

Iowa Campus Compact Member Capacity Self-Assessment



In the 2015 – 2020 strategic plan Iowa Campus Compact will refine and enhance its programming to deepen member capacity. This will be achieved by ***introducing a new system of self-assessment and goal setting with each IACC member.***

This system allows Iowa Campus Compact to **better align services with member needs and goals**, to increase member use of existing opportunities, and to track progress in deepening civic engagement capacity among the membership. This self-assessment tool is designed to assist member institutions in reflecting on their own capacity and goals. It is also designed to help members find resources, improve practices where appropriate, and increase chances of gaining national recognition.

The rubric is based largely on the questions asked in the Carnegie Classification for Community Engagement. This elective classification is the most rigorous recognition of higher education community engagement efforts in existence. The application for classification is available only every five years (next in 2020) and institutions that are classified must apply for reclassification and demonstrate further progress toward fully integrated and institutionalized, high quality community engagement. By basing the rubric on this framework, we seek to promote quality practice and assist member campuses in receiving this important distinction.

IACC will meet with teams of staff, faculty and leaders at each member institution. During these discussions this rubric will be used to review activity, structures, and goals for community engagement. IACC will create a baseline for each campus by the end of 2017, and then every three years for each campus on a staggered timeline and with mid-point check-ins a year-and-a-half after the first self-assessment. The goal is for the assessment to be a long-term process and commitment by member institutions and Iowa Campus Compact to work together toward robust goals.

We use this term community engagement throughout this rubric. This is intended to be a broadly encompassing term that includes civic learning, service-learning, democratic engagement, community service, engaged scholarship, community-based research, and other forms of teaching, practice, leadership, and research that contribute to educating students to be active citizens and impacting community issues. This is consistent with the Carnegie Classification for Community Engagement definition:

“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 and university 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.”

(Carnegie Foundation for the Advancement of Teaching, 2015)

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Capacity Scale

1 = No Capacity	2 = Very Little Capacity	3 = Moderate Capacity	4 = Strong Capacity	5 = Exceptional Capacity
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Capacity Categories

Foundational Indicators:

1. Institutional Identity
2. Institutional Commitment
3. Internal Culture
4. Professional Development
5. Personnel Decisions
6. Internal Assessment and Impact
7. External Assessment and Impact

Categories of Engagement:

1. Curricular Engagement
2. Co- and Extra-Curricular Engagement
3. Scholarship and Engaged Research

Voice and Leadership

1. Faculty Voice and Leadership
2. Staff and Administration Voice and Leadership
3. Student Voice and Leadership
4. Community Voice and Leadership

Outreach and Partnerships

1. Community Outreach
2. Community Partnerships

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Capacity Self-Assessment Review Process

Member campuses are invited to complete the rubric in a cohort model with Iowa Campus Compact staff support. Campuses will be selected each summer to complete the self-assessment over the course of the next academic year. Each campus will name a team lead (or co-leads) and these leads will participate in a planning and support cohort with other leads going through the process on each campus. The cohort will meet via web conference once per phase to share ideas and challenges. Each phase will also include one-on-one consultation time with an Iowa Campus Compact staff member as needed.

- Phase 1 (Summer): Team Identification and Planning
- Phase 2 (Early Fall): Team Preparation and Individual Rubric Completion
- Phase 3 (Late Fall): Rubric Completion and Team Consensus-Building
- Phase 4 (Early Spring): Goal-Setting and Action Planning
- Phase 5 (Late Spring): Celebration and Dissemination

Phase 1: Team Identification and Planning

Each member campus should consider the best team to review and consider this rubric together. One or two individuals should also be selected as leads or co-leads. The team should represent those who are involved in community engagement activities, and decision-making processes for the institution. This will look different for each institution and may include, but is not limited to:

- President or Chancellor
- Chief Academic Affairs Officer
- Chief Student Affairs Officer
- Campus Community Professional Staff Members
- Students (including key leaders such as Civic Ambassadors, AmeriCorps members, and/or student government)
- Faculty Members
- Community Representatives and/or Partners
- Other staff and administrators: campus ministry, government relations, university communications, alumni relations, community outreach, institutional research, admissions, and/or marketing, among others.

During this phase, each campus will also consider the best way to facilitate the process for their individual situation. It is important to consider a few key questions in this process:

- Has your campus done any type of self-assessment of community engagement efforts in the past?
- Do you have a strategic plan specifically for community engagement in place now? Is community engagement addressed in the institution's overall strategic plan? What are the goals, objectives, metrics?
- Have you received the Carnegie Classification for Community Engagement? Do you have any plans to apply in the future? Have you done any work on the application?
- What potential challenges do you foresee in implementing this process on your campus?
- What are existing opportunities or event we might be able to leverage in this process (strategic planning, accreditation, etc)?
- What would you rate as your top goals for this process on your campus?

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Phase 2: Team Preparation and Individual Rubric Completion

Campus teams will need varying levels of preparation and background information to be able to complete the rubric and participate in the planning process. If the process will be completed by an existing advisory group or committee, then less preparation may be needed. If the process will include people who are less directly familiar with current community engagement efforts, then more will need to be done to provide background information and data in preparation for conversations. We recommend that at least one meeting take place prior to individuals completing their own assessments in order to ensure that goals, definitions, and plans are clear.

Most pilot campuses found it helpful for each individual involved in the process to complete their own assessment using an electronic form. This will ease the process of finding areas of consensus and areas of difference and focusing meetings on the areas where the most discussion is needed.

The following suggestions may be helpful for team members to know before completing the rubric.

- Items should be rated on a scale of 1 through 5 where 1 represents no capacity and 5 indicates exceptional capacity.
- Campuses should not feel that they have to “strive for a 5” in all areas. Each campus should prioritize areas of community engagement according to institutional goals and values.
- Even in areas where a campus has exceptional capacity, there may still be room for goal-setting and improvements that capitalize on strengths and ensure that capacity is maintained.
- Campuses are not limited to the areas outlined on the rubric. Space is provided to outline additional areas of focus for capacity assessment and goal-setting.

Phase 3: and Consensus-Building

After team members have submitted their individual assessments, the campus lead can compare results to look for consensus and areas of difference. This data will serve as a guide for the consensus-building meeting agenda. This meeting allows team members to review the self-assessment rubric together, focusing on areas where there was the most variance in individual assessments and coming to a consensus on the overall self-assessment.

Phase 4: Goal-Setting and Action Planning

Using the self-assessment, campus teams can select the rubric areas on which they would like to focus for the next 3-5 years. Teams can use the rubric areas to establish priorities and determine where they would like to see capacity growth. They can also begin to create action plans for capacity growth and discuss the next steps for continuing to work together in the identified areas.

Phase 5: Celebration and Dissemination

As is recommended in most service-learning models, it is critical to end the process in a way that recognizes the efforts and contributions of team members. It is also important to share the self-assessment and, perhaps more importantly, to share the capacity goals with the larger campus community. This can be done in a variety of ways, but helps to make public and to celebrate the commitments made in the process.

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In response to self-assessments, Iowa Campus Compact will:

- Adapt program offerings to increase alignment with member goals including developing new programming, eliminating under-used offerings, and enhancing existing programming.
- Provide targeted resources where possible to member campuses to meet their goals.
- Assist member campuses in receiving recognition including, but not limited to, the Carnegie Classification for Community Engagement.
- Provide recognition during annual awards for members who have completed the process.
- Consider and strategize around trends among member campuses.
- Connect members with one another to meet needs.
- Gather stories and information to support the public awareness efforts.

This process is NOT intended to compare any campus to another. It is a planning tool for your campus and for Iowa Campus Compact. Information from the participating campuses may be compiled to find themes, common ground and other trends, but it will not be used to rank, classify or compare campuses. Information from individual campuses will only be shared with members of the campus steering committee team and the campus's senior administration. Any information shared with a larger audience will be shared in the aggregate for benchmarking purposes and strategy development and will not identify specific campuses unless prior approval is obtained.