

Carnegie Community Engagement Needs Assessment					4/20/2016 IR	
CE=Community Engagement	In place	To update	Absent	To explore	To Do Items for assignment to CE Director, CE Office, CE Committee Members	Notes
I. Foundational Indicators						
A. Institutional Identity and Culture						
1. Does the institution indicate that community engagement is a priority in its mission statement (or vision)? MISSION					Rewrite section in Carnegie Application with new mission and vision from 2015-2020 strategic plan.	
2. Does the institution formally recognize community engagement through campus-wide awards and celebrations? AWARDS					Add any new awards.	
3a. Does the institution have mechanisms for systematic assessment of community perceptions of the institution's engagement with community? ASSESSMENT					Formalize methods to systematically collect community perceptions from CLC members, advisory board members, and employers (e.g., survey, focus group methodology at already-scheduled meetings). Document on CE Annual Assessment Report.	
3b. Does the institution aggregate and use all of its assessment data related to community engagement? AGGREGATE					Develop CE Annual Assessment Plan and Report. Review and adjust goals and measures annually through the Community Engagement Committee.	

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4. Is community engagement emphasized in the marketing materials (website, brochures, etc.) of the institution? MARKETING					Collaborate with Charlie Terenzio to update CE website. Collect any campus publications that address community engagement, including press releases, admissions materials, advancement and alumni materials, etc.	
5. Does the executive leadership of the institution (President, Provost, Chancellor, Trustees, etc.) explicitly promote community engagement as a priority? PRIORITY					Encourage Marketing to include community engagement's priority in Chancellor's speeches/presentations. Track dates and audiences on CE Annual Assessment Report.	

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B. Institutional Commitment						
1. Does the institution have a campus-wide coordinating infrastructure (center, office, etc.) to support and advance community engagement? OFFICE					CE Office and Director established January 2016.	
2a. Are there internal budgetary allocations dedicated to supporting institutional engagement with community? BUDGET					Obtain from Business & Financial Affairs annual salary and benefits of CE Office staff and faculty salaries. From FAIR System, obtain the percentage of faculty time devoted to service and calculate the faculty salaries apportioned to service. Note that CE Committee should discuss methods to gather just community engagement portion of service.	
2b. Is there external funding dedicated to supporting institutional engagement with community? EXTERNAL FUNDING					Contact Dennis Stover and Ben Ellinor to determine additional funding dedicated to support community engagement and document this support in the CE Annual Assessment Report.	

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2c. Is there fundraising directed to community engagement? FUNDRAISING					Contact Dennis Stover to determine if any additional fundraising initiatives are directed to community engagement. Discuss further opportunities for CE fundraising.	
2d. Does the institution invest its financial resources in the community for purposes of community engagement and community development? RESOURCES					Contact Ben Ellinor to update institutional resources are being invested in community development. Discuss additional opportunities for financial investment in the community.	
3a. Does the institution maintain systematic campus-wide tracking or documentation mechanisms to record and/or track engagement with the community? TRACKING					Develop a CE Annual Assessment Plan for 2016-17 to track community engagement activities campus-wide. Align annual reports with unit plans across campus, such as Colleges, Academic/Student Affairs, etc.	
3b. If yes, does the institution use the data from those mechanisms? DATA USE					Once 16-17 Assessment Plan in place, use results to document how this data used to make decisions for 17-18 plans.	

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4a. Are there systematic campus-wide assessment mechanisms to measure the impact of institutional engagement? IMPACT					USFSM's Annual Assessment System	
4b. If yes, indicate the focus of those mechanisms and describe one key finding for Impact on Students: STUDENT IMPACT					Determine key finding for Impact on Students. Identify the main way the CE Committee hopes to impact students with community engagement, how will it be measured, and what is the expected goal?	
4c. If yes, indicate the focus of those mechanisms and on key finding for Impact on Faculty: FACULTY IMPACT					Determine key finding for Impact on Faculty. Identify the main way the CE Committee hopes to impact the faculty with community engagement, how will it be measured, and what is the expected goal?	
4d. If yes, indicate the focus of those mechanisms and one key finding for Impact on Community: COMMUNITY IMPACT					Determine key finding for Impact on Community. Identify the main way the CE Committee hopes to impact the community with community engagement, how will it be measured, and what is the expected goal?	

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4e. If yes, indicate the focus of those mechanisms on and one key finding for Impact on the Institution: USFSM IMPACT					Determine key finding for Impact on USFSM. Identify the main way the CE Committee hopes to impact USFSM overall with community engagement, how will it be measured, and what is the expected goal?	
4f. Does the institution use the data from the assessment mechanisms? ASSESSMENT USE					Identify impacts and measures in 2016-17 plan. Document baseline and goals for 2017-18 plan.	
5. Is community engagement defined and planned for in the strategic plans of the institution? STRATEGIC PLAN					Rewrite section based on 2015-2020 Strategic Plan.	

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6. Does the institution provide professional development support for faculty and/or staff who engage with community? PROFESSIONAL DEVELOPMENT					Identify and provide professional development opportunities for faculty and staff and track attendance and impact on curriculum, etc.	
7. Does the community have a “voice” or role for input into institutional or departmental planning for community engagement? VOICE					Engage Community Leadership Council (CLC) and College Advisory Boards in activities that will provide this voice.	
8. Does the institution have search/recruitment policies or practices designed specifically to encourage the hiring of faculty with expertise in and commitment to community engagement? SEARCH POLICIES					Track search plan language and job descriptions that highlight community engagement. Encourage search committees and supervisors to include commitment to community engagement in positions.	
9. Are there institutional level policies for promotion (and tenure at tenure-granting campuses) that specifically reward faculty scholarly work that uses community-engaged approaches and methods? TENURE PROMOTION					Update with new tenure and promotion guidelines. Distinguish between faculty service to college/profession/USFSM and service to community.	
10a. Is community engagement rewarded as one form of teaching and learning? TEACHING						
10b. Is community engagement rewarded as one form of scholarship? SCHOLARSHIP						
10c. Is community engagement rewarded as one form of service? SERVICE						

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11. Are there college/school and/or department level policies for promotion (and tenure at tenure-granting campuses) that specifically reward faculty scholarly work that uses community-engaged approaches and methods? COLLEGE TP					Update with new tenure and promotion guidelines. Distinguish between faculty service to college/profession/USFSM and service to community.	
12. If current policies do not specifically reward community engagement, is there work in progress to revise promotion and tenure guidelines to reward faculty scholarly work that uses community-engaged approaches and methods? PROGRESS						
Supplemental Documentation						
1. Is community engagement noted on student transcripts? TRANSCRIPTS					Co-curricular transcripts	
2. Is community engagement connected with diversity and inclusion work (for students and faculty) on your campus? DIVERSITY					Collaborate with Diversity Committee to identify/develop activities that connect both community engagement and diversity.	
3. Is community engagement connected to efforts aimed at student retention and success? RETENTION					Contact Lauren Kurnov to determine additional efforts beyond Foundations courses and student activities.	

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II. Categories of Community Engagement						
A. Curricular Engagement						
1a. Does the institution have a definition, standard components, and a process for identifying service learning courses? DEFINITION - NUMBERS					Review definition, components, and process to determine continued agreement.	
1b. If you do have a process for designating service learning courses, how many designated, for-credit service learning courses were offered in the most recent academic year?					Track on CE Annual Assessment Reports.	
1c. How many departments are represented by those courses?						
1d. How many faculty taught service learning courses in the most recent academic year?						
1e. How many students participated in service learning courses in the most recent academic year?						
1f. Provide a description of how the data provided in 1. b-e above is gathered and used (how is it compiled, who gathers it, how often, how is it used, etc.?).					Write description of process of compiling above data and how it is used.	

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2a. Are there institutional (campus-wide) learning outcomes for students' curricular engagement with community? LEARNING OUTCOMES					Determine if Core Curriculum student learning outcome for Community Engagement will be used campus-wide in other degree programs: Students will provide evidence of community engagement and reflect on their civic identity. Collaborate with Core Curriculum Committee on systematic assessment across degree programs.	
2b. Are these learning outcomes systematically assessed? OUTCOME ASSESSMENT						
2c. If yes, how is the assessment data used? OUTCOME ASSESSMENT USE						
3a. Are there departmental or disciplinary learning outcomes for students' curricular engagement with community? DISCIPLINARY LEARNING OUTCOMES						
3b. Are those outcomes systematically assessed? DISCIPLINARY OUTCOME ASSESSMENT						
3c. If yes, how is the assessment data used? DISCIPLINARY OUTCOMES USED						
4a. Is community engagement integrated into the following curricular (for credit) activities? FOR CREDIT						
Student Research					Check with Kim Badanich.	
Student Leadership						
Internships/Co-ops					Check with Lauren Kurnov.	
Study abroad					Check with Amela Malkic.	

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4b. Has community engagement been integrated with curriculum on an institution-wide level in any of the following structures? STRUCTURES						
Graduate Studies						
Core Courses					Check with Lead Faculty.	
Capstone						
First Year Sequence					Check with Phil Wagner.	
General Education						
In the Majors					Check with Lead Faculty.	
In the Minors						
5. Are there examples of faculty scholarship associated with their curricular engagement achievements (research studies, conference presentations, pedagogy workshops, publications, etc.)? EXAMPLES SCHOLARSHIP					Update CE Database on website for faculty to add their activities. <i>http://usfsm.edu/community-engagement/community-engagement-database/</i>	

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B. Outreach and Partnerships						
1. Indicate which outreach programs are developed for community. OUTREACH PROGRAMS						
Learning centers					No longer have Lifelong Learning Academy.	
Tutoring					Update with tutoring activities in local schools.	
Extension Programs						
Non-credit courses					Update with continuing education courses.	
Evaluation Support					Contact Terry Osborn regarding Project Elevate with Sarasota School Board.	
Training Programs					Update with any current PD centers that community members can use.	
Professional Development Centers					Update with any current training programs that community members can take.	
Other					Determine if any other outreach and partnerships.	

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2. Which institutional resources are provided as outreach to the community? OUTREACH RESOURCES						
Co-curricular student service						
Work/Study student placements					Contact Gabriela Vega to update number of students participating in off-campus College Work Study (CWS) with local businesses/agencies.	
Cultural Offerings					Review and update Perlman Music Program description.	
Athletic Offerings						
Library Services					Review and update Library Services description with Diane Fulkerson.	
Technology					Review and update Technology section with Brian Mudd.	
Faculty Consultation					Review and update SCORE description and from CE Database collect additional faculty consultations to place in this section.	
3. Describe representative examples of partnerships (both institutional and departmental) that were in place during the most recent academic year (maximum=10 partnerships). PARTNERSHIP GRID					Review current partnerships and determine top 10 to describe.	

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4a. Does the institution or do the departments promote attention to the mutuality and reciprocity of the partnerships? Describe the strategies for promoting attention to the mutuality and reciprocity of the partnerships. RECIPROCITY					Review section and update as needed.	
4b. Are there mechanisms to systematically collect and share feedback and assessment findings regarding partnerships, reciprocity and mutual benefit, both from community partners to the institution and from the institution to the community? If yes, describe the mechanisms and how the data has been used to improve reciprocity and mutual benefit. SHARE FEEDBACK					Add section to CE Annual Assessment Report to collect this data from across campus and to have an annual review by the CE Committee.	
5. Are there examples of faculty scholarship associated with their outreach and partnerships activities (technical reports, curriculum, research reports, policy reports, publications, etc.)? FACULTY PUBLICATIONS					Review faculty scholarship and determine exemplars to include.	