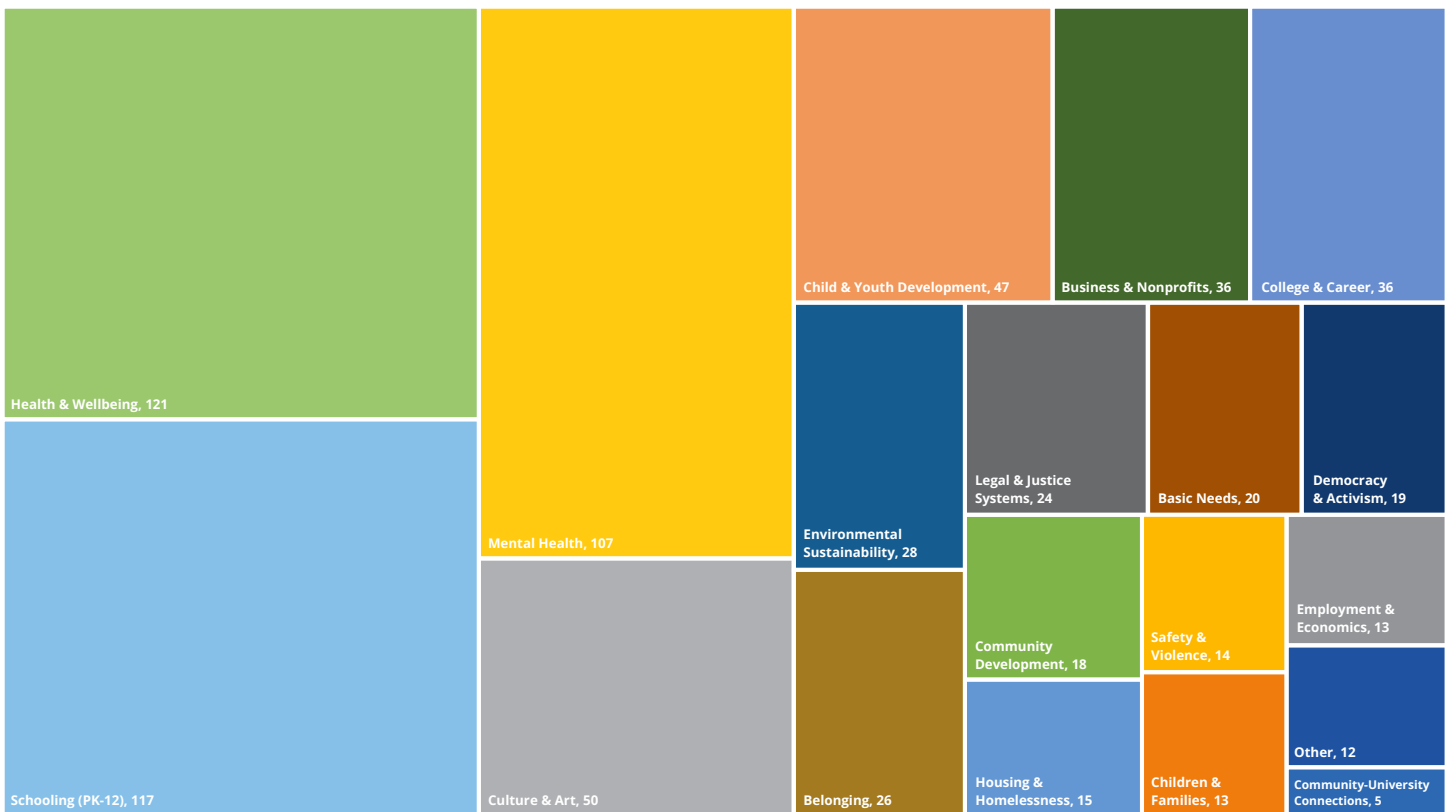
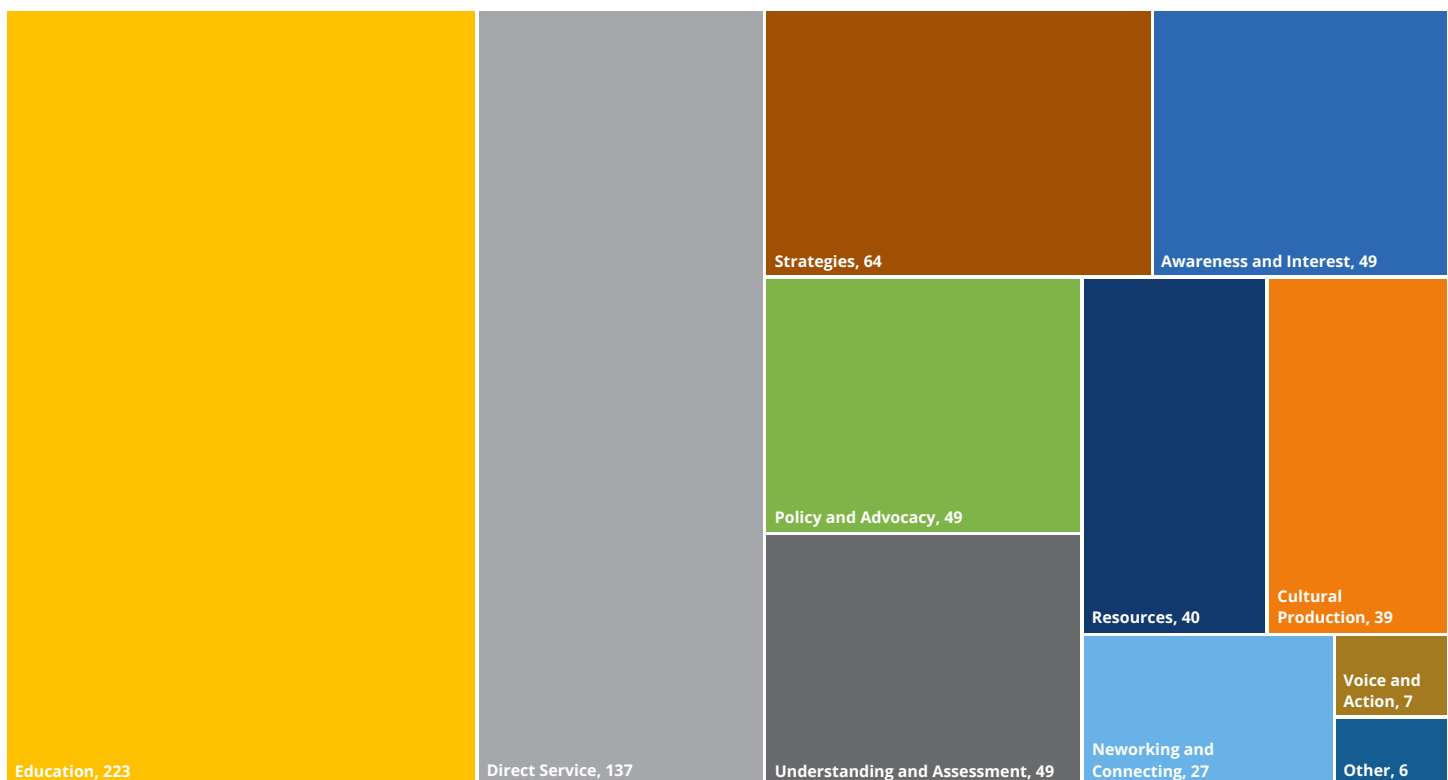


Figure 5 presents medium-term impacts by number of activities. The largest impact area in the chart is education, referring to activities that seek their diverse goals through educational programming (e.g., workshops, classes, mentorship). The next largest impact area is direct service. These partnerships seek long-term goals by offering professional services to individual community members. This includes legal assistance to people immigrating to the country, health screenings for elders in their homes, and case management and referrals for residents with disabilities among other activities. At the other end of the spectrum are less common impacts, such as providing concrete resources to communities (e.g., food), supporting community networking, and increasing civic engagement and activism.

FIGURE 5 Medium-Term Impacts by # of Activities



Discussion

The findings above offer much room for discussion and raise many new questions that deserve further analysis. Here, we will discuss the areas that stood out most clearly to us.

When it comes to the direct impact of partnerships on community organizations, we find a frequent emphasis on relationships. This will not be a surprise for researchers and practitioners of community engagement. However, the work of relationship building and maintenance is often invisible to those outside the field, who experience the results of partnership work but not the processes. This contributes to the under-recognition of relational work in systems such as reappointment, promotion, and tenure (Wendling, 2022). Moreover, it is not always recognized that relationships are a key impact of engagement, not only part of the process. Community-campus partnerships can build valuable trust and social capital, which increase collective capacity to address challenges, as we saw starkly at the onset of the COVID-19 pandemic (Ellerbee et al., 2023). The fact that almost 60% of activities in the data set reported expected or achieved impacts on relationships suggests we look closer at the long-term value of this social capital. At the same time, we see a relatively low frequency of reported impacts on volunteer numbers (14.3%), resource quantities (11.4%), and resource uses (9.9%). The relatively low emphasis on volunteers may speak to how much the field has evolved from its student-led community service days in the 1980's (Welch, 2016). At the same time, the data may raise questions about whether campuses should or could do more to bring funding, volunteers, and other concrete resources to community partners.

In terms of long-term community impacts, activities address both mental health and overall health in large numbers. There could be many reasons for this. For one, the US healthcare system is massive, making up 17.3% of the country's gross domestic product in 2022 (Centers for Medicare and Medicaid Services, 2024). For another, many different higher education units focus on areas that can fall under the category, from medical schools to public health to nutrition to parks and recreation to environmental studies. Moreover, deep disparities in health

outcomes and access, along with chronic underfunding of health services in many communities, could create a strong demand for partnership activities in that area. Activities focused on youth are also very common in the data, both in and out of school. Again, this may reflect the size of the related sectors (K-12 schools in particular), inequities in outcomes and funding, and key units that are focused on this area, such as colleges/schools of education who place student teachers in schools, or offices focused on college access and recruitment.

Among medium-term impacts, education is the largest category. Whether partners are working to build up small businesses, increase college enrollment, or fight climate change, many are doing so by fostering learning, for example, by running a training program for entrepreneurs, having college students mentor high school students, or putting on public lectures on climate and energy. Education as an approach to community and social change builds off a core strength and purpose of colleges and universities as educational institutions, as well as sites for training future educators. The large number of activities coded as having the medium-term impact direct service also leverage a core strength of higher education: the reservoir of professionals and future professionals in schools such as medicine, nursing, social work, and law.

At the other end of the spectrum, it is notable that a relatively small portion of the activities fall into the category of "assets and resources" — concrete resources like food and clothing, as well as activities like clean-ups at local churches or parks. These are the classic activities that people often think about when they hear the word service. This, again, may speak to how much the field has evolved from the early days of service learning. It is also notable that the least frequent medium-term impact area in our data is "action and voice." Though many activity descriptions include language about empowerment, relatively few partnerships focus on direct organizing, civic action, or efforts to bring new voices into decision-making spaces.

FIGURE 6 Three Levels of Impact



An Initial Framework

In response to RQ1 we identified three different spheres, or levels, of community impact. In Figure 6, we combine all three into a single framework. The levels are nested within one another, meant to be read from the inside out — engagement activities lead to short-term impacts on the partnering community organization (blue circle), which are a part of and lead to medium-term impacts on the community (yellow circle), which are a part of and lead to long-term impacts on the community.

For example, consider a partnership between a college of social work and a local agency working with residents experiencing homelessness. By placing master's students within the organization, the partnership increases the organization's capacity to serve clients. This, in turn, means more individuals benefit from these direct services, in this case in the form of mental health care and assistance navigating social support systems. This, in turn, contributes to broader changes in the areas of mental health and housing.

Alternatively, consider a partnership between a school of design course and a city agency tasked with planning for the city's park system. Together, the partners convene with local organizations and residents on the topic, increasing the agency's connections to other organizations and networks. Through these convenings, participants engage in a co-design process in which they develop different strategies for local parks that meet community priorities. When these strategies are selected and implemented, they contribute to long-term improvements in community development, specifically in better or more accessible public spaces.

We expect this framework to evolve with future use and research. We hope it is simple enough to be useable and adaptable enough to capture the rich diversity of engagement activities. For example, a university department could use this tool to look at its existing partnerships and begin identifying shared indicators for documenting their impacts, or a partnership could use this framework to develop a logic model for their impact.

Limitations & Recommendations

This report highlights the potential of Collaboratory and institutional data more broadly to understand engagement at larger scales. At the same time, there are limitations to this kind of data. Institutional data is not initially designed for the kind of research questions we are asking. We wrestled with the following limitations.

Reliability: There are likely differences across individuals and institutions regarding how ideas like “impact” and “public recognition” are interpreted. Though Collaboratory consults with its users on understanding the fields and entering data, there is also flexibility designed into the system so that institutions can use it in the way that works best for them.

Granularity: Entries in Collaboratory reflect different ideas about where the boundaries of a single activity end. For example, if a class places students with five organizations, it could be entered as one activity or five. This raises questions about whether some of the frequencies we report are more an artifact of data entry decisions rather than an accurate portrayal of the reality on the ground.

Institutional Decisions: Different departments and institutions make different decisions about how and how much to use Collaboratory. One institution might use it just for its outreach to K-12 partners, whereas another might implement it across the institution. One school might rely on faculty to enter data, while another might have staff that support or enter data for them. These decisions will affect how data is reported.

Self-Report: This data comes from self-reports from university faculty and staff, without input from community partners, unless solicited by those entering the data. Given that community engagement practitioners often have to advocate for the value of their work, and Collaboratory is used as a form of institutional reporting that could affect careers, people may feel pressure to overstate the impact. They may also err toward being as inclusive as possible when offered multiple-choice questions. Thus, we cannot be confident that the data reflects the experience of communities.

These limitations can be addressed to some extent on the data collection end. For example, Collaboratory could be more prescriptive about how to interpret key concepts and how to conceptualize an “activity.” It could include questions for community partners. It could also force people to prioritize multiple-choice entries, making distinguishing activities from one another easier. However, all these decisions would have drawbacks, such as lower response rates or decisions that don’t fit well with the local context.

Still, there was much that we were able to glean from the data. Using both qualitative and quantitative methods was key to our ability to make sense of the data. That speaks to the importance of having qualitative questions within an institutional data set. Collaboratory’s activity descriptions offered a wealth of information about what was happening beneath the numbers. When collecting institutional data, institutions may consider additional qualitative fields, such as asking for brief stories reflecting outcomes and impact.

Conclusion

In this report, we have begun to map the landscape of the impact of community engagement nationwide. The thousands of activities included in Collaboratory potentially benefit community organizations and the communities in which they work through an array of short-, medium-, and long-term impacts on a wide range of social issues. The more we can understand what these impacts are and what kinds of activities produce them, and the better we are able to measure and evaluate these impacts, the better we will be able to hold our field accountable to our shared principle of mutual benefit.

The inquiry we describe here is just the tip of the iceberg regarding understanding the impact across Collaboratory. Every correlation has a story to tell us, and every impact area contains a rich and diverse array of activities. We offer this report of our process and findings in the spirit of encouraging more research and dialogue around community impact and mutual benefit and to offer tools, frameworks, and starting points that others can use toward their research or partnership work.

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Appendix A: Included Variables

| Variable Group | Variable |
|-------------------------|---|
| Activity location based | Activity Location Based |
| Campus partners | Campus partners |
| Community org roles | Assist in raising funds for the activity |
| Community org roles | Coeducate students |
| Community org roles | Discuss how to work together |
| Community org roles | Evaluate or provide feedback on the process or relationship of the partners |
| Community org roles | Identify areas of need |
| Community org roles | Manage the event or activity |
| Community org roles | Measure the impact of the activity on the community |
| Community org roles | Negotiate costs and logistics |
| Community org roles | Promote event to target populations |
| Community org roles | Provide access to data |
| Community org roles | Provide access to target populations |
| Community org roles | Provide funds for the activity |
| Community org roles | Provide information materials |
| Community org roles | Provide volunteer site or space |
| Community org roles | Set goals |

| Variable Group | Variable |
|-------------------------|--------------------------------------|
| Community org roles | Supervise students |
| Community org roles | Supervise the activity |
| Community organizations | Community organizations |
| Data collected | Data collected |
| Duration years | Duration years 0 |
| Duration years | Duration years 1-4 |
| Duration years | Duration years 5+ |
| Duration years | Duration years invalid dates |
| Faculty members | Faculty members |
| Faculty partners | Faculty partners |
| Focus areas | Arts and culture |
| Focus areas | Community and economic development |
| Focus areas | Education |
| Focus areas | Environmental sustainability |
| Focus areas | Government and public safety |
| Focus areas | Health and wellness |
| Focus areas | Social issues |
| Funded | Funded |
| Impacts | Campus relationships or partnerships |
| Impacts | Capacity to serve clients |

| Variable Group | Variable |
|----------------------|--|
| Impacts | Connections to other community groups/networks |
| Impacts | Insights into partner organization programs |
| Impacts | Operations, e.g., accounting, datasytems |
| Impacts | Others less than % |
| Impacts | Public recognition |
| Impacts | Resource quantities, e.g., financial, staff, volunteer, information, publication |
| Impacts | Resource uses, e.g., financial, staff, volunteer |
| Impacts | Services to clients |
| Impacts | Volunteer numbers |
| Individuals served | Individuals served |
| Organizing framework | Assistantship |
| Organizing framework | Graduate research |
| Organizing framework | Internship community based |
| Organizing framework | Missing |
| Organizing framework | Others less than 1% |
| Organizing framework | Student employee, e.g., peer reflection leader, work study, etc. |
| Organizing framework | Student group |
| Organizing framework | Undergraduate research |
| Organizing framework | Volunteer |
| Outcomes | Community participation in campus events |

| Variable Group | Variable |
|----------------|--|
| Outcomes | Funding activity, e.g., gifts, grants, contracts |
| Outcomes | Interdisciplinary opportunities |
| Outcomes | Missing |
| Outcomes | Others less than 1% |
| Outcomes | Student academic content |
| Outcomes | Student civic knowledge |
| Outcomes | Student enrollment from partner communities |
| Outcomes | Student ethical reasoning and action |
| Outcomes | Student intercultural knowledge |
| Outcomes | Student lifelong learning foundations and skills |
| Outcomes | Student personal growth |
| Outcomes | Student professional growth |
| Outcomes | Student retention |
| Outcomes | Town gown relationships |
| Pedagogies | Capstone |
| Pedagogies | Internship |
| Pedagogies | Learning community |
| Pedagogies | Missing |
| Pedagogies | Volunteer |
| Pedagogies | Null |

| Variable Group | Variable |
|----------------|---|
| Pedagogies | Others less than 1% |
| Pedagogies | Project or community-based/experiential learning, e.g., clinicals, practicums, labs |
| Pedagogies | Research intensive |
| Pedagogies | Service learning |
| Pedagogies | Speaking intensive |
| Pedagogies | Writing intensive |
| Populations | Adults 25-64 |
| Populations | African American |
| Populations | Gay, Lesbian, and bisexual |
| Populations | Asian Pacific Islander |
| Populations | Children 6-11 |
| Populations | College Students |
| Populations | Families |
| Populations | General Public |
| Populations | Hispanic or Spanish Origin |
| Populations | Immigrants |
| Populations | Indigenous |
| Populations | Individuals with disabilities |
| Populations | Infants 0-05 |
| Populations | Latino |

| Variable Group | Variable |
|----------------|---|
| Populations | Men |
| Populations | Missing |
| Populations | Older adults 65+ |
| Populations | Others less than % |
| Populations | Refugees |
| Populations | Regional towns/cities |
| Populations | Rural communities |
| Populations | Urban communities |
| Populations | White |
| Populations | Women |
| Populations | Young adults 18-24 |
| Populations | Youth 12-17 |
| Ps outputs | Boards campus representation, e.g., commissions, taskforces |
| Ps outputs | Camps |
| Ps outputs | Clinics |
| Ps outputs | Community speeches |
| Ps outputs | Consultation pro bono |
| Ps outputs | Databases community-focused |
| Ps outputs | Editorials |
| Ps outputs | Education adult, e.g., noncredit, nondegree, personal improvement |

| Variable Group | Variable |
|-----------------------------|--|
| Ps outputs | Education continuing, e.g., nondegree certification, CEU, professional development |
| Ps outputs | Events athletic or recreational, e.g., spectator or voluntary participant |
| Ps outputs | Events cultural, e.g., concert, exhibit, festival |
| Ps outputs | Expert testimonies |
| Ps outputs | Lectures |
| Ps outputs | Media interviews |
| Ps outputs | Missing |
| Ps outputs | OpEd articles |
| Ps outputs | Others less than 1% |
| Ps outputs | Policies |
| Ps outputs | Volunteer supports community events or programs |
| Ps outputs | Websites community |
| Published | Published |
| Student learning objectives | Academic content |
| Student learning objectives | Civic knowledge |
| Student learning objectives | Ethical reasoning and action |
| Student learning objectives | Foundations and skills for lifelong learning |
| Student learning objectives | Intercultural knowledge |
| Student learning objectives | Missing |

| Variable Group | Variable |
|-----------------------------|---|
| Student learning objectives | Null |
| Student learning objectives | Others less than 1% |
| Student learning objectives | Personal growth |
| Student learning objectives | Professional growth |
| Student members | Student members |
| Student participation | Student participation |
| Sub focus areas | Access for underrepresented populations |
| Sub focus areas | Career and professional development |
| Sub focus areas | Civil rights |
| Sub focus areas | Cultural institutions |
| Sub focus areas | Cultural understanding |
| Sub focus areas | Disability issues |
| Sub focus areas | Early childhood development |
| Sub focus areas | Environmental education |
| Sub focus areas | Family services |
| Sub focus areas | Homelessness |
| Sub focus areas | Housing |
| Sub focus areas | Human rights |
| Sub focus areas | Hunger |
| Sub focus areas | Job skill development |

| Variable Group | Variable |
|-----------------|---|
| Sub focus areas | LGBTQ issues |
| Sub focus areas | Literacy |
| Sub focus areas | Local history |
| Sub focus areas | Mental health care |
| Sub focus areas | Mental health education |
| Sub focus areas | Mentoring |
| Sub focus areas | Nutrition |
| Sub focus areas | Others less than 1% |
| Sub focus areas | Postsecondary education |
| Sub focus areas | Poverty |
| Sub focus areas | Professional development for nonprofits |
| Sub focus areas | Professional development for teachers |
| Sub focus areas | Program delivery |
| Sub focus areas | Program evaluation |
| Sub focus areas | School readiness |
| Sub focus areas | Stem education |
| Sub focus areas | Strategic planning |
| Sub focus areas | Sustainability |
| Sub focus areas | Tutoring |
| Sub focus areas | Visual arts |
| Sub focus areas | Workforce development |

Appendix B: Excluded Variables

| | |
|------------------------------|------------------------------|
| Activity ID | Secondary site address 2 |
| Activity type | Secondary site zip code |
| Activity name | Secondary site city |
| Description | Secondary site county |
| Archived | Secondary site state |
| Website | Secondary site country |
| Activity location | Secondary site latitude |
| Primary site international | Secondary site longitude |
| Primary site address | Primary contact first name |
| Primary site address 2 | Primary contact last name |
| Primary site zip code | Primary contact email |
| Primary site city | Primary contact email public |
| Primary site county | Primary contact phone |
| Primary site state | Primary contact phone public |
| Primary site country | Funders |
| Primary site latitude | Amount |
| Primary site longitude | Source |
| Secondary site international | Funding dates |
| Secondary site address | Student hours |

| | |
|----------------------------------|--------------------------------|
| Data description | Sections |
| Data uploaded | Enrolled student participation |
| Programs strategic initiatives | Enrolled student hours |
| Course ids | Activity lead |
| Courses | Activity lead email |
| Campus partner ids (AKA unit ID) | Activity owner |
| Faculty partner IDs | Activity owner email |
| Community organization IDs | Created |
| Community org contact | |
| Community org contact email | |
| Institutional partner IDs | |
| Institutional partners | |
| Institutional partner contact | |
| Institutional partner department | |
| Institutional partner email | |
| Scholarship types | |
| IRB protocol ID | |
| Community insight | |
| Section ids | |