



Northeastern University

Online

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Why I Am Here...

I hope someday
to write something
worth plagiarizing.

(Unkown Author)



Titles, Schmitles

From:

“What does Community Engagement Look Like at a For-Profit College?”

To:

“What Should Community Engagement Look Like at a For-Profit College”

ABSTRACT

What should community engagement look like at a For-Profit College or University (FPCU)?

At this stage, community engagement will be defined as activities in which the institution reaches outside of its own boundaries to engage community members and organizations for a unidirectional or reciprocal benefit. The Higher Learning Commission of the North Central Association (HLC), the accreditor of most regionally accredited for-profit colleges, changed its accreditation criteria to include language such as "commitment to the public good." Some colleges have:

- Been challenged by HLC under this new standard,
- Embraced it through adoption of non-profit status, or
- Adopted "Public Benefit Corporation" status to, in part, demonstrate their commitment to public good.

A framework for analysis of community engagement work within FPCUs could be informed by input from a variety of stakeholders, leading to institutionally-appropriate goals, tailored instruments for institutional self-assessment, and continuous improvement of these boundary-spanning activities within the FPCU sector.

BACKGROUND

- Little is empirically or commonly known about the types of community engagement that FPCU's pursue.
- FPCU's are more like "teaching institutions," differing in purpose somewhat from a "research institution" so the Carnegie Elective Classification may not be the appropriate framework for analysis.
- The various accrediting bodies of FPCU's differ in their community engagement expectations of member institutions.
- Boundary spanning theory has not yet been applied to been applied to FPCU studies.

OBJECTIVES

The purpose of this study is to discover what community engagement activities members of non-profit colleges and universities (NPCUs), for-profit colleges and universities (FPCUs), community engagement researchers, and the community, believe FPCUs should be involved in that may, in part, demonstrate FPCU's commitment to public good.

- Pilot study for broader study in the future
- Seek input from a variety of stakeholder-types (non-profit and for-profit)
- Develop a draft of a potential FPCU Community Engagement framework for self- and external analysis

PROPOSED METHOD

- External Action Research design is appropriate for addressing a specific issue such as the lack of an appropriate framework of analysis for Community Engagement in the context of FPCUs.
- This researcher is an "insider" as an employee of a regionally accredited, for-profit college.
- Qualitative, open-ended questionnaires will be administered to five participant groups serving as "collaborative resources" to gather recommendations for a FPCU Community Engagement framework.
- Questionnaire analysis will be compared to existing frameworks for Community Engagement.
- A proposed framework will be developed, and, future recommendations will include a broader study and piloting of a new framework.

Proposed Participants

Community Members

Community Engagement Researchers

For-Profit College/University Administration, Faculty & Staff

Non-Profit College/University Administration, Faculty & Staff

Students



NPCU & FPCU LinkedIn groups

Referrals

Referrals to Students and Community Members



FPCU Research Interest Mailing List

WANT TO...

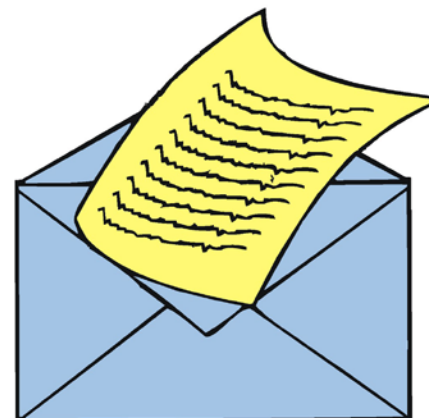
FIND OUT HOW TO PARTICIPATE IN THE STUDY?*

JOIN A NEW GROUP FOR FPCU RESEARCH?
STAY INFORMED?

- Complete paper survey at this poster station OR
- Express your interest at:
<https://www.surveymonkey.com/r/FPCcommunity> OR
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* Disclaimer: This is not a solicitation for study participation at this time.

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Study Title (for real)

“What Should Community Engagement Look Like at a For-Profit College?”



Problem Statement

Principal Proposition: Little is empirically or commonly known about the types of community engagement that for-profit colleges and universities (FPCU's) pursue, a fact supported in part by a publication pattern analysis presented at the National Outreach Scholarship Conference (Doberneck, 2012) and the dearth of research published on FPCU's in general.

Interacting Proposition: Two years ago the Higher Learning Commission of the North Central Association (HLC), the accreditor of most regionally accredited for-profit colleges, changed its accreditation criteria to include language such as "commitment to the public good," and "educational responsibilities take primacy over...generating financial returns," (Paton, et al., 2014). Some colleges have

- Been challenged under this new standard (Fain, 2013),
- Others have embraced it through adoption of non-profit status (Fain, 2014a) or
- Adopted "Public Benefit Corporation" status to, in part, demonstrate their commitment to public good (Fain, 2014b).

Speculative Proposition: If the expectations that higher education stakeholders have of FPCU community engagement practices' were better understood, it could inform the development of appropriate goals, tailored instruments for institutional self-assessment, and encourage continuous improvement of these boundary-spanning activities within the FPCU sector.

Explicative Statement: The purpose of this study is to understand what higher education stakeholders believe FPCU's should be doing in terms of community engagement that may, in part, demonstrate their commitment to public good.



Research Question

What community engagement activities do members of non-profit colleges and universities (NPCUs), for-profit colleges and universities (FPCUs), community engagement researchers, and the community, believe FPCUs should be involved in, to in part, demonstrate their commitment to public good?



Purpose Statement

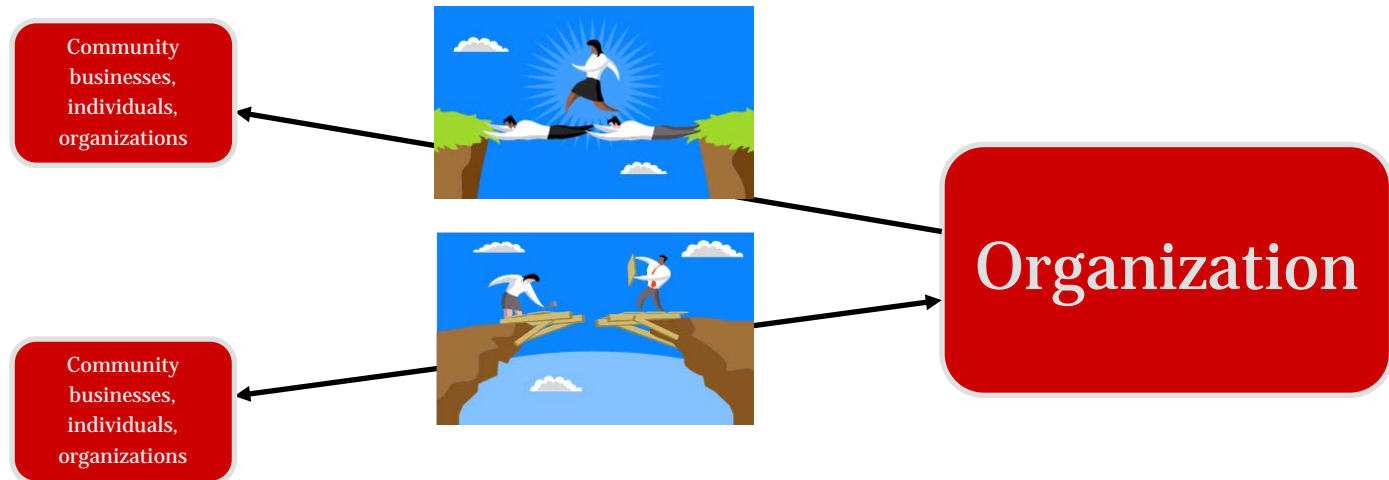
The purpose of this External Action Research is to discover what community engagement activities members of non-profit colleges and universities (NPCUs), for-profit colleges and universities (FPCUs), community engagement researchers, and the community, believe FPCUs should be involved in that may, in part, demonstrate FPCU's commitment to public good.

At this stage in the research, community engagement will be generally defined as activities in which the institution reaches outside of its own boundaries to engage community members and organizations for a unidirectional or reciprocal benefit.



Boundary Spanning Illustration

Boundary spanning activities within the scope of community engagement may be unidirectional as is illustrated with the top portion of the graphic below, but a newer trend is to include the community partners as peers in the engagement process from determining goals for the event or activity, assessing outcomes at the conclusion, and publishing results, illustrated by the bottom portion of the graphic.





Research Design

Choosing a qualitative methodology will allow for the research experience and analysis to shape the direction of the study (Creswell, 2007).

- This will be an External Action Research study with inductive analysis.
- Positionality: I am an employee of a regionally accredited for-profit college and have also worked at a community college and and K-8 private school.
- The units of analysis will be:
 - Community members
 - For-Profit Administrators, Faculty, Staff
 - Non-Profit Administrators, Faculty, Staff
 - Students
- Purposive sampling strategy
- Data collection for this case study will consist of
 - Open-ended questionnaire of stakeholders (units of analysis above)
 - Follow-up open-ended questionnaire administered to small cross-section of original participants to collect thoughts on resulting FPCU Community Engagement assessment.
- An inductive analysis process will be followed. Prior to analysis, descriptive codes will be determined, followed by the identification of clusters, and finally themes



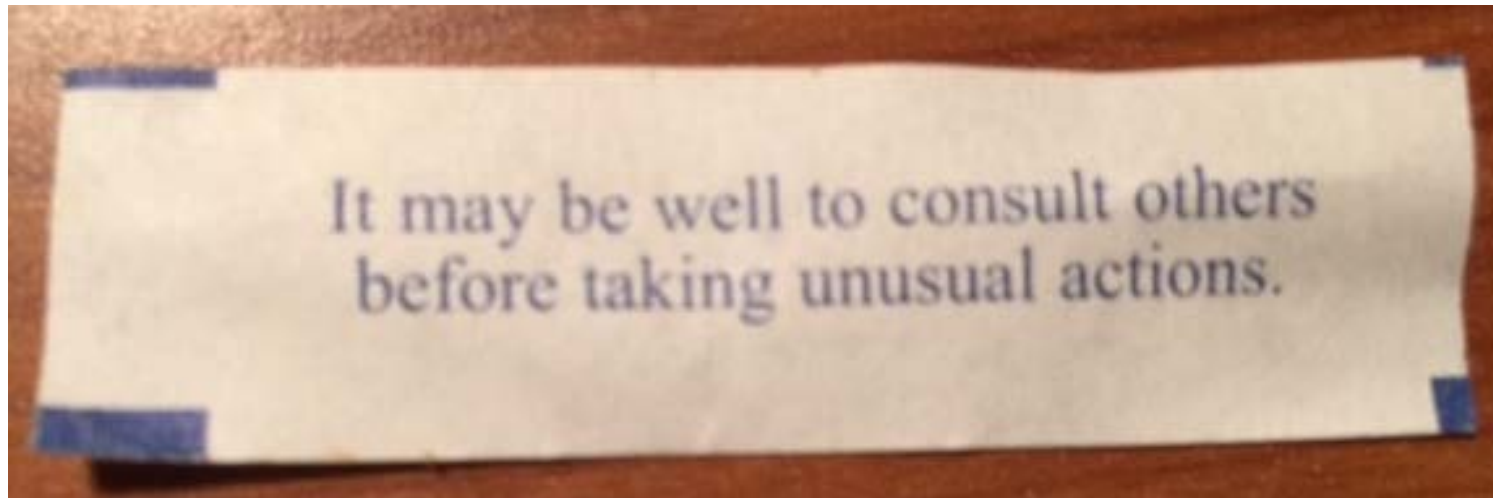
Scholarly Contributions

It is expected that completion of this study will make the following contributions:

- Consider administrator, community, faculty, staff, and student perceptions,
- Provide a starting point for additional research on community engagement in the for-profit college sector,
- Encourage FPCU stakeholders, including industry associations to consider developing instruments for measuring community engagement activity within the context of their sector within the higher education market.



Last night's fortune cookie says...





Questions, Comments?

- Please consider signing up for my “stay in touch” mailing list (look for the yellow sheets)
- You can also use the sheet to provide immediate feedback to me
- Magyar.s@husky.neu.edu
- LinkedIn: <https://www.linkedin.com/in/susanmagyar>

Thank you so much!

ABSTRACT

What should community engagement look like at a For-Profit College or University (FPCU)?

At this stage, community engagement will be defined as activities in which the institution reaches outside of its own boundaries to engage community members and organizations for a unidirectional or reciprocal benefit. The Higher Learning Commission of the North Central Association (HLC), the accreditor of most regionally accredited for-profit colleges, changed its accreditation criteria to include language such as "commitment to the public good." Some colleges have:

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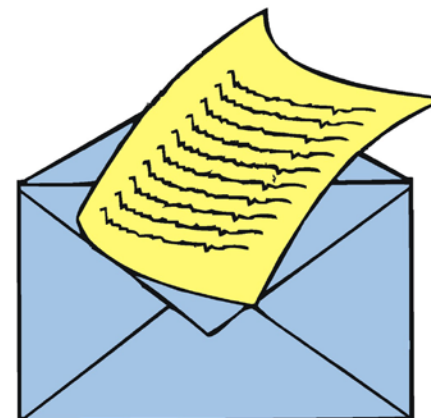
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Citations

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