Appendix D - 3

Community College Exemplar Key Informant Interview Schedule

Distress/Hardship

1. Index of distress and hardship: _______.

2. To what extent does your civic engagement program address the distress or hardship of communities that compose your district?

3. What are examples of how the community college focuses its civic engagement efforts on the distress specific communities within the district or service delivery area?

4. Within these examples, what is the nature and strategy, focus, and method of the specific civic engagement activities or projects?

General Definition and Brief History

5. What is your general definition of the college’s concept of civic engagement?

6. Who and what has been instrumental in shaping this definition of civic engagement?

7. How has this definition changed over the duration of the college’s commitment to civic engagement?

8. What is the history of civic engagement at your institution? What phases has this idea moved through at the college?

9. Who initiated the college’s commitment to civic engagement? What are the backgrounds of these individuals?

10. What forces pulled the college in the direction of civic engagement?

INSTITUTIONALIZATION

Civic Engagement Mission and Strategy

11. Do you consider your community college to have a civic engagement mission?

12. If yes, how do you describe this mission? What is its distinctive focus and what outcome do you try to bring about?
13. How does the institution conceive of civic engagement at the level of the board of trustees and the president?

14. To what extent do the priorities of the community college incorporate civic engagement?

15. How would you characterize the grand civic engagement strategy of the college?

**Institutional Support**

16. To what extent does the budget of the college focus address the civic engagement mission?

17. To what extent does the civic engagement program receive the support of:
   a. The board of trustees and president?
   b. Senior executives of the college?
   c. The chief academic officer?
   d. Academic leadership of the college, including deans and department heads?

**Community Involvement**

18. To what extent is there community involvement in shaping the civic engagement priorities and agenda of the college?

19. How does the college document community needs and issues that will serve as substantive foci of civic engagement?

20. Are there annual plans or long range strategies directing civic engagement? Do community members have input into the plan and evaluate its contents?

21. Does the college direct resources to community partners who serve as sites for civic engagement?

22. Are community members and organizations involved in the governance of the civic engagement program?

23. Are there committee structures within the governance mechanism to amplify different foci of civic engagement and different communities or neighborhoods within which the college is engaged?

**Faculty Life and Faculty Support of Civic Engagement**

24. To what extent is faculty involved in shaping the civic engagement agenda and plan of the college?

25. What are avenues through which faculty members can be involved in the development and governance of civic engagement programs?
26. How do faculty members link their interests in teaching, curriculum, research, and/or service to the civic engagement mission and agenda of the college?

27. What kind of rewards or incentives are there for faculty involvement in civic engagement?

28. To what extent is civic engagement taken into consideration at the points of tenure and hire?

29. What resources and what mechanisms exist to link civic engagement and faculty development?

30. To what extent do:
   a. Faculty members support civic engagement?
   b. Faculty senate supports civic engagement?

31. How has civic engagement influenced the research foci of faculty members? And, how has the research foci of faculty members influenced the direction and substance of civic engagement?

Curriculum, Teaching, and Assessment of Learning

32. To what extent do civic engagement philosophy, activities, and projects penetrate departments, disciplines, and areas of the curriculum?

33. How does the college facilitate interdisciplinary civic engagement activities?

34. Is there a connection between civic engagement and general education requirements?

35. How does civic engagement impact the curriculum and its design at:
   a. The institutional level?
   b. Departmental levels?
   c. The level of disciplines and academic programs?

36. Has civic engagement influenced
   a. Articulation agreements.
   b. New learning opportunities packaged as majors, certificates, or minors?
   c. Course design and designation?

37. Has civic engagement altered thinking within the college about the nature of the learning experience?

38. Has civic engagement altered thinking within the college about core competencies of students?
39. Does the college incorporate civic engagement of students into the assessment process? What products, if any, does it examine and how does civic engagement fit within the outcome framework of the college?

40. To what extent does the college assess the effects of civic engagement on the community?

Civic Engagement and Student Life

41. To what extent does civic engagement shape student and campus life at the college?

42. Does the civic engagement program incorporate co-curricular and student volunteer projects?

43. For any student, how does civic engagement influence the structure and content of their learning experience?

44. What is the relationship between civic engagement and the organization of student life on campus? To what extent are student organizations linked to the civic engagement strategy of the college?

45. What incentives does the college use to foster student participation in civic engagement?

Community Building for Civic Engagement

46. Does the college use celebrations, awards, or other mechanisms to build the identity of civic engagement on campus and within the community?

47. Does the college use overarching themes to direct the energy of faculty, students, and community members in civic engagement activities?

48. Does the college bring faculty members, students, administrators and community partners together to:
   a. Plan civic engagement activities or strategies?
   b. Evaluate accomplishments and outcomes?
   c. Build capacity for undertaking civic engagement projects?
   d. Reward participants and recognize effort and accomplishments?

49. Are there other means by which the college builds an institutional culture supporting civic engagement?

MODEL AND PROGRAM DEVELOPMENT

50. How do you characterize your college’s model of civic engagement?
51. What best practices do you consider to be salient within the college’s model of civic engagement?

52. Does your college pursue external funding to build the model? To what sources have you submitted requests? What sources have invested in the college’s civic engagement program?

53. How do you fund the existing model and how do you sustain its operations?

54. What are the salient features of the model that make it distinctive, particularly on a national level?

55. What are the strengths of the model and what are its limitations?

56. To what extent do you think your model is exemplary and, therefore, other colleges should replicate your approach to civic engagement?

57. Please describe the logic of your civic engagement program:
   a. What are the issues that create a need for the college’s civic engagement within the district or service delivery area?
   b. What goals and objectives emerge out of this need?
   c. What are the principal target populations of the civic engagement program?
   d. What are the strategies you use to fulfill the purpose of the program?
   e. What short range outcomes do you identify as relevant?
   f. What long range outcomes do you identify as relevant?

58. How do you evaluate the relevance of the program and its outcomes?

59. Has the college undertaken a program review of the civic engagement program? What was the outcome of this review? What were its principal findings?

60. What are the performance outcomes of the civic engagement program? Annually how many students do you educate through civic engagement?

   INFRASTRUCTURE AND ORGANIZATION

61. How is the civic engagement program organized within the college?

62. Who is responsible for its day-to-day operations?

63. Is there a central office responsible for civic engagement or are these responsibilities diffused across other units within the college?

64. What resources does this office possess and what are its activities relative to community development, faculty development, and student development?
65. How is the program staffed?

66. Is an advisory structure linked to the program? What is the membership of this advisory structure and what is the scope of its responsibilities?

SUBSTANTIVE EXAMPLES

67. Please identify three examples of civic engagement projects your institution now supports?

68. For each of the following, please elaborate on:

   a. The purpose and foci of these projects.
   b. The origins of these projects.
   c. The extent to which the projects link faculty, students, and community partners.
   d. The extent to which the projects address community distress and hardship.