**Community Core Theme College Assessment**

**Definition: (Carnegie Foundation for the Advancement of Teaching)**

Community engagement describes the collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.

The purpose of community engagement is the partnership of college knowledge and resources with those of the public and private sectors to enrich scholarship, research, and creative activity; enhance curriculum, teaching and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good.

**Community Core Theme Objective:**

The college will collaborate with its communities through the exchange of knowledge and resources.

**DIMENSION I: APPLICATION OF COMMUNITY ENGAGEMENT**

**1.1 Promotion of Community Engagement through the Mission/Vision/Core Themes**

**Level One:** The concept of community engagement is **not included** in the institution’s mission/vision/core themes.

**Level Two:** Although referred to in the institution’s mission/vision/core themes, community engagement is **not openly valued or explicitly promoted** by administrators.

**Level Three:** The community engagement aspect of the institution’s mission/vision/core themes is **openly valued, but is inconsistently used or promoted** by administrators.

**Level Four:** The community engagement aspect of the institution’s mission/vision/core themes is **openly valued, and is explicitly used and promoted** by administrators.

Choose the stage that characterizes the College as a whole: 1[ ]  2[ ]  3[ ]  4[ ]  Unable to assess [ ]

**Comments**

**1.2 Strategic Planning for Community Engagement**

**Level One:** There is **no official strategic plan** for advancing the institution’s community engagement.

**Level Two:** Although certain **short-range and long-range goals** for the institution’s community engagement have been **defined**, these goals have **not been formalized** into an official strategic plan that will guide the implementation of these goals.

**Level Three:** There is **an official strategic plan** for advancing the institution’s community engagement, which includes **short-range and long-range institutional goals**, but **implementation of these goals has not been successful**.

**Level Four:** There is **an official strategic plan** for advancing the institution’s community engagement, which includes **short-range and long-range institutional goals** that have been **implemented successfully**.

Choose the stage that characterizes the College as a whole: 1[ ]  2[ ]  3[ ]  4[ ]  Unable to assess [ ]

**Comments**

DIMENSION II: FACULTY AND STAFF SUPPORT FOR AND INVOLVEMENT IN COMMUNITY ENGAGEMENT

**2.1 Faculty and staff awareness of community engagement**

**Level One:** Very **few** faculty members and staff know what community engagement is or how it can be integrated into teaching, research or service.

**Level Two: Some** faculty members and staff know what community engagement is and understand how it can be integrated into teaching, scholarship or service.

**Level Three:** A **substantial number** of faculty members and staff know what community engagement is and understand how it can be integrated into teaching, scholarship or service.

**Level Four: The majority** offaculty members and staff know what community engagement is and understand how it can be integrated into teaching, scholarship or service.

Choose the stage that characterizes the College as a whole: 1[ ]  2[ ]  3[ ]  4[ ]  Unable to assess [ ]

**Comments**

**2.2 Faculty and staff involvement in community engagement**

**Level One:** Very **few** faculty members and staff are involved in community engagement.

**Level Two: Some** faculty members and staff are involved in community engagement.

**Level Three:** A **substantial number** of faculty members and staff are involved in community engagement.

**Level Four: The majority** offaculty members and staff are involved in community engagement.

Choose the stage that characterizes the College as a whole: 1[ ]  2[ ]  3[ ]  4[ ]  Unable to assess [ ]

**Comments**

DIMENSION III: STUDENT SUPPORT FOR AND INVOLVEMENT IN COMMUNITY ENGAGEMENT

**3.1 Institutional mechanisms for involving students in community engagement opportunities.**

**Level One:** There are very **few mechanisms** in place for informing students about community engagement opportunities available to them, such as community-based courses, internships or volunteer positions (e.g., student announcements in the course schedule, job postings, websites, student organizations).

**Level Two:** There are **sporadic and inconsistent** **mechanisms** in place for informing students about community engagement opportunities available to them, such as community-based courses, internships or volunteer positions (e.g., student announcements in the course schedule, job postings, websites, student organizations).

**Level Three:** There are **some coordinated mechanisms** in place for informing students about community engagement opportunities available to them such as community-based courses, internships or volunteer positions (e.g., student announcements in the course schedule, job postings, websites, student organizations).

**Level Four:** There are **explicit and consistent mechanisms** in place for informing students about community engagement opportunities available to them, such as community-based courses, internships or volunteer positions (e.g., student announcements in the course schedule, job postings, websites, student organizations).

Choose the stage that characterizes the College as a whole: 1[ ]  2[ ]  3[ ]  4[ ]  Unable to assess [ ]

**Comments**

**3.2 Community engagement as an essential component of education**

**Level One:** Community-based learning is **not acknowledged as important** to the education of students.

**Level Two:** Community-based learning is **infrequently acknowledged as important** to the education of students.

**Level Three:** Community-based learning is **frequently acknowledged as important** to the education of students.

**Level Four:** Community-based learning is **acknowledged and valued as essential** to the education of students.

Choose the stage that characterizes the College as a whole: 1[ ]  2[ ]  3[ ]  4[ ]  Unable to assess [ ]

**Comments**

**3.3 Community engagement incorporated throughout the curriculum (i.e. service learning, internships, practicums, co-ops)**

**Level One:** Community-based learning is **not** incorporated in various ways throughout the curriculum.

**Level Two:** Community-based learning is **not widely** incorporated in various ways throughout the curriculum.

**Level Three:** Community-based learning is **inconsistently** incorporated in various ways throughout the curriculum.

**Level Four:** Community-based learning is **consistently** incorporated in various ways throughout the curriculum.

Choose the stage that characterizes the College as a whole: 1[ ]  2[ ]  3[ ]  4[ ]  Unable to assess [ ]

**Comments**

**3.4. To what extent is community engagement connected to College efforts aimed at diversity, pluralism and equity?**

**Definitions:**

**Diversity – Diversity is about individual and group differences. Dimensions of diversity include: cultural, political, religious, or other affiliations, race/ethnicity, class, gender, sexual orientation, disability, academic preparation, and country of origin. Diversity embraces all aspects of college life, particularly as it relates to teaching and learning.**

**Pluralism – Pluralism is a culture that incorporates mutual respect and acceptance, embraces diversity, and promotes a civil society, while preserving the right of each group to maintain its unique identity.**

**Equity – Equity is state where all members of the college community have equal opportunity to succeed. Embracing equity involves continuous examination and revision of norms, policies, and practices to foster the success of all, especially those from traditionally underrepresented groups.**

1 2 3 4

Not connected Barely connected Somewhat connected Very connected

If applicable, describe some ways community engagement is connected to efforts aimed at diversity, pluralism and equity.

**3.5. To what extent is community engagement connected to efforts aimed at student retention and success?**

1 2 3 4

Not connected Barely connected Somewhat connected Very connected

If applicable, describe some ways community engagement is connected to efforts aimed at student retention and success.

**3.6. To what extent is community engagement integrated into co-curricular activities such as student leadership, clubs, or athletics?**

1 2 3 4

Not connected Barely connected Somewhat connected Very connected

If applicable, give examples of the ways community engagement is integrated into curricular activities.