**Research and Planning Commission**

**Accountability and Quality Measures**

**Name of Accountability/Quality Program:**

**Gelmon Community Engagement Rubric**

**Authors/Sponsors/Funders, etc.:**

**URL:**

**Overview:**

The Gelmon Community Engagement Rubric is a self-assessment constructed around six (6) dimensions:

1. Definition and Vision of Community Engagement (8 elements)
2. Faculty Support For and Involvement in Community Engagement (6 elements)
3. Student Support For and Involvement in Community Engagement (3 elements)
4. Community Support For and Involvement in Community Engagement (6 elements)
5. Institutional Leadership and Support For Community Engagement (9 elements)
6. Community-Engaged Scholarship (12 elements)

A representative college team would administer the self-assessment on a regular basis.

**Specific Measures in Program:**

As an example of the rubric format, the following is one element of dimension 1 (Definition/Vision) along with the “level” descriptions used to evaluate the college’s commitment to that aspect of community engagement.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Element** | **Level One** | **Level Two** | **Level Three** | **Level Four** |
| ***1.3 Community Engagement as an Essential Component of Education*** | Community-based learning is not acknowledged as important to the education of students and is not incorporated in various ways throughout the curriculum. | Community-based learning is infrequently acknowledged as important to the education of students and not widely incorporated in various ways throughout the curriculum. | Community-based learning is frequently acknowledged as important to the education of students and is inconsistently incorporated in various ways throughout the curriculum. | Community-based learning is acknowledged and valued as essential to the education of students and is incorporated in various ways throughout the curriculum. |

**Impact/Implications for Washington Community & Technical Colleges:**