



Indiana Campus Compact

Actualizing a Culture for Community Engagement

Portfolio and Fiscal Reporting Guidelines

2019 – 2022

SUBMISSION GUIDELINES

- All reporting documentation (including artifacts and appendices) are to be submitted via the [Indiana Campus Compact Engagement Portal](#) and must be submitted under the Principle Investigator's profile.
- Files are to be saved as either a Microsoft Word (.doc or .docx), PDF file (.pdf), or print quality JPG photos (300 dpi resolution, .jpg), and labeled with the Principle Investigator's last name and reporting term (e.g., Weaver.Report 2019.pdf or Weaver.ProjectPhoto1.jpg).
- Fiscal Reports must be uploaded via the Indiana Campus Compact Engagement Portal via the Principle Investigator's profile and in accordance with the Fiscal Reporting Guidelines.
- Fiscal Reports must be signed by the Principle Investigator and the Fiscal Officer prior to being submitted.

REPORTING SCHEDULE

2019 – 2022 ACCE Grant		
Report	On or Before	Reporting Period Dates
2019 – 2020 Yearly Report	Friday, June 12, 2020	7/10/2019 – 5/31/2020
2020 – 2021 Yearly Report	Friday, June 11, 2021	6/1/2020 – 5/31/2021
2021 – 2022 Yearly Report	Tuesday, June 14, 2022	7/1/2019 – 5/31/2022
Final Report & Cumulative Portfolio	Tuesday, June 14, 2022	7/10/2019 – 5/31/2022

In addition to the Yearly and Cumulative Reports, ACCE grantees are required to submit a Community Engagement Strategic Action Plan no less than 6 weeks following each Indiana Campus Compact facilitated strategic planning workshop. See page 11 for submission and reporting guidelines for this document.

REPORTING OUTPUTS

The reporting outputs below represents the information that will be collected via the [Indiana Campus Compact Engagement Portal](#) at various points during your funded project and are listed here to help you prepare to enter the information electronically via the Portal.

All reporting documents, including the outputs outlines below, are to be submitted electronically via the Engagement Portal under the Principle Investigator's profile. For a schedule of when reporting documents are to be submitted, please see the Reporting Schedule outlined above.

ITEMS OF NOTE

- All reporting documents are to be formatted (double spaced, Times New Roman) according to the guidelines of the current edition of the Publication Manual of the American Psychological Association (APA Style Guide), and include a Reference Page where appropriate.

- Items marked with an asterisk (*) are required reporting outputs for all funded projects. All Principle Investigators should be prepared to enter a response/provide an example.
- Not every reporting output/matrix will apply to your funded project. Where appropriate, please enter (or select) N/A for “not applicable”.
- When entering numerical data, only enter zero (0) when indicating that none of an indicated population was engaged. If the prompt is not applicable to your funded project enter N/A.
- For some of the items below, especially where a list or drop-down menu is indicated, we have provided a short list of examples for possible answer options, this should not be interrupted as the only possible answers/examples for these prompts. Response options will also include “N/A—not applicable,” and “Other (text entry)” allowing you to input your own response option.
- If you have questions regarding the *Actualizing a Culture for Community Engagement* Grant Reporting Guideline, please contact Laura Weaver, Director of Programs and Member Development at laura@incampuscompact.org.

Project Information*

Project Title

This information will be populated by the Indiana Campus Compact Engagement Portal once the Principle Investigator logs into the system and accesses the Reporting site.

Actual Grant Funds Expended – Numerical entry

This is the actual grant dollar amount expended on this project during the funding cycle. Do not include any institutional cash match funds, or additional outside funds, spent to support this project.

Actual Institutional Cash Match Funds Provided—Numerical entry

This is the actual institutional cash match amount provided toward this project during the funding cycle.

Has additional external funding been acquired to support this project?

Yes or No

If yes, please provide a brief description (2-3 sentences) of the external funding acquired and how it was utilized. This statement must include the source and amount of additional funding.

Project Executive Summary—text entry, 500 word maximum; photo upload

This summary is to cover the activities that occurred during the current reporting period. Additionally, please select two photos (300 dpi resolution, .jpg) that are representative of this project as a whole.

Marketing Statement—text entry, 500 word maximum; photo upload

This statement should be appropriate for use in media releases and for Indiana Campus Compact promotional purposes, including but not limited to social media postings, print and digital materials, and funding and annual reports. Examples include: stories of impact, transformative occurrences—student, faculty, staff, community, or institutional, and/or how the work is/will continue. Additionally, please upload no more than six media appropriate photos (300 dpi resolution, .jpg) to accompany this statement.

Media Mentions—text entry, 300 word maximum; document and photo upload

Provide the name of the publication outlet and a link to the media mention for all instances of publicity related to this funded project. If the media mention occurred in print, please scan each occurrence and upload them as a single file (.pdf format preferred).

Engagement Details*

Populations Engaged

Provide numerical data for all applicable areas. If the areas is applicable but you did not engage this population, enter zero (0). If an area is not applicable please enter N/A. NOTE: You must enter something for each output. If you have questions, please contact the Indiana Campus Compact staff person that oversees your funding program.

- Number of undergraduate students engaged—numerical data
- Number of graduate students engaged—numerical data

- Number of college or university faculty engaged—*numerical data*
- Number of college or university professional staff engaged—*numerical data*
- Number of college or university senior administrators engaged (dean or higher) —*numerical data*
- Number of college or university departments engaged—*numerical data*
- Number of community members engaged—*numerical data*
This number refers to the number of individual from the population/sample/or geography that this funded project engaged, not individuals from your campus population or community partner organization(s).

Connected Courses—Provide the following information for three (3) courses (e.g., credit-bearing experiences) connected to this funded project.

If more than three (3) credit-bearing courses are connected to this funded project, please list three (3) here and then include the others as an appendix to the narrative report uploaded below. If you did not have any credit-bearing experiences connected to this funded project, please enter N/A indicating not applicable.

- Course 1 – Course title and number
 - Select one major/discipline/or area of study that best represents this course—*drop-down menu*
 Answer options include a list of major/discipline/or areas of study, for example: Agriculture; Biological and/or biomedical sciences; Business; Communication, journalism, or related programs; Education; Engineering; Health professions, administration, or related programs; Information technology and/or computing sciences; Legal professions and studies; Physical sciences; Psychology; Public administration or social service profession; social sciences and/or history; Theology or religious vocations; Visual and/or performing arts; Other (*text entry*); N/A—not applicable
 - Is this a service-learning or community-based course?—*Yes or No*
A service-learning or community-based course can be described as an instructional strategy where students have a direct experience with an issue they are studying along with ongoing opportunities to analyze and address the issue within the community and alongside community partners (and/or members). A key element is the opportunity for students to both apply what they are learning in a real-world setting and to reflect upon that experience. (AACU, 2008; Bringle & Clayton, 2012)
 - Mode of instruction for this course—*drop-down menu; choose one*
 Answer options include: Correspondence course; Distance synchronous video; Face-to-face classroom-based; Internship/Practicum/Clinical—on campus; Internship/Practicum/Clinical—off campus; Online (100% asynchronous; Other (*text entry*); N/A—not applicable
 - Pedagogical practice used—*drop-down menu; choose all that apply*
 Answer options include: Capstone course/project; Common intellectual experience; Community-based/service-learning; Critical (e.g., emancipation from oppression through awakening the critical consciousness); Differentiated instruction; Experiential or project-based; First-year seminar/experience; Flipped classroom; Game-based learning; Internship; Learning community; Living-learning community; Mentored research, inquire-based learning; Study abroad, international, diversity, global-based learning; Writing-intensive course; Other (*text entry*); N/A—not applicable
- Course 2 – Course title and number
 - Select one major/discipline/or area of study that best represents this course—*drop-down menu*
 Answer options include a list of major/discipline/or areas of study, for example: Agriculture; Biological and/or biomedical sciences; Business; Communication, journalism, or related programs; Education; Engineering; Health professions, administration, or related programs; Information technology and/or computing sciences; Legal professions and studies; Physical sciences; Psychology; Public administration or social service profession; social sciences and/or history; Theology or religious vocations; Visual and/or performing arts; Other (*text entry*); N/A—not applicable
 - Is this a service-learning or community-based course?—*Yes or No*
A service-learning or community-based course can be described as an instructional strategy where students

have a direct experience with an issue they are studying along with ongoing opportunities to analyze and address the issue within the community and alongside community partners (and/or members). A key element is the opportunity for students to both apply what they are learning in a real-world setting and to reflect upon that experience. (AACU, 2008; Bringle & Clayton, 2012)

- Mode of instruction for this course—*drop-down menu; choose one*
Answer options include: Correspondence course; Distance synchronous video; Face-to-face classroom-based; Internship/Practicum/Clinical—on campus; Internship/Practicum/Clinical—off campus; Online (100%) asynchronous; Other (*text entry*); N/A—not applicable
- Pedagogical practice used—*drop-down menu; choose all that apply*
Answer options include: Capstone course/project; Common intellectual experience; Community-based/service-learning; Critical (e.g., emancipation from oppression through awakening the critical consciousness); Differentiated instruction; Experiential or project-based; First-year seminar/experience; Flipped classroom; Game-based learning; Internship; Learning community; Living-learning community; Mentored research, inquire-based learning; Study abroad, international, diversity, global-based learning; Writing-intensive course; Other (*text entry*); N/A—not applicable
- Course 3 – Course title and number
 - Select one major/discipline/or area of study that best represents this course—*drop-down menu*
Answer options include a list of major/discipline/or areas of study, for example: Agriculture; Biological and/or biomedical sciences; Business; Communication, journalism, or related programs; Education; Engineering; Health professions, administration, or related programs; Information technology and/or computing sciences; Legal professions and studies; Physical sciences; Psychology; Public administration or social service profession; social sciences and/or history; Theology or religious vocations; Visual and/or performing arts; Other (*text entry*); N/A—not applicable
 - Is this a service-learning or community-based course?—*Yes or No*
A service-learning or community-based course can be described as an instructional strategy where students have a direct experience with an issue they are studying along with ongoing opportunities to analyze and address the issue within the community and alongside community partners (and/or members). A key element is the opportunity for students to both apply what they are learning in a real-world setting and to reflect upon that experience. (AACU, 2008; Bringle & Clayton, 2012)
 - Mode of instruction for this course—*drop-down menu; choose one*
Answer options include: Correspondence course; Distance synchronous video; Face-to-face classroom-based; Internship/Practicum/Clinical—on campus; Internship/Practicum/Clinical—off campus; Online (100%) asynchronous; Other (*text entry*); N/A—not applicable
 - Pedagogical practice used—*drop-down menu; choose all that apply*
Answer options include: Capstone course/project; Common intellectual experience; Community-based/service-learning; Critical (e.g., emancipation from oppression through awakening the critical consciousness); Differentiated instruction; Experiential or project-based; First-year seminar/experience; Flipped classroom; Game-based learning; Internship; Learning community; Living-learning community; Mentored research, inquire-based learning; Study abroad, international, diversity, global-based learning; Writing-intensive course; Other (*text entry*); N/A—not applicable

Connected Co-Curricular Experiences—Provide the following information for three (3) co-curricular (e.g., non-credit bearing) community-engaged experiences connected to this funded project.

If more than three (3) co-curricular experiences are connected to this funded project, please list three (3) here and then include the others as an appendix to the narrative report uploaded below. If you did not have any co-curricular experiences connected to this funded project, please enter N/A indicating not applicable.

- Co-curricular Experience 1—Title of Co-Curricular Experience
 - Select the type of experience that best represents this co-curricular community engagement experience—*drop-down menu*

Answer options include: Civic, voter, or democratic engagement; Communications/literary publication; Community service/volunteerism; Cultural/diversity training; Greek life; Honor societies; Leadership training and development; Major/discipline related; Peer leadership; Performing arts; Philanthropy; Recreational; Sports—intramural, drop-in fitness; Student government; Student-focused boards/councils/task force; Study abroad; Other (*text entry*); N/A—not applicable

- Co-curricular Experience 2—Title of Co-Curricular Experience

- Select the type of experience that best represents this co-curricular community engagement experience—*drop-down menu*

Answer options include: Civic, voter, or democratic engagement; Communications/literary publication; Community service/volunteerism; Cultural/diversity training; Greek life; Honor societies; Leadership training and development; Major/discipline related; Peer leadership; Performing arts; Philanthropy; Recreational; Sports—intramural, drop-in fitness; Student government; Student-focused boards/councils/task force; Study abroad; Other (*text entry*); N/A—not applicable

- Co-curricular Experience 3—Title of Co-Curricular Experience

- Select the type of experience that best represents this co-curricular community engagement experience—*drop-down menu*

Answer options include: Civic, voter, or democratic engagement; Communications/literary publication; Community service/volunteerism; Cultural/diversity training; Greek life; Honor societies; Leadership training and development; Major/discipline related; Peer leadership; Performing arts; Philanthropy; Recreational; Sports—intramural, drop-in fitness; Student government; Student-focused boards/councils/task force; Study abroad; Other (*text entry*); N/A—not applicable

Connected Community Organizations—Provide the following information for four (4) community organization(s) engaged through this funded project.

If more than four (4) community organizations are connected to this funded project, please list four (4) here and include the others as an appendix to the narrative report uploaded below.

- Community organization 1—*Organization Name*

- Area, issue, or industry partner is addressing—*text entry*
- Organizational mission statement—*text entry*
- Sector of the organization this project is connected with—*text entry*
- Zip code where the organization is located—*text entry*

- Community organization 2—*Organization Name*

- Area, issue, or industry partner is addressing—*text entry*
- Organizational mission statement—*text entry*
- Sector of the organization this project is connected with—*text entry*
- Zip code where the organization is located—*text entry*

- Community organization 3—*Organization Name*

- Area, issue, or industry partner is addressing—*text entry*
- Organizational mission statement—*text entry*
- Sector of the organization this project is connected with—*text entry*
- Zip code where the organization is located—*text entry*

- Community organization 4—*Organization Name*

- Area, issue, or industry partner is addressing—*text entry*
- Organizational mission statement—*text entry*
- Sector of the organization this project is connected with—*text entry*

- Zip code where the organization is located—*text entry*

Areas of Outcomes

Choose a response for at least two (2) different areas of outcomes delineated below. You will have the opportunity to further articulate about the outcomes of this funded project in the narrative report uploaded as part of this reporting process.

- Area 1: Intended outcome(s) for course or co-curricular event, program, or organization—*drop-down menu; choose all that apply*
Answer options include: Altering or improving syllabus; Beginning partnership(s) with community; Strengthening partnership(s) with community; Improving partnership(s) with community; Improving assessment practices; Other (*text entry*); N/A—not applicable
- Area 2: Intended outcome(s) or effects for students engaged (undergraduate or graduate)—*drop-down menu; choose all that apply*
Answer options include: Attitudinal changes; Behavioral changes; Changes or shifts in values; Cognitive development; Educational attainment (degree or credential); Intellectual development; Moral development; Psychosocial changes or development; Quantitative competence; Subject matter competence; Verbal competence; Other (*text entry*); N/A—not applicable
- Area 3: Intended outcome(s) for unit or institution—*drop-down menu; choose all that apply*
Answer options include: Further normalizing or institutionalizing community engagement; Informing the unit or institutional mission or vision; Fulfilling the institutional strategic plan; Other (*text entry*); N/A—not applicable
- Area 4: Intended outcome(s) for faculty—*drop-down menu; choose all that apply*
Answer options include: Developed a publication; Develop a presentation; Develop an artifact for promotion and/or tenure; Learn about community; Interpersonal development; Other (*text entry*); N/A—not applicable
- Area 5: Intended impact(s) on community—members or organizations—*drop-down menu; choose all that apply*
Answer options include: Building better relationships—stakeholder; Building better relationships—town-gown; Building relationships—connection(s) to other community group(s)/network(s); Change in policy or practice; Community/individual empowerment; Continued education/learning; Improve conditions (e.g., mental health, housing, food security); Improve operation(s) (e.g., accounting, fundraising, marketing, data systems); Increase awareness of community organization; Increase capacity to address organization(s) mission; Increase or improve resources (e.g., financial, staff, volunteer, information, publication); Outreach or education about higher education institution; Provide insight into organization's programs and/or services; Provide volunteers for event and/or initiatives; Provide service to community (organization or people); Other (*text entry*); N/A—not applicable

Outputs of this Funded Project

Please share those resources, webpages, documents, or other tangible products that have resulted from this funded project.—*zipped file upload*

Please provide the number of the following types of tangible products that were developed as a result of, or in relation to, this funded project.

- Peer-reviewed journal article (published or accepted/in-press)—*numerical data*
- Peer-reviewed book chapter (published or accepted/in-press)—*numerical data*
- Peer-reviewed document—other type (published or accepted/in-press)—*numerical data*
- Peer-reviewed manuscript—any type (submitted, waiting review—not accounted for above)—*numerical data*
- Peer-reviewed presentation—local or state conference or convening—*numerical data*
- Peer-reviewed presentation—regional conference or convening—*numerical data*
- Peer-reviewed presentation—national conference or convening—*numerical data*
- Peer-reviewed presentation—international conference or convening—*numerical data*

- Invited presentation—local, state, regional, national or international conference or convening—*numerical data*
- Research brief—*numerical data*
- White paper—*numerical data*
- Testimony to inform policy or practice—*numerical data*
- Brochure—*numerical data*
- Website or webpage—*numerical data*
- Creation of start-up business or social venture—*numerical data*
- Patent, license, copyright material—*numerical data*
- Earned media (e.g., *interview with media: local, state, nation, international*)—*numerical data*
- Other (*text entry*)

DOCUMENT UPLOADS – NARRATIVE REPORTS

In addition to information collected regarding engagement data, outcomes, and outputs, you are required to submit yearly narrative reports each June, as well as a final narrative report and cumulative portfolio. **All narrative reporting documents are to be submitted electronically via the Engagement Portal under the Principle Investigator's profile.** For a schedule of when reporting documents are to be submitted, please see the Reporting Schedule outlined above.

ITEMS OF NOTE

- All reporting documents are to be formatted (double spaced, Times New Roman) according to the guidelines of the current edition of the Publication Manual of the American Psychological Association (APA Style Guide), and include a Reference Page where appropriate.
- If you have questions regarding the *Actualizing a Culture for Community Engagement* Grant Reporting Guidelines, please contact Laura Weaver, Director of Programs and Member Development at laura@incampuscompact.org.
- Files are to be saved as either a Microsoft Word (.doc or .docx), PDF file (.pdf), or print quality JPG photos (300 dpi resolution, .jpg), and labeled with the Principle Investigator's last name and reporting term (e.g., Weaver.Report 2019.pdf or Weaver.ProjectPhoto1.jpg).
- To upload multiple files at once, you must first put all the files into a zipped folder and then upload that zipped folder to the Engagement Portal. Zipped folders may contain a combination of file types (e.g., .pdf, .jpg, .docx, .pptx). This may be useful for uploading appendices and/or multiple photo files.

Year 1 Narrative Report*—*single document upload*

This report covers project activities from July 10, 2019 – May 31, 2020. It should be no more than 6 pages, double spaced, excluding appendices, and should follow the format below. Include tables, charts or bulleted lists where appropriate.

Project Goals and Objectives

- *Briefly discuss each of your originally proposed goals and objectives and how you are progressing toward each. If any have changed, please discuss the change(s) and how the changes came about.*
- *Discuss your primary activities and accomplishments during the reporting period, including important milestones. If appropriate, indicate which goal(s) and/or objective(s) the activities and/or accomplishment are connected to.*
- *Submit an updated Logic Model as an appendix below. Indicate your progress (in green) and any changes (in red).*

Campus Culture

- *Briefly discuss the areas from the Indiana Campus Compact Community Engagement Institutionalization Rubric the ACCE committee has chosen to place its focus.*
 - *Where has progress been made during the current funding period?*

- *Where do you foresee the greatest obstacles to progress?*
- *What strategies or resources provided from Indiana Campus Compact have been helpful thus far?*

Engaged Scholarship

- *Do you plan to publish, or have you published the results/impact of your project? If yes, please describe these efforts and include a reference list if applicable.*

Year 1 Narrative Report Appendices *

The following appendices (where appropriate) represent activities from July 10, 2019 –May 31, 2020.

- *Updated Logic Model—required, document upload*
- *Project assessment data—document or zipped folder upload*
- *Course syllabi and connected assignments— document or zipped folder upload*
- *Course evaluation data—document upload*
- *Student and/or community partner reflections—document or zipped folder upload*
- *Additional scanned media mentions and/or list of additional media mentions links—document upload*
- *Project photos—uploaded as .jpg files in a zipped folder*
- *Creative or scholarly works produced—uploaded in a zipped folder*
- *Conference presentations, abstracts, proposals, and/or programs—document or zipped folder upload*
- *Other appropriate appendices (e.g., additional connected courses, co-curricular experiences, and/or partner organization information, course materials, and/or community presentations)—uploaded in a zipped folder*

Year 2 Narrative Report*—single document upload

This report covers project activities from June 1, 2020 – May 31, 2021. It should be no more than 6 pages, double spaced, excluding appendices, and should follow the format below. Include tables, charts or bulleted lists where appropriate.

Project Goals and Objectives

- *Briefly discuss the progress made during this reporting period towards your goals and objectives. If any have changed, please discuss the change(s) and how the changes came about.*
- *Discuss your primary activities and accomplishments during the reporting period, including important milestones. If appropriate, indicate which goal(s) and/or objective(s) the activities and/or accomplishment are connected to.*
- *Submit an updated Logic Model as an appendix below. Indicate your progress (in green) and any changes (in red).*

Faculty and Staff Engagement

- *Briefly discuss how both faculty and staff across the institution are being (or plan to be) engaged. For example how might faculty or staff become informed about this initiative, the institution's community engagement efforts, and/or how they can become further involved.*
- *Discuss the assessment strategy being used (or will be used) to gauge the knowledge and skills of the faculty staff engaged across campus.*

Cultivating Authentic Community-Campus Partnerships

- *Briefly discuss how this program, and specifically through the support of Indiana Campus Compact, is supporting the creation and further growth of authentic (Mitchell, 2008) community-campus partnerships. Include specific examples and evidence.*

Student Learning and Development

- *Briefly discuss how this program is supporting the integration of high-impact community engagement teaching practices into curricular and co-curricular spaces, and these practices are being used (or will be used) to further enhance student learning and development.*

- *Discuss the assessment strategy being used (or will be used) to gauge student growth.*

Engaged Scholarship

- *Do you plan to publish, or have you published the results/impact of your project? If yes, please describe these efforts and include a reference list if applicable.*

Year 2 Narrative Report Appendices*

The following appendices (where appropriate) represent activities from June 1, 2020 –May 31, 2021.

- *Updated Logic Model—required, document upload*
- *Project assessment data—document or zipped folder upload*
- *Course syllabi and connected assignments— document or zipped folder upload*
- *Course evaluation data—document upload*
- *Student and/or community partner reflections—document or zipped folder upload*
- *Additional scanned media mentions and/or list of additional media mentions links—document upload*
- *Project photos—uploaded as .jpg files in a zipped folder*
- *Creative or scholarly works produced—uploaded in a zipped folder*
- *Conference presentations, abstracts, proposals, and/or programs—document or zipped folder upload*
- *Other appropriate appendices (e.g., additional connected courses, co-curricular experiences, and/or partner organization information, course materials, and/or community presentations)—uploaded in a zipped folder*

Year 3 Narrative Report*—single document upload

This report covers project activities from June 1, 2021 – May 31, 2022. It should be no more than 6 pages, double spaced, excluding appendices, and should follow the format below. Include tables, charts or bulleted lists where appropriate.

Project Goals and Objectives

- *Briefly discuss the progress made during this reporting period towards your goals and objectives. If any have changed, please discuss the change(s) and how the changes came about.*
- *Discuss your primary activities and accomplishments during the reporting period, including important milestones. If appropriate, indicate which goal(s) and/or objective(s) the activities and/or accomplishment are connected to.*
- *Submit an updated Logic Model as an appendix below. Indicate your progress (in green) and any changes (in red).*

Campus Culture

- *Briefly discuss the areas that the ACCE Committee has chosen to place its focus after completing the Indiana Campus Compact Institutionalization Rubric for a second time. How has the Committee's focus changed?*
- *What strategies or resources provided from Indiana Campus Compact have been helpful during this reporting period?*

Engaged Scholarship

- *Do you plan to publish, or have you published the results/impact of your project? If yes, please describe these efforts and include a reference list if applicable.*

Year 3 Narrative Report Appendices *

The following appendices (where appropriate) represent activities from June 1, 2021 – May 31, 2022.

- *Updated Logic Model—required, document upload*
- *Project assessment data—document or zipped folder upload*
- *Course syllabi and connected assignments— document or zipped folder upload*
- *Course evaluation data—document upload*
- *Student and/or community partner reflections—document or zipped folder upload*

- Additional scanned media mentions and/or list of additional media mentions links—*document upload*
- Project photos—*uploaded as .jpg files in a zipped folder*
- Creative or scholarly works produced—*uploaded in a zipped folder*
- Conference presentations, abstracts, proposals, and/or programs—*document or zipped folder upload*
- Other appropriate appendices (e.g., additional connected courses, co-curricular experiences, and/or partner organization information, course materials, and/or community presentations)—*uploaded in a zipped folder*

Final Narrative Report*—*single document upload*

This report covers project activities from July 10, 2019 – May 31, 2022. It should be no more than 10 pages, double spaced, excluding appendices, and should follow the format below. Include tables, charts or bulleted lists where appropriate.

Project Impact and Evaluation

- *Describe the impact your project had on the following areas, where appropriate: (provide specific examples/evidence)*
 - *student learning and development;*
 - *furthering individual unit/departmental goals around the normalization community engagement;*
 - *furthering broad institutional goals around the normalization of community engagement; and*
 - *community partner organization(s) and the population(s) they engage, as well as the community issue being addressed.*

Campus Culture

- *Based on an examination of your campus's results from the two Indiana Campus Compact Institutionalization Rubric Strategic Planning Workshop, discuss the following (provide specific example/evidence where necessary):*
 - *What culture shifts have occurred since beginning this initiative?*
 - *Which of these shifts were anticipated (planned) from the beginning and which, if any, were unanticipated?*
 - *What obstacles were presented, which ones were anticipated, which ones were unanticipated, and which ones were able to be overcome?*
 - *Has the focus shifted since 2019, and if so, please discuss the possible reasons.*

Sustainability

- *Discuss how the campus intends to sustain these efforts beyond the funding period. Include appropriate appendices to further support your narrative (e.g., position description(s), funding proposals, course/program proposals, strategic planning documents, assessment tools)*

Engaged Scholarship

- *Include in the appendices a comprehensive list of all the creative and/or scholarly work connected to this initiative. This should be formatted using the current edition of the Publication Manual of the American Psychological Association (APA Style).*

Final Narrative Report Appendices*

The following appendices (where appropriate) represent activities from July 10, 2019 – May 31, 2022.

- Project assessment data—*document or zipped folder upload*
- Comprehensive list of creative and/or scholarly works produced (using APA Style)—*required, document upload*
- Community partner feedback—*document or zipped folder upload*
- Newly developed community-engaged course syllabi and/or proposals—*document upload*
- Other appropriate appendices—*uploaded in a zipped folder*

CUMULATIVE PORTFOLIO

The Cumulative Portfolio should only be submitted to the Campus' individual Report Folder located in the [Box cloud storage system](#). The Cumulative Portfolio should consist of the documents listed below. Additionally, the Portfolio should either be submitted as one PDF document, or if submitted as individual files, there should be an index file and each accompanying file should be numbered so they appear in the following order:

- Original ACCE Grant full proposal
- Year 1 Narrative report and accompanying appendices
- Year 2 Narrative report and accompanying appendices
- Year 3 Narrative report and accompanying appendices
- Final Narrative report and accompanying appendices

All documents should be prepared using the current Publication Manual of the American Psychological Association (APA).

COMMUNITY ENGAGEMENT STRATEGIC ACTION PLAN REPORT

In addition to the yearly and final narrative reports, ACCE Grantees are also required to submit a Community Engagement Strategic Action Plan following each of the two workshop sessions—the first to occur during Fall 2019 and the second to occur during either late-Fall 2021 or early-Spring 2022. Reports are to be submitted 6 weeks following the workshop, and should be uploaded via the Engagement Portal under the Principle Investigator's profile, and to the Campus' individual Report Folder in the [Box cloud storage system](#).

ITEMS OF NOTE

- All reporting documents are to be formatted (double spaced, Times New Roman) according to the guidelines of the current edition of the Publication Manual of the American Psychological Association (APA Style Guide), and include a Reference Page where appropriate.
- If you have questions regarding the *Actualizing a Culture for Community Engagement* Program Reporting Guidelines, please contact Laura Weaver, Director of Programs and Member Development at laura@incampuscompact.org.
- Files are to be saved as either a Microsoft Word (.doc or .docx), PDF file (.pdf), or print quality JPG photos (300 dpi resolution, .jpg), and labeled with the Principle Investigator's last name and reporting term (e.g., Weaver.Report 2019.pdf or Weaver.ProjectPhoto1.jpg).
- To upload multiple files at once, you must first put all the files into a zipped folder and then upload that zipped folder to the Engagement Portal. Zipped folders may contain a combination of file types (e.g., .pdf, .jpg, .docx, .pptx). This may be useful for uploading appendices and/or multiple photo files.

Community Engagement Strategic Action Plan Report* —document upload

Community Engagement Strategic Action Plans should document how the campus plans to enhance and expand their community engagement efforts across and throughout the institution. Plans should emphasize sustainable change by building lasting capacity, and altering systems, policies, and culture.

Below are the essential elements to be included in the Community Engagement Strategic Action Plan. Additional information/items may be included. Feel free to include tables, charts or bulleted lists where appropriate.

Vision

- *What is the overarching vision for the institutional culture for community engagement?*
 - *What change(s) do you seek to achieve through this plan?*
 - *How does this envisioned culture connect to the institution's overall current culture?*
 - *What overarching structural, policy, or other institutional principles are currently in place to support this vision?*

Focus and Approach

- Briefly discuss each of the areas from the Indiana Campus Compact Institutionalization Rubric the ACCE committee has chosen to place its focus. Discuss why have each of these areas been prioritized.
- What assets and resources are currently available to support the community engagement efforts? Consider the following:
 - What is the existing infrastructure on your campus to support community engagement efforts?
 - How is your campus serving as an anchor institution within the community?
 - What existing data, connected to your community engagement efforts, do you have that may allow you to create benchmarks.
 - What is the existing engagement infrastructure within the community? How is the campus currently connected to this infrastructure?
 - Who are the campus' key community partners—including non-profit, private, and government organizations?
- Briefly describe the structure of the ACCE Planning Team. Consider the following:
 - How has this Team been structured to ensure that all voices on the team are heard?
 - How has the Team been structured to ensure that voices beyond the team are heard?
 - What gives your team the necessary ability to enact lasting change?

Anticipated Outcomes

- State the anticipated outcome(s) for each focus area.
- Include either a logic model, assessment matrix, or similar table for each focus area. NOTE: A sample logic model, assessment matrix, and outcomes table are available in the [Box cloud storage system](#).

Action Plan, Timeline, and Accountability

This section should include the action steps you will take in order to achieve your intended goals and outcomes around each focus area, as well as the proposed timeline for the initiative.

- What is the overall timeframe for each major component of the initiative?
 - What are key activities and milestones of the initiative, and when will (should) these take place?
 - What reporting mechanism will allow for ongoing planning and monitoring?
 - Who is responsible for key elements of the initiative, including monitoring progress?
- Include a timeline that outlines the key activities and milestones for the initiative, and includes the following elements:
 - Timeframe for the activity to take place OR date of the activity.
 - Who is responsible for implementation?
 - The focus area(s) and outcome(s) it is connected to.

Community Engagement Strategic Action Plan Appendices

The following should be included with each Community Engagement Institutional Rubric and Strategic Planning Report:

- Community Engagement Strategic Planning Session Agenda—document upload
- Community Engagement Strategic Planning Session attendees (including names, campus/community affiliation, titles, contact information)—document upload
- Community Engagement Institutional Rubric document with cumulative scores (either as a PDF or Microsoft Word document)—document upload
- Community Engagement Institutional Rubric Excel document with individual score—document upload
- Additional relevant appendices—zipped folder