

“Documenting Engagement and Service”
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The lists below present ways by which we document engagement and service at Kapiolani. Items that are bolded in these lists represent areas where Campus Compact is and will be developing new resources to support community colleges.

Documenting Engagement: Eleven Steps

1) Highlight all those items in your current Campus Strategic Plan (Vision, Values, Mission, Planning Context, Goals, and Objectives) which align with NCA Criterion Five, and NCA’s mission “Serving the common good by assuring and advancing the quality of higher learning.” Do you need to develop new Strategic Plans? Craft an institutional identity that supports greater engagement in “improving the quality life for all.”

2) **Conduct ongoing Civic Scans as part of the broader Environmental Scanning conducted to enhance Strategic Planning. (Top Ten Civic Issues in ...?)**

3) Identify your constituencies: public (K-12 schools, public safety, public parks, public housing, public health, public policy, public spaces, others) non-profit organizations, and private sector.

4) Identify your commitments to these constituencies. In what ways are their interests in your best interest? Mutually beneficial partnerships are more sustainable than those that are not. Document what each partner will bring to the partnership and what each partner wants to gain from the partnership. Strike the words “meet the needs of the community” and do a universal replace with the words “developing mutually beneficial partnerships to improve the quality of life for all.”

5) Commit to “Institutional Engagement” as a long-term strategy. Document and make this commitment explicit and visible. “Institutions” are by definition here for the long-term and have multiple purposes. NCA is insisting your institution recommit to its original public purpose.

6) Develop, document, and assess deepening engagements with existing advisory boards. Use the assessment process to improve the quality and deepen the engagement of these boards.

7) Highlight all the learning outcomes in your General Education program that align with Criterion Five. **Do you need to revise General Education Learning Outcomes so that the core teaching mission is focused on engagement for the common good?** Document review and revision processes. Engage departments in aligning courses with General Education learning outcomes. Create learning pathways to transfer institutions.

8) Highlight all the learning outcomes in your Career programs that align with Criterion Five. **Do you need to revise Career Program Learning Outcomes so that the core teaching mission is focused on engagement for the common good?** Document review and revision processes.

9) Document success in your remedial and development educational efforts, as well as your First Year Experience programs. Success in these programs provides clear evidence that the college is engaged with issues of access and success for all members of their community.

10) Consider the adoption of Community College Survey of Student Engagement (CCSSE) for documenting “Best Practices in Teaching and Learning.” Many of these best practices must be in place (they are intermediate variables) in implementing successful community-based service-learning programs. Develop a continuum from self to social to civic responsibility.

11) Review the Campus Compact publication, **The Community’s College: Indicators of Engagements at Two-Year Colleges**. This publication documents 13 Indicators of Engagement at 20 different community colleges. The examples are illuminating and can help you advance “Engagement” initiatives at your campus. Learning by example is a time-tested method.

Documenting Service: Seven Steps

1) Develop an “Enabling Mechanism” to connect faculty and students to meaningful service opportunities in the community. Document the numbers of students, faculty, K-12 schools, and community partners interfacing with this “Enabling Mechanism.”

2) Document gains in learning outcomes through pre- and post-tests and well-designed reflection rubrics. These can be assessed over multiple semesters through portfolio assessments.

3) Document the interface between students, faculty, K-12 schools and community partners. This can be done through “Supervisor Evaluations” and annual Campus-Community gatherings.

4) Emphasize, re-emphasize that Service-Learning is a proven effective strategy for getting students to civic responsibility as a learning outcome. Faculty will then document their Service-Learning pedagogical innovations as part of their Primary Duty in teaching.

5) Emphasize, re-emphasize “Public Service” as a Faculty Role. Document it through the contract renewal, tenure and promotion process.

6) Document the integration of service-learning into classroom-, campus-, web-based learning, as well as distance learning.

7) Document the integration of service-learning in relation to local, national, and global issues and contexts (study abroad).