



Campus Compact
New Jersey

Multi-Year Community Engaged Programs for Students

A Report on the 2015 Leadership Summit:
Informing 21st Century Practices in Higher Education





New Jersey Campus Compact

New Jersey Campus Compact is a presidents' higher education coalition whose mission is to further community prosperity through purposeful civic and community engagement. A nonprofit, 501c3 organization, New Jersey Campus Compact (NJCC) leverages the collective capabilities of its 20 member institutions and partnering organizations to enhance the quality of life for all New Jersey residents—especially those residing in distressed urban areas. Whether participating in a NJCC training session or working with community nonprofit volunteers and business leaders, our member representatives address pressing community needs—everything from educational access and success, poverty and substance abuse prevention, family enrichment, public health improvement and economic opportunity. In doing so, students become the innovators and changemakers of tomorrow and have the 21st century skills to be more competitive in seeking careers.

Campus Compact is a national coalition of nearly 1,100 colleges and universities committed to the public purposes of higher education. Campus Compact advances the public purposes of colleges and universities by deepening their ability to improve community life and to educate students for civic and social responsibility. Campus Compact envisions colleges and universities as vital agents and architects of a diverse democracy, committed to educating students for responsible citizenship in ways that both deepen their education and improve the quality of community life. We challenge all of higher education to make civic and community engagement an institutional priority.

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Multi-Year Community Engaged Programs for Students. A Report on the 2015 Leadership Summit: Informing 21st Century Practices in Higher Education. Jersey City, NJ: New Jersey Campus Compact, 2016



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Informing 21st Century Practices in Higher Education

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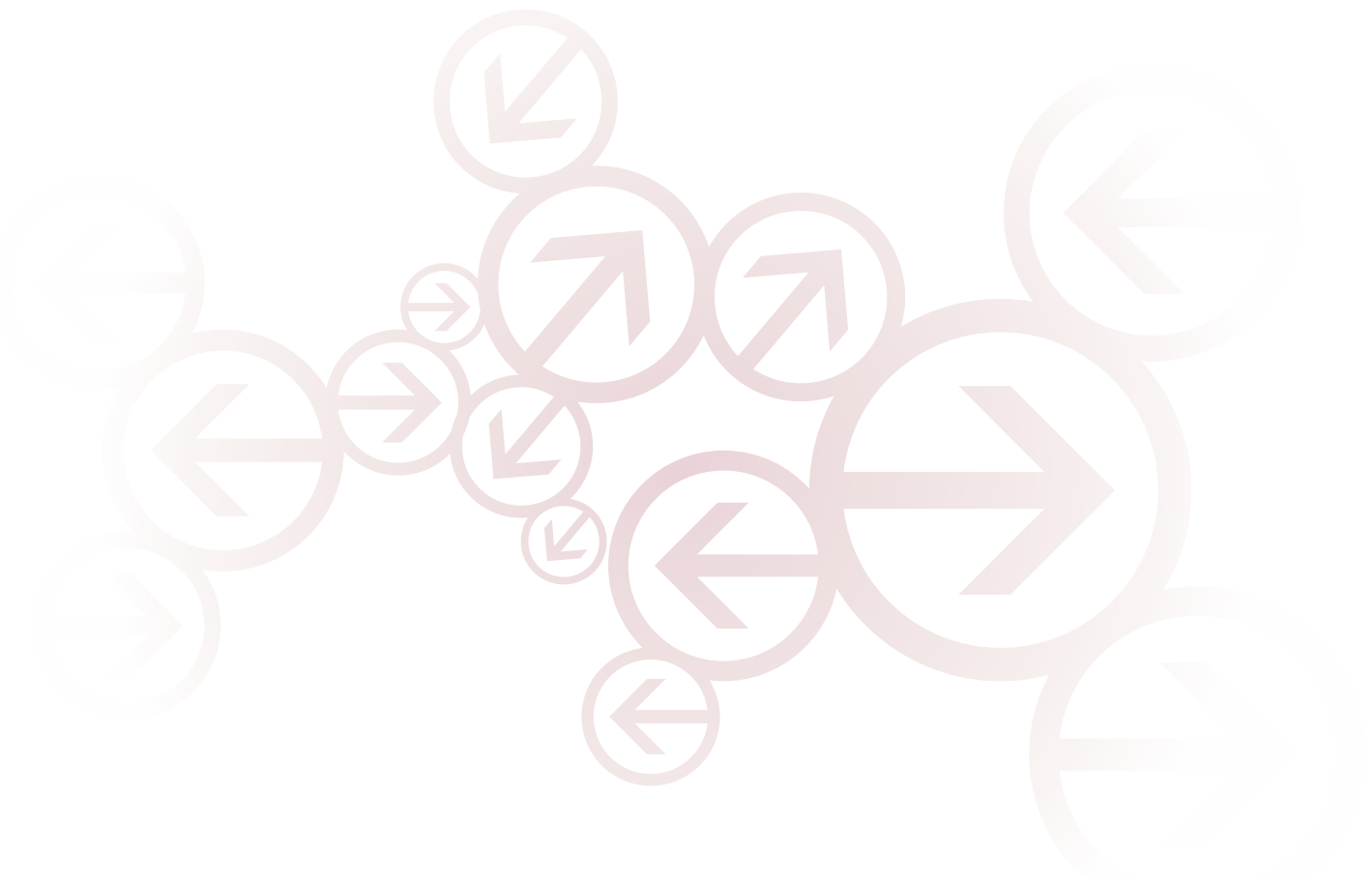




Acknowledgements

The staff at New Jersey Campus Compact, along with the board of directors, would like to thank Char Gray, Laurie Worrall of PA and NY Campus Compact, and Bonner Foundation President Robert Hackett, for their leadership at every stage in the summit planning and execution. In addition, we wish to extend our gratitude to summit facilitators Rick Battastoni and Nick Longo for their endorsement of this effort and event facilitation itself. The summit was hosted to perfection at The College of New Jersey and we would therefore wish to thank President Gitenstein and Provost Taylor for their vision in seeing the opportunity of hosting the summit.

To all the summit participants, we extend our deepest appreciation, not only for their completion of our detailed survey and contributions on the day of the summit, but for their vision and entrepreneurial spirit in establishing multi-year programs that have inspired Dr. Petersen at NJ Campus Compact to continue to spread the good news of their work. Their leadership, willingness to share documents, and comments on report drafts have proved immense in steering this process and product. Finally, the summit would not have taken place had it not been for Pat Donohue from Trenton who sadly died in 2015 not long after the event. We mourn the loss of a dear friend.





Introduction

This reporting assignment was undertaken to describe a range of exemplary, independently managed, multi-year community engaged programs for students. Given that each program that we focus on was developed independent of one another, with its own distinctive name, origin story and characteristics, we felt it important to document the breadth of innovative practices being used to develop engaged citizens and scholars. It is the firm belief of the authors that these types of programs can and should be considered deeply by other institutions of higher education wishing to create a distinctive and engaged educational experience that will help students stand out upon graduation and contribute meaningfully to society as adults.

The process leading up to this report began in 2015 with a convening focused on civic learning developmental models, which took place at The College of New Jersey. The event was organized by the state Campus Compact offices of New Jersey, New York, and Pennsylvania in partnership with the Bonner Foundation and was facilitated by Rick Battastoni and Nick Longo of Providence College. We invited 15 colleges and universities that operate such programs at public and private 4-year degree-granting institutions. While not an exhaustive list of such programs, we sourced known programs within reasonable geographic proximity.

Each program in its own way reflects higher education's public purpose - the development of socially responsible citizens capable of contributing meaningfully to their chosen communities. In particular, we sought out existing programs where the development of these attributes and characteristics is considered a multi-year objective requiring both rigorous coursework and deeply engaging community based experiences. Furthermore, we sought out programs where the multiple opportunities for learning, experience, and reflection are planned developmentally so as to produce a cumulative effect.

Of the 15 invited programs, a total of 4 programs were part of the Bonner network. The Bonner Foundation manages a network of 68 programs nationally and is a recognized leader in this work. Given that the work of the Bonner foundation is already well documented and available for review at www.bonner.org, this subset of Bonner programs was not focused on in this report. They include Montclair State University – MSU Leadership Initiative, The College of New Jersey – Bonner Scholars, Siena College – Bonner Service Leaders, and Wagner College – Bonner Leaders.

The 11 remaining programs varied greatly in terms of the number of students directly involved, the number of staff and faculty directly involved in managing the program, total number of community partners engaged in the program, and overall program budget, and is organized here as a profile snapshot. In order to determine the size of each program, a 1-6 scale was used. The total budget, number of students, community partners and staff were ranked 1-6. The exact break down of each 1-6 scale used is described in *Table 1*. Once each category was ranked, the sum of all categories was used to determine the size: small, medium, or large, as follows:

- Total score 0-10 ranked as small
- Total score 11-15 ranked as medium
- Total score 16-20 ranked as large

The result of this ranking process can be found in *Table 2*.



Table 1. Program Parameter Scale

Rank	Total Budget Scale	Total Students Scale	Total Community Partners Scale	Total Staff Scale
1	\$0-\$50,000	0-20	0-5	1 full time
2	\$51,000-\$101,000	21-51	6-10	1 full time/1 full time faculty
3	\$102,000-\$152,000	51-101	11-15	1 full time/1 full time faculty/1 part time
4	\$153,000--\$253,000	102-202	20-50	2 full time/ 1 part time
5	\$500,000-\$1,000,000	203-303	50-100	3-4.5 full time
6	\$1,000,000+	1,000+	100+	4.5+ full time staff

Table 2. Profile Snapshot of Independently Managed Programs

College/ University	Specific Program	Total Budget (staffing, program cost) rank	Total students in program rank	Total community partners rank	Total Staff rank	Rank sum	Size based on sum
Lafayette University	Pre-Orientation Service Program	1	3	1	1	6	Small
Nazareth College	Partners for Learning	4	4	2	1	11	Medium
Cornell (public service scholars)	Public Service Scholars	1	6	2	2	11	Medium
Umass Amherst	The Citizen Scholars Program	2	5	2	2	11	Medium
Drew University	Civic Scholars Program	4	4	3	3	14	Medium
Hobart & William Smith College	CCESL Civic Leader Program	2	4	4	4	14	Medium
Syracuse University	Civic Scholars Model (seem to be evaluating Mary Ann Shaw Center for Public and Community Service)	3	2	3	3	11	Medium
Gettysburg College	Center for Public Service Program Coordinators	4	2	3	5	14	Medium
University of Pennsylvania	Penn Civic Scholars Program	3	4	5	3	15	Large
DePaul University	Academic Service Learning	6	2	6	6	20	Large



Survey Details

Program managers completed a survey in advance of the event, providing us with detailed information describing their program. This information, along with some additional original source documentation, provided the informational basis of this report. The report is organized into five overall sections, plus a number of sub-sections within each. The layout attempts to provide the reader with significant information regarding the programs overall as follows:

- 1. Program type** – *curricular, co-curricular, or integrated, and; discrete, departmental, and/or campus-wide*
- 2. Description of the process for getting programs started** – *involving various parties in planning, marketing, student application and selection*
- 3. Program variability** – *student participants, academic achievement incentives and requirements, faculty and staff compensation and responsibilities, and community partner engagement*
- 4. Program funding strategies** – *funding sources and types of student compensation*
- 5. Assessment strategies** – *student development, program assessments, and community partner surveys*

This information is supplemented by an online repository known as the NJCC Virtual HUB. Membership is simple and free to all and provides numerous resources in the Repository dropdown menu, including a number of original documents used in the running of these existing programs such as program handbooks, student application forms, interview questions, assessment surveys, and more. This is designed to be utilized as an ongoing and growing resource for both existing and new program staff as well as to further research in the field. Readers of this report are encouraged to visit the site at www.groupspaces.com/njcampuscompact, join the HUB, and interact through file sharing and dialog.

It is important to share some reasons for our interest in multi-year, community engaged programs for students. In this, the 21st century, the word ‘career’ is obsolete, replaced in practice by sequences of jobs that we are rapidly learning will require an entirely more varied skillset than pure disciplinary expertise. College graduates who wish to stand out will need to demonstrate excellence in applying their learning to constantly evolving world settings. Employers want to see experiential outcomes that we believe are best developed over several years of mindfully navigated curriculum and community engagement (Hart Research Associates, 2015).

Table 3. Higher Education Student Learning Outcomes Rated as Important by Employers (Hart Research Associates, 2015)

Learning Outcomes Four in Five Employers Rate as Very Important (Proportion of employers who rate each outcome an 8, 9, or 10 on a zero-to-10 scale)	
	Employers (%)
The ability to effectively communicate orally	85
The ability to work effectively with others in teams	83
The ability to effectively communicate in writing	82
Ethical judgment and decision-making	81
Critical thinking and analytical reasoning skills	81
The ability to apply knowledge and skills to real-world settings	80





When students spend significant time engaged in issues facing communities, they develop an understanding of how their education applies to the real world and, in so doing, they become an ally to their own education process. This increases the likelihood that they will finish their degree and connect to opportunities upon graduation. In other words, these students not only deepen their understanding of context and complexity, but they forge relationships that can prove valuable upon graduation. Here in New Jersey, outmigration of higher education graduates is a real issue and so this very facet of these types of student experiences serves as a strategy to retain a young, dynamic and skilled workforce, thereby fueling more equitable economic development.

The evidence connecting community engagement and student success is encouraging, especially when one considers the cumulative value of structured sequences of experiences. In 2010, Campus Compact released “*A Promising Connection*” which laid out the connections between community engagement and student success:

College students who participate in civic engagement learning activities not only earn higher grade point averages but also have higher retention rates and are more likely to complete their college degree. They also demonstrate improved academic content knowledge, critical thinking skills, written and verbal communication, and leadership skills. Moreover, these students show increased interest in becoming personally and professionally involved in future community enhancement projects.

It is also important to recognize that most community engagement activities that are connected to a college education take place in communities that neighbor institutions of higher education. This fact builds students’ commitment to place through experience and deeper appreciation of local opportunity and challenge. As stated by the highly influential report by Battastoni and Longo (2006):

Building a commitment and understanding of place, the local economy, the local culture, and local politics is essential for developing civic and corporate responsibility—and this can be learned through community engagement. (These experiences take) learning outside the classroom and into the community—giving students the opportunity to learn about the broader community through service and public problem-solving. Service-learning, in short, gives students a new sense of place.



Creating Opportunities for Community College Students

The efforts of America's 1,108 community colleges (American Association of Community College, 2016) to cultivate "civic-minded graduates" (Steinberg, et al., 2008) are rooted in their original founding and purpose. Community colleges in particular, because of their inherent mission to serve the economic and workforce needs of the communities in which they are situated, have clear civic engagement learning outcomes tied to the economic development of their students and regions (Creighton, 2013; Murphy, 2014). When democratic citizenship outcomes are featured, they are sometimes prized because the educational benefits of their associated high impact practices such as service-learning or leadership courses are linked with positive gains in student retention (Wittman & Crews, 2012). However, neither the economic nor career readiness attributes of civic engagement learning outcomes (Kawashima-Ginsberg et al., 2012; Jordan & Krumnow, 2014) negate or dilute their importance to student development. In fact, colleges and universities that have committed to engage with the communities of which they are a part have generated significant measurable economic returns with those communities in a manner that can be rightly called "engaged learning economies" (Wittman & Crews, 2012).

Nonetheless, expectations of community colleges as "make-over" institutions that can transform working class students into "productive citizens" without addressing the realities of underfunded K-12 education and structural racism are unfair and unfounded (Cahill & Fine, 2014). The role of community colleges in fostering democratic ideals can neither be dismissed or overstated when the data show that among first-time college students with family incomes of \$32,000 or less, 57 percent started at a two-year or less-than-two-year college rather than at a four-year institution (Berkner & Choy, 2008). 50 percent of Hispanic students start at community colleges, along with 31 percent of African American students. In comparison, 28 percent of White students begin at community colleges (Education Longitudinal Study, 2002-06). Without a doubt, community colleges educate the most minority, low income, and first-generation students. Single parents, immigrants, veterans, people with disabilities and part-time students are more likely to attend community colleges than senior colleges. The average age of a community college student is 28 (American Association of Community College, 2015). With the exception of age and veteran status, community college students most accurately reflect the demographics of the emerging American majority.

However, unlike public, private, and for-profit senior colleges, the nation's community colleges offer few civic leadership programs. Those that do offer an array of opportunities and many take the form of stipended student support of curricular and co-curricular service-learning programs. Some offer scholarships to outstanding civic leaders to help fund their community college tuition while more use Federal Work Study to employ students in community organizations and others work with Campus Compact to place students in the community as AmeriCorps members while they attend college.

Our shared challenge, therefore, is to identify existing practices and examples of 2-year/4-year partnerships that place opportunity within a paradigm of inclusivity. Multi-year community engaged programs for students at community colleges will have a positive impact on society. Even if programs are not managed by the community college but are instead managed by a neighboring 4-year degree granting institution, we can find meaningful ways for students at the community college to be involved. In situations where the 4-year considers its neighboring 2-year one of its primary sources of transfer students, these types of partnerships can be increasingly important, given the likelihood of students' more expedient integration and engagement into their 4-year campus life.



In summary, we see this articulation of higher education's public purpose, designed as multi-year community engaged programs for students, as an important way to develop responsible citizens capable of engaging meaningfully to society. We believe these students stand out to employers and in how they can develop new civic-minded business opportunities. We believe multi-year community engaged programs for students can prove influential to local community prosperity. We believe such approaches must expand the possibilities for involvement of community college students.

The remainder of this report provides an overview of existing programs, their recruitment processes, sample student experiences, and much more. It is the hope of the authors that, in publishing this report, we are supporting higher education leaders' agency in developing new multi-year programs, believing too that such programs express higher education's public purpose.



Section 1 What are the Main Kinds of Developmental Models?

A brief snapshot of the different kinds of programs is provided in this section. The purpose is not to extensively explain the research surrounding each term as that is already well catalogued. Instead, we aim to show the variability across the programs we worked with. This highlights how each program was developed based on internal specific opportunity and traction among participants involved. Additionally, we elaborate in greater detail on the possibilities for partnerships between 4-year programs and neighboring 2-year colleges, with examples given of existing partnerships where known.

A. Integrated / Curricular / Co-curricular

Multi-year student engagement programs identified themselves in the survey as being integrated, curricular, or co-curricular. Table 4 below gives the snapshot of responses.

Table 4. Integrated, Curricular, & Co-curricular Programs

College/University	Integrated	Curricular	Co-curricular
Lafayette University	✓		✓
Nazareth College			✓
University of Pennsylvania	✓		
Cornell University	✓		
Umass Amherst		✓	
Drew University	✓		
Hobart & William Smith College		✓	✓
Providence College		✓	
Syracuse University	✓		
Gettysburg College			✓
DePaul University		✓	

Integrated programs can be described as having a central coordinating office or management that assists with connecting various aspects of engagement, including curricular and co-curricular. The various aspects of integrated engagement connect students, community agencies, and institutions (The Corella & Bertram F. Bonner Foundation, n.d.). In addition, integrated models can also include faculty engagement and engagement within the curriculum.

Curricular programs focus on community engaged learning opportunities. Service-learning is defined as “a course-based, credit-bearing, educational experience in which students participate in an organized service activity that meets identified community needs and reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility” (Bringle & Hatcher, 1995, p. 112). These community engaged learning opportunities are available primarily through the curriculum.

Co-curricular programs can be broad in nature and less clearly defined or described. The terms for describing these efforts are numerous and can include volunteering, community service, community-based research, and community service work-study (Jacoby, 2009). These engagement experiences generally take place outside of the context of deepening classroom and textbook learning.



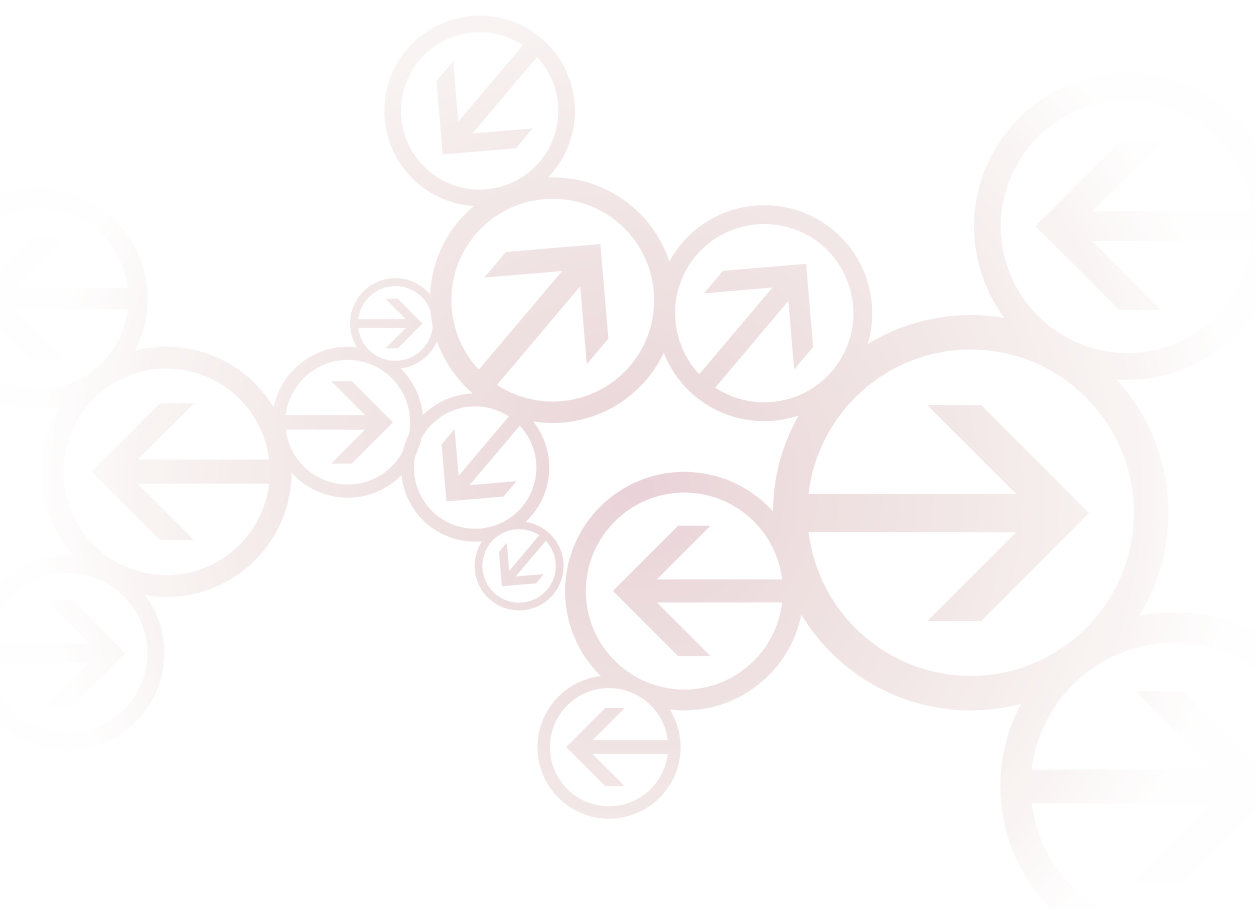
B. Discrete / Departmental / Interdisciplinary / Campus-wide

Survey respondents classified their programs within the categories of Discrete, departmental, interdisciplinary, and/or campus-wide. *Table 5* provides a snapshot of responses.

Discrete programs are programs for a set number of students from across the campus. Departmental programs are specifically tied to an academic department. Interdisciplinary programs involve two or more academic departments. Campus-wide programs are open to any number of eligible students on campus that are interested and there is no cap set on the number of students or academic departments.

Table 5. Discrete, Departmental, Interdisciplinary, & Campus-wide Programs

College/University	Discrete	Departmental	Interdisciplinary	Campus-wide
Lafayette University	✓			
Nazareth College				✓
University of Pennsylvania	✓			
Cornell University				✓
Umass Amherst	✓		✓	
Drew University	✓			
Hobart & William Smith College		✓	✓	✓
Providence College		✓		
Syracuse University				✓
Gettysburg College	✓			
DePaul University				✓





C. Two-Year/Four-Year Partnerships and Cohort Programs

All fifteen programs that attended the 2015 summit operate at 4-year degree granting institutions. Thus, an intentional addition to this report is that we identify and examine primarily Associate's degree-granting institutions that are laying the groundwork for clear articulation transfer pathways that feature the development and growth of civic leadership within their graduates seeking a baccalaureate degree.

Upon entering community college, 81 percent of students say that their plan is to go on to earn a bachelor's degree. Community college students recognize and respond to the promise of the social and economic impact of a baccalaureate education but, ironically, these two factors weigh heavily among their obstacles to attaining it. Only 33 percent of entering community college students transfer to senior colleges within six years. For transferring community college students who graduate with an associate's degree or certificate, 48 percent complete their bachelors within six years of starting community college (Jenkins & Fink, 2016).

There are few specific examples of recruitment, scholarships, community/campus employment or continued engagement of community college civic leaders hoping to transfer upon graduation to a senior college, although at the time of this writing, several are in the works. Several examples below are made possible because of outside entities external to the community and senior colleges involved, or through existing higher education coalitions, that function to help civically engaged community college students access the civic engagement opportunities offered through senior colleges situated in their communities as well.

CIVIC Scholars Program, Tidewater Community College, VA - <http://www.civichr.org/>

The CIVIC Leadership Institute in Hampton Roads, VA and Old Dominion University collaborated to develop regional leadership by creating the CIVIC Scholars Program. Tidewater students with an interest in volunteering and a 3.0 GPA are among its members. The program teaches critical problem-solving with issues in the Hampton Roads community and challenges them to find possible solutions. Students participate in the CIVIC Leadership Institute program days, volunteer opportunities, and a year-long impact project and are provided with an executive-level mentor in their projected career path (CIVIC Leadership Institute, 2016).

Community Learning Partnership (CLP) - <http://communitylearningpartnership.org/>

A national network dedicated to developing and institutionalizing certificate and degree programs in community organizing, development and change, the Community Learning Partnership fosters partnerships among institutions of higher education and community organizations to promote participatory democracy. To date the program has developed eight Community Change Studies programs — civic pathways—across the country, engaging community colleges with senior colleges within their communities in the same city or region (Community Learning Partnership, n.d.). Among their ongoing and nascent partnerships are:

- Hostos Community College, CUNY and City College of New York, Powell School, CUNY, NY
- Hinds Community College, Jackson State University and Tougaloo College, MS
- Minneapolis Community & Technical College and Metropolitan State University St. Paul Campus, MO
- De Anza College and University of California Santa Cruz, CA (Minieri, J, email correspondence, March 2016)





Phi Theta Kappa Honor Society - <https://www.ptk.org/Home.aspx>

PTK recognizes and encourages academic achievement among two-year college students and provides them with opportunities to develop leadership and service, fellowship, and continuing academic excellence (Phi Theta Kappa Honor Society, n.d.). Members have access to leadership on local, regional, and international levels and can participate in College Projects that provide service toward achieving strategic goals in collaboration with the college president. PTK Foundation supports members' transfer success through \$87 million in transfer scholarships to four-year colleges and universities, community engaged learning opportunities, and merit and need-based scholarships while students are still enrolled in community college (Bryant, C. telephone interview, March 17, 2016).

The Democracy Commitment (TDC), founded in 2011 as an off-shoot of the **American Democracy Project (ADP)** fosters civic learning and democratic engagement with community college students. TDC member institutions promote awareness of the historic mission of community colleges for students to pursue civic work and are beginning to partner with regional ADP colleges and universities to catalyze 2-4 year civic transfer partnerships (Kisker & Ronan, 2016). More than half of students graduating from American Association of State Colleges and Universities (AASCU)-affiliated institutions have transferred from community colleges (Ronan & Mehaffy, 2013). The joint efforts of TDC and ADP are targeted to narrow the gap between two-and four –year colleges through a sequential array of civic engagement practices, positions, and curricular and co-curricular programs: “Imagine communities where students are actively engaged in civic life, addressing local policy issues in a sustained and purposeful way throughout their degree programs and then pursuing long-term employment or civic engagement in their cities and towns” (Ronan & Mehaffy, 2013).

Several of these civic pathways to transfer originating in the community colleges incorporate increasing levels of civic learning and social responsibility. A TDC member institution, Heartland Community College (HCC) and ADP member Illinois State University (ISU), began partnering on voter education campaigns and co-hosted political issues forums. That collaboration led to a curriculum sequence in civic engagement at HCC in which its 13-15 hour Civic Engagement Curriculum Sequence articulates into ISU's 21 hour minor in Civic Engagement and Responsibility (Ronan & Mehaffy, 2013) managed through ISU's Center for Teaching, Learning and Technology across various schools and departments (Illinois State University, 2015).

Similarly, Massachusetts's Mount Wachusett Community College created a new Nonprofit Management Certificate and Community Leadership Degree through an ADP/TDC Economic Inequality joint initiative with Fitchburg State University (Domagal-Goldman, Arteaga & Forhan, 2016).

Yet more below are paving the way for partnerships forged on positive local circumstances and a commitment to student success and therefore institutional success.

California State University campuses are looking for ways to facilitate the transfer process through increased civic leadership opportunities for students coming from the community colleges in their regions. For example, Cal State East Bay's Center for Community Engagement offers students the Pioneers for Change (PfC), a paid service learning leadership program (California State University, 2016). Students from DeAnza, a San Francisco-based community college, who earn a Certificate in Leadership and Social Change of 18 units through Vasconcellos Institute for Democracy in Action (VIDA) are urged to apply for PfC positions at Cal State East Bay (DeAnza, 2015). Beginning by working with local community colleges on shared civic projects over the years, Cal State Chico is collaborating with Butte College to develop a proposal for a minor that the faculty senate of both campuses can ratify that would be articulated from the community college to the Cal State Chico campus (Ertle, E.C., email correspondence, May 19, 2016). Currently, the two institutions already have an agreement in place where Butte students can earn a CSU-transferable unit of college credit in Service Learning in the Fall and Spring Semesters. The course requirements include volunteering a minimum of 20 hours within the semester and completing related reading and writing assignments relevant to the community experience (Butte College, 2015).

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Arizona's Maricopa County Community College District (MCCCD) has a long history of leadership in civic engagement at the community college level. Among its numerous initiatives to promote student civic learning outcomes on its campuses, Maricopa awards the Chancellor's Civic Leadership Medallion to students who submit evidence of 100 points of civic engagement activities (Maricopa Community College, n.d.). Maricopa students who transfer to Northern Arizona University are encouraged to pursue its Civic Engagement Minor (Northern Arizona, 2015).

Another instance of starting organically with place-based collaborations, and growing the community/senior college partnership, the **University of Nebraska Omaha** and its neighbor, **Metropolitan Community College Landing** campus share Signature Service Days throughout the year, including Spring Break and MLK Day. Metropolitan also works with UNO's Office of Civic and Social Responsibility at the Barbara Weitz Community Engagement Center and with its Service-Learning Academy" (Langdon, H. telephone interview, May 27, 2016).

Finally, those featured below believe and show that official transcripts reflecting curricular and co-curricular community engagement can be very helpful to both students and their identified transfer institution. They should therefore be considered very carefully by others that might also see this as an achievable addition to their business practices.

Bergen Community College

By instituting transcript notations of service-learning, community colleges are giving their students multiple advantages in the transfer process. Students in a variety of programs such as dental hygiene or nursing at New Jersey's Bergen County Community College who have successfully completed service-learning courses so designated on their transcripts have had service-learning requirements in those programs at their senior colleges waived and thus saved time and financial expense. Bergen's Career Development and Service-Learning Coordinator is in dialogue with William Paterson University and Seton Hall University to develop formal articulation agreements based on alumni who are reporting that the senior colleges are waiving their service-learning requirements in recognition of their having already earned them (Matthews, C. telephone interview, May 19, 2016).

Raritan Valley Community College

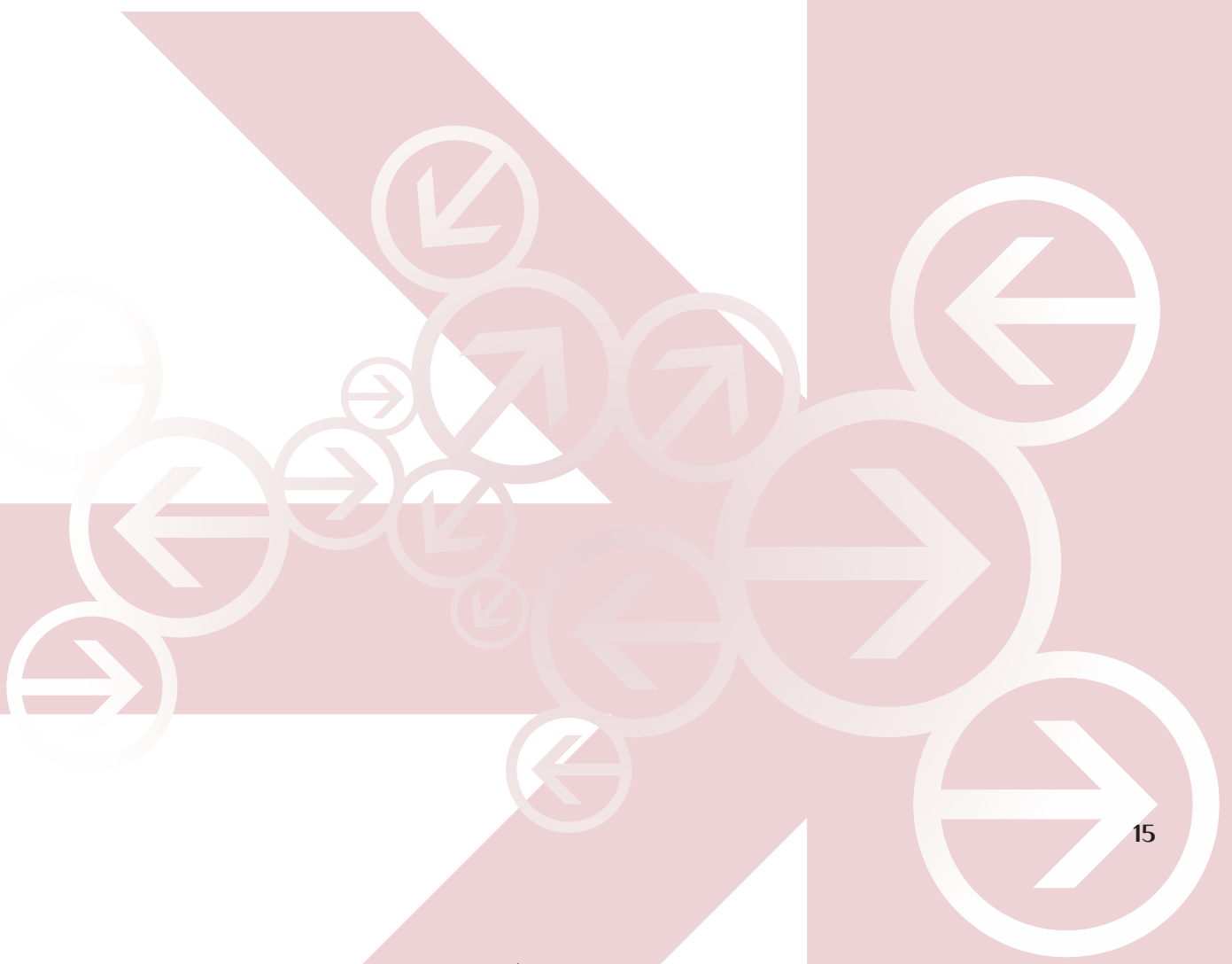
Despite comparatively less access to resources and personnel that some senior colleges can offer, long-time community college professionals whose deep roots in the civic well-being of their communities started leading service-learning initiatives from their campuses. Their attention and dedication has continued to expand over the years, and the relationships and reputations they've forged bear fruit in civic leadership opportunities with the students and communities they serve. Raritan Valley Community College in New Jersey has long offered high-quality service-learning course that involve complex planning and coordination to make them truly sustainable from semester-to-semester and year-to year. The payoff is that current service learners create new service learning placements for the program. Because of the quality of the combined work of the program administrator, service-learning faculty and students, numerous students get job offers as a consequence. In other cases, some students who complete service-learning projects continue to volunteer each semester with the same community partners and receive increasing levels of responsibility (Moog, L. email communication, May 19, 2016). In some cases, the service-learning courses in specific majors completed by community college students exceed the basic requirements of the state. The senior colleges are evaluating the service learning on official Student Engagement Transcripts as active learning comparable to what transferring students would have been required to take in the program courses (Moog, L., email correspondence, May 19, 2016).





Section 2 What are the Different Ways and Capacities to Get a Program Started?

Programs often start not through the perfect alignment of factors but due to the diligent persistence of a small number of campus and community innovators. This section briefly outlines this start-up variability among programs and, importantly, highlights the multiple voices involved in getting an idea off the ground. Programs would not be possible without faculty buy-in. Programs couldn't operate without administrative time. Sustainability couldn't be achieved without a degree of endorsement from the leadership, often including budgetary commitments. Community leaders are obviously key partners in developing students' skills and understanding. Finally, and most critically, what would be the point of any of these efforts without the desire among the student body to commit, despite the number of potential pitfalls, to facing challenges daily and thereby making their own development a very public process. These students are to be lauded for their bravery.



A. The Various Ways Constituents Were Involved in the Initial Phases of Planning

In the initial phases of planning meaningful engagement opportunities, institutions involved a variety of constituents in getting their programs started. These constituents included: administrator/leadership, faculty, students, community partners, deans, funder, and others. *Table 6.* gives a snapshot of the significant involvement of multiple stakeholders in the development of all programs represented at the summit.

All institutions surveyed indicated that multiple constituents were involved when successfully getting their program started. The majority of those surveyed indicated that involving administrators and those in leadership roles, as well as the faculty members, were involved in the initial phases of planning. Other constituents included alumni and trustees.

Table 6. Constituents Involved in Initial Phases of Planning

College/University	Students	Community Partners	Faculty	Dean(s)	Administration/Leadership	Funder	Other
Lafayette University	✓		✓		✓		
Nazareth College	✓	✓	✓	✓	✓	✓	
University of Pennsylvania	✓		✓	✓	✓		
Cornell University			✓	✓	✓		
Umass Amherst			✓	✓		✓	The Dean was the funder
Drew University				✓	✓		
Hobart & William Smith College	✓	✓	✓		✓		
Providence College	✓	✓	✓		✓	✓	
Syracuse University	✓	✓	✓	✓	✓	✓	
Gettysburg College	✓	✓	✓	✓	✓		Alumni, Trustees
DePaul University	✓	✓	✓	✓	✓	✓	

B. The Various Ways of Marketing the Program to Students

For the most part, staff utilized multiple methods for identifying the candidates for their program that would be likely to be interested and successful. This ranged from engaging with campus staff, faculty, peer and soliciting community partner recommendations. Similarly, for marketing their program to students, a range of strategies were used, including university admissions, and also outreach to students through faculty, staff, peers and community partners. *Table 7a.* and *7b.* provide a snapshot of student identification and marketing methods used.

Table 7a. Methods Used to Identify Student Candidates and Market the Program to Students

College/ University	Marketing and outreach connected with college/university admissions (i.e., on website, through a targeted letter, etc.)	Student initiative during their under-graduate experience (i.e., students find the program due to their studies or involvement)	Staff outreach/recommendation (i.e., students are encouraged based on service work, identity group, etc.)	Faculty outreach/recommendation (i.e., students are encouraged based on coursework, etc.)	Peer outreach or other unique outreach	Community partner outreach/recommendation (i.e., students are encouraged to apply to the institution and program by a partner or community member)
Lafayette University	✓				✓	
Nazareth College	✓	✓	✓	✓	✓	✓
University of Pennsylvania	✓					
Cornell University	✓	✓	✓	✓	✓	
Umass Amherst		✓	✓	✓	✓	
Drew University	✓				✓	
Hobart & William Smith College	✓	✓	✓		✓	✓
Providence College	✓	✓	✓	✓	✓	
Syracuse University	✓	✓	✓	✓	✓	✓
Gettysburg College		✓	✓	✓	✓	✓
DePaul University		✓		✓		



Table 7b. Other Elements of Student Recruitment

College/University	Details Provided in the Summit Survey
Lafayette University	Marketing at Experience Lafayette College Day (accepted students visitation); peer outreach on social media
Nazareth College	We provide incentives for students in the program to promote the program to others. We also train Orientation Leaders to provide information about the program to incoming students
Cornell University	We use various methods to recruit student applicants, listservs, website, social media, etc.
Umass Amherst	Two current students work with the program manager to run the recruitment campaign. The students schedule visits in related classes to pitch the program, as well as visits to student organizations. Staff and faculty also pitch the program to faculty and advisors in other units, as well as to students at information fairs about service-learning opportunities more broadly
Drew University	We encourage current Civic Scholars to reach out to applicants and participate in admissions events
Providence College	Students fulfill core curriculum proficiencies by taking our intro course. Several eventually declare a major or minor in Public and Community Service
Syracuse University	Shaw Center programs are: leadership, literacy, community engagement and consultation. Students run all center programs under professional staff supervision. The center functions as a living learning classroom, however, we do not provide academic credit except through numerous faculty/classes scattered across campus
Gettysburg College	CPS solicits recommendations for program coordinators from our community and campus partners, then sends an application to those recommended. Applications are also accepted from students who are independently interested. Current program coordinators also visit courses incorporating community-based learning, as well as talk to students engaged in the community based activities which they facilitate

It is worth noting that a majority of institutions expressed the benefit of using current students to recruit others. This includes getting students to go into classes, visit student organizations, use social media, and reach out to particular peers that they think would be interested.





Sample Document 1 gives an example of the form used for recruiting students at Syracuse University. This initial screening phase helps the Shaw Center identify the issue areas of interest to students, but is just one step in the process.

Sample Document 1. Program Recruitment and Selection Form Used at Syracuse University

VOLUNTEER INTEREST FORM

Shaw Center
237 Schine Student Center

Phone: 443 - 3051
email: shawcenter@syr.edu
Web page: <http://shawcenter.syr.edu>

Date: _____

Student ID# _____

Name: _____

Local Phone: _____ Email: _____

Local Address: _____

Affiliation to University:

☐ FR ☐ SO ☐ JR ☐ SR ☐ GRAD ☐ STAFF ☐ FACULTY

Sex: ☐ MALE ☐ FEMALE

Other: _____

College(s): _____

Major(s): _____

Group Affiliation (if applicable): _____

of potential volunteers: _____

I am interested in the following projects / opportunities (check all that apply):

AIDS

____ Education
____ Service

ADULT LITERACY

____ Tutoring
____ Advocacy

ARTS

____ Museum
____ Theaters

CHILDREN

____ Tutoring
____ Mentoring
____ Parties
____ Recreational Activities
____ Teens

HOUSING

____ Advocacy for the Homeless
____ Renovation/Building
(Habitat for Humanity)

OTHER (Please Specify): _____

DAY CARE

ELDERLY

____ Nursing Homes
____ Alzheimer's Organization

ENVIRONMENT

____ Clean-ups (Green-ups)
____ Advocacy

HEALTH SERVICES

____ Hospitals
____ Red Cross
____ Other

OFFICE / MISCELLANEOUS

____ Clerical

HUNGER

____ Crop Walk
____ Soup Kitchen
____ Hunger Retreats

PEOPLE WITH DISABILITIES

____ Children ☐ Mental
____ Adults ☐ Physical
____ Advocacy ☐ Companionship

WOMENS' ISSUES

____ Shelter/Residential Programs
____ Domestic Violence

What languages (other than English) do you speak? _____ Do you have your own transportation? _____

How did you hear about the Shaw Center? ☐ summer mailing ☐ on campus presentation ☐ other
☐ course ☐ residence hall
☐ friend ☐ faculty/staff
☐ previous volunteer experience ☐ CPCS website





C. The Various Ways Students Apply and are Selected

Table 8a. and 8b. describe the phase of admissions/campus life when students are selected for the programs.

Table 8a. Phase When Students are Selected for the Program

College/ University	School Admissions Process (Fall start)	Freshmen Fall Semester (Fall start)	Freshmen Fall Semester (Spring start)	Freshmen Year (Summer start)	Freshmen Year (Sophomore fall year start)
Lafayette University	✓				
Nazareth College		✓	✓		✓
University of Pennsylvania	✓				
Cornell University		✓		✓	✓
Umass Amherst					✓
Drew University	✓				
Hobart & William Smith College					✓
Providence College	✓				
Syracuse University		✓			
Gettysburg College					✓
DePaul University	✓				





Table 8b. Other Ways Students are Selected for the Program

College/University	Other
Lafayette University	Early summer application process for FYS
Nazareth College	Students can enter the program at any time during their studies, Freshman through Senior years and in Graduate School
Cornell University	Students can apply for the program, if they can complete all the program requirements
Umass Amherst	CSP is a two-year program, so students are selected in the spring of either their first or second year to start in the fall of their sophomore or junior year
Providence College	Students enter when they decide to declare major/minor, or when they wish to consider one
Syracuse University	Students are not "selected" through formal process. They come to the program through curricular and co-curricular programs of the center
DePaul University	By enrollment in courses

Many institutions recruited students for their program through the admissions process and then continued to be recruited in subsequent years. Gettysburg College and Hobart & William Smith College, for example, recruit students in all class years. University of Massachusetts Amherst recruited in the spring of their first or second year in order to move through a particular course sequence. Their first course begins every fall, so the sequence is fall/spring/fall/spring. If a student starts in the fall of their sophomore year and then decides to do study abroad or domestic exchange during their junior year, their sequence would be fall/spring/year's leave of absence/fall/spring. They would complete the second year of the program with the cohort that started the year after they started.

Hobart & William Smith College also work with admissions to recruit students who have received the Presidential Leadership award for high school seniors with a demonstrated record of service in their communities. DePaul University also recruits extensively through admissions as seen in *Sample Document 2*.





Sample Document 2. Recruitment of Students through the Admissions Process at DePaul University

DePaul University: Community Service Scholars (CSS) Scholarship Application and Review Process

The CSS Scholars admission process is a collaborative effort that is directed by the admissions team, implemented by the CSS staff with considerable involvement and input from the CSS interview committee. Although the details below have been provided to guide the Admit Student Days process, room for flexibility within the schedule may occur as many of these events may overlap.

Pre-Admit Days Process

Coordinated by Admissions Team

- Review and update all CSS information on Admissions Marketing & Application Materials
 - CSS Application Questions
 - CSS Criteria for Essay Review
- Meet with Admissions Team to go over CSS Admission process and schedule (Please see Appendix X for sample Admissions calendar)
- Followed up with general communications between Admissions Team and CSS program coordinator(s)
- Admissions Team will make all scholars applications available during Fall quarter. Information about all scholarships can be located at: <http://www.depaul.edu/admission-and-aid/Pages/scholarships.aspx>
- Applications are due early February. Shortly after the deadline, the Admissions Team will begin to make applications available for review through AcademicWorks (https://depaul.academicworks.com/users/sign_in). The formal application review occurs once all applications have been received and once a report of applicant information has been compiled by Admissions Team. See below for additional details on this process.
- The Admissions Team will also send an email with a complete list of CSS applicant information including already received scholarships. Please see below for details about scholarship restrictions and guidelines.
- The Assistant Director of Undergraduate Admissions will request a meeting to review and finalize deadlines and preferences for interview locations with CSS staff.

*Please note that additional training may be available for AcademicWorks by the Admissions Team. Please follow up with their offices to confirm.

CSS Scholars Application Review Process

Coordinated by CSS Staff

- Identify initial selection committee including Associate Director, Faculty Director, CSS Scholar Coordinator(s) and -2 additional members of Steans Center staff. It is ideal to invite 50 candidates to interview.
- Solicit interviewers for the interview days – ideally one staff member to be paired with a current CSS Scholar, and 5 pairs for day-of.
- Provide Admissions Team with registration information including email addresses and staff ID numbers of selection committee members to grant them access to online applications. Please make certain that all selection committee members complete the AcademicWorks training if not already done so.
- If not already integrated into AcademicWorks automated system, please use the demographic and scholarship award report to cross-reference prior to reviewing applications. The number of invitations for interviews are restricted based upon whether the applicant has been awarded another scholarship (e.g. Dean, DePaul Presidential Scholarship Award and DePaul Vincentian Scholarship Award.)

continued next page





- Review online applications through AcademicWorks. After each selection committee member is designated a certain group of applications to review, please note that reviewers should not hit “submit” once the rating of each individual application has been completed. This will avoid the application being sealed and sent to the Admissions Team and ensures that the reviewer will still have access to the application for printing or sharing with other members of the selection committee.
- Through the application review process highlight the “Yes’s,” “No’s,” and “Maybe’s.” based up on the CSS Scholarship Criteria. Ideally, the applicant pool needs to be narrowed down to 50 to 60 interviewees, according to the recommendation of the Admissions team.
- Send the final list of interviewees to the admissions team, according to the deadline set by the admissions team.
- Recruit staff and faculty members to serve as interviewers and current CSS Scholars to participate on interview date as secondary interviewers.

Interview Day

Coordinated by Admissions Team & Facilitated CSS Staff

- Interviewers will be provided with interview questions that they can use to write notes about the candidates’ responses. After all interviews are completed, interviewers must input their feedback on the qualtrics form by the end of the weekend. Hard copies must be returned to the CSS staff for documentation.
- Interviewers are to co-interview each applicant and write down their input on the feedback form.
- CSS Coordinator will develop final list of applicants and consult with Associate Director to approve them. In addition, a list of alternatives must also be chosen in the case that invited candidates reject the invitation into the scholarship. Please follow the guidelines set out by the Admissions Team.

A list of the student finalists must be sent to the Admissions Team by specified deadline. The Admissions Team will contact CSS Staff if alternatives are needed.

Note: Depending on the number of students invited to interview and the availability of applicants to participate in the Depaul Admit Day process some interviews may be conducted earlier in the week through 1:1 meetings and/or Skype Interviews. Similarly, on Admit Day, certain selection committee members may begin interviews earlier or later on Interview Day. For most of the interview process, multiple interviews will be occurring simultaneously within a time frame designated by the Admissions Team





Sample Document 3 demonstrates the process of interviewing applicants that is undertaken by UMass Amherst.

Sample Document 3. Recruitment of Students through the Interview Process at UMass Amherst

University of Massachusetts Amherst Citizen Scholars Program Interview Questions

Applicant: _____ **Interviewer:** _____

Opening words should put the applicant at ease and should include some version of the following:

- Thank you for your interest in the Citizen Scholars Program. We enjoyed reading your application.
- The purpose of this interview is to give you an opportunity to learn more about the program and for us to learn more about you.
- It is important to us that you know as much about the program as possible – it is a great opportunity and it is also very intensive. The combination of academic work, community engagement and community building are all important aspects of the program and require a substantial commitment from students in the program.
- We ask for such a substantial investment because we want students and the community to get as much as possible out of involvement in the program.
- Please feel free to ask questions at any point during the interview and feel free to take time to think about your responses.
- We'll begin by letting you hear from the student interviewer about what the program is like for him/her.
[CSP student interviewer gives short story of self-in-CSP.]

- 1) How did you hear about the program?
 - 2) What attracted you to the Citizen Scholars Program?
 - 3) How did you make the decision to go to college and how has it been since you've been here?
 - 4) What kind of classroom and assignments work best for your learning?
 - 5) Tell us about a class or teacher who inspired you and tell us a story about the effect it had on your life.
 - 6) What issues are you passionate about? (Reference a passion that was in the essay here).
 - 7) Can you tell a story about a time when you worked across difference? Difference can mean many things. Some examples are differences in terms of social identity such as age, ability, race/ethnicity, religion to name a few. Choose a difference that means something to you in your experience and share what you're comfortable sharing.
 - 8) What does social justice mean to you? Have you worked toward justice? How do you see yourself working for justice in the future? Please share more about experiences you have had or hope to have in service, activism and advocacy.
 - 9) Have you been involved in teamwork? What was it like for you?
- Ask for any final questions from the candidate.
 - Address any concerns if necessary.
 - Thank candidate for coming to talk with us. Let them know that we will be in touch about admissions decisions during the week of April 4th.
 - Remember to give each applicant the candidate handout with the dates and times for the orientation, Good Society and the Recognition Ceremony that she/he will be expected to attend if accepted into the program.





All 11 programs had applications for students to apply for their programs. *Table 9a.* gives an overview of what was included in their application process. In addition to the table above, programs also had unique aspects to their application process as seen in *Table 9b.*

Table 9a. Steps Included in the Application Process

College/University	Form	Resume	Essay	Interview by staff (phone)	Interview (on campus)	Interview by students/peers (on campus)	Interview by staff (on campus)
Lafayette University	✓	✓	✓				
Nazareth College	✓		✓	✓	✓	✓	✓
University of Pennsylvania	✓	✓	✓	✓			
Cornell University	✓	✓	✓				✓
Umass Amherst	✓	✓	✓			✓	✓
Drew University	✓	✓	✓				
Hobart & William Smith College	✓						
Providence College	✓	✓					
Syracuse University	✓	✓	✓			✓	✓
Gettysburg College		✓	✓			✓	✓
DePaul University	✓	✓				✓	

Table 9b. Other Methods Included in Application Process

College/University	Details Provided in Summit Survey
Nazareth College	Written recommendation required
Cornell University	Interview by faculty
Umass Amherst	Staff and students work together on the admissions committee to jointly conduct interviews and then decide on admissions
Drew University	Recommendation letters
Syracuse University	References must be provided by former employers, faculty/teachers, staff
Gettysburg College	Roundtable social justice discussions with community partners





The majority of institutions required a form, resume, and essay. Many institutions also required an interview and/or recommendation. Table 10a. and Table 10b. identifies how college and universities recruited and selected students for their programs.

The majority of college/university students asked potential program recruits to join the programs and also had students complete an application. Recruitment was often an important aspect for these programs.

Table 10a. How Students are Recruited and Selected for the Program

College/University	By invitation/students asked to join	Student application	Both invitation and application	Students hear about the program and contact us (then start process)
Lafayette University	✓	✓	✓	
Nazareth College	✓	✓	✓	✓
University of Pennsylvania	✓		✓	
Cornell University		✓		
Umass Amherst		✓		
Drew University	✓	✓		
Hobart & William Smith College	✓	✓	✓	
Providence College	✓	✓		
Syracuse University		✓	✓	
Gettysburg College		✓		
DePaul University	✓			✓

Table 10b. Other Ways Students are Recruited and Selected for the Program

College/University	Details Provided in Summit Survey
Nazareth College	We promote the program across campus, attend job fairs, and post openings on the campus job/internship/volunteerism web platform
Umass Amherst	There is a major recruiting effort during the spring
Providence College	Enrollment in classes or declaration of major/minor
Syracuse University	Students are selected to be a part of the leadership team/staff of the center through invitation, learning about the center through a service learning class we facilitate, being directed by faculty connected to the center, complete an application, interview, reference checks, etc.
DePaul University	By enrollment in courses



D. Achievement and Demographic Factors Considered in Student Selection

As described in Table 11., demographic factors considered in student selection included race/ethnicity, gender, family income, and high school performance.

Table 11. Demographic and ‘Other’ Factors Considered When Selecting Students for the Program

College/ University	Race/ Ethnicity	Gender	Family Income	Students' high school performance (i.e., grades, test scores)	Other
Lafayette University	✓	✓	✓		Student's placement on Active Citizen Continuum
Nazareth College	✓	✓	✓	✓	Experience within an urban education setting
University of Pennsylvania	✓	✓	✓	✓	Types of community engagement in high school (and intended for college), planned course of study
Cornell University		✓		✓	Students' academic record, minimum of 3.0 GPA
Umass Amherst	✓	✓			In the application process, we ask how their experience would help them contribute to a diverse learning community, which we identify as one of our program goals. This allows them to disclose whatever they want about the ways the identify
Drew University	✓	✓	✓	✓	We do not have formal criteria for any of these categories, but do seek to recruit a diverse class each year. Students with less than a 3.0 GPA are unlikely to be accepted
Hobart & William Smith College	✓	✓	✓		Federal work study status/priority hiring (86% of HWS students receive financial aid)
Providence College	✓	✓		✓	
Syracuse University		✓	✓	✓	
Gettysburg College	✓	✓			
DePaul University	✓	✓		✓	



The majority of programs considered race/ethnicity and gender when recruiting students. In addition, GPA was also a factor that was considered. More specific factors considered include a student's experience in an urban education setting, a student's experience with community engagement in high school, and if the student qualifies for federal work study. By considering these multiple factors when recruiting, programs made an effort to bring diversity to the students involved in their programs.

A word of caution was expressed by some participants at the 2015 summit - When beginning a program, the relevant people involved need to think about the academic and social identification of the program - where the program is based / how the leadership communicate regarding program recognition, and whether the program is directly tied to institutional identity or strategic plan. This connects directly to the belief that, for each current or future multi-year program, a thoughtful process must take place both to ensure maximum buy-in from all stakeholders and in order to design a distinctive program.



Section 3 The Variability Across Programs - Students, Academic Achievement Incentives and Requirements

This section focuses on the myriad characteristics of programs - the characteristics and number of students involved and the types of required or optional experiences that shape their development; the academic achievement incentives and awards for this work, the role of faculty and the related incentives provided to them; the process of engaging with community partners and the variety of ways in which community partners contribute and co-educate students.





A. Overview of Students Taking Part in Each Program

Table 12 identifies that total amount of students per year and overall for each college/university's program.

As can be seen in Table 12., there is great variability among the 11 programs represented at the summit. Some such as Lafayette University has a larger cohort in the first two years of the program. Others such as University of Pennsylvania and Hobart & William Smith College have a steady cohort number. Finally, Gettysburg College's student cohort actually increases over the four years.

Table 12. Number of Students Involved in the Program in Total and per Year

College/ University	First Years	Second Years	Third Years	Fourth Years	Total
Lafayette University	36	11	6	7	60
Nazareth College	30	30	30	25	115
University of Pennsylvania	15	15	15	15	60
Cornell University	Not available	Not available	Not available	Not available	15
Umass Amherst	0	12	8	10	30
Drew University	47	46	22	14	129
Hobart & William Smith College	0	10	10	10	30
Providence College	6-8 majors on average	10 majors, 4-6 minors	10-15 majors, 12-15 minors	12-15 majors, 12- 15 minors	40 majors, 40 minors, and approximately 300 student seats in courses per year
Syracuse University	Not provided	Not provided	Not provided	Not provided	2,500-3,000 dispersed differently each year
Gettysburg College	0	8	5	11	24
DePaul University	Not provided	Not provided	Not provided	Not provided	3,000 estimated





Multi-year student engagement programs identified the total number of males and females in their programs. *Table 13.* displays these responses.

As *Table 13.* outlines, approximately twice as many females as males are involved in these programs, reflecting a national and well documented trend among college ‘volunteers’. In addition, multi-year student engagement programs identified the race/ethnicity breakdowns of their programs, as well as their college/university. *Table 14a.and 14b.* display these breakdowns.

Table 13. Gender Balance of Programs

College/University	Female	Male	Transgender / Other
Lafayette University	68	32	
Nazareth College	90	10	Not disclosed/tracked
University of Pennsylvania	67	31	2
Cornell University	80	20	
Umass Amherst	97	3	
Drew University	77	23	Not tracked
Hobart & William Smith College	65	35	
Providence College	80	20	Possible, we do not ask for gender or gender identity
Syracuse University	60	40	
Gettysburg College	84	12	4
DePaul University	Not provided	Not provided	





Table 14a. Race/Ethnicities of Program (percentage)

College/ University	African American/ Black	Asian/Pacific Islander	Bi-racial/ Mixed Race	Caucasian/ White	Hispanic/Latino	Native American/ American Indian	Other
Lafayette University	3%	5%		87%	3%	1%	Foreign National
Nazareth College	14%	5%	5%	65%	10%	1%	
University of Pennsylvania	11%	22%	3%	55%	9%	Not provided	
Cornell University	Not provided	Not provided	Not provided	Not provided	Not provided	Not provided	
Umass Amherst	Not provided	10%	3%	87%	Not provided	Not provided	
Drew University	Not provided	Not provided	Not provided	Not provided	Not provided	Not provided	
Hobart & William Smith College	5%	5%	5%	80%	5%	Not provided	
Providence College	6%	1-2%	5%	80%	8-10%	0%	
Syracuse University	Not provided	Not provided	Not provided	Not provided	Not provided	Not provided	
Gettysburg College	24%	4%	0%	68%	4%	0%	
DePaul University	Not provided	Not provided	Not provided	Not provided	Not provided	Not provided	



Table 14b. Race/Ethnic Diversity of Institution (percentage)

College/ University	African American/ Black	Asian/ Pacific Islander	Bi-racial/ Mixed Race	Caucasian/ White	Hispanic/ Latino	Native American/ American Indian	Other
Lafayette University	4%	4%	2%	82%	7%	0%	
Nazareth College	4.80%	2.20%	0.90%	73.40%	4.10%	0.50%	12.60%
University of Pennsylvania	7.10%	18.70%	3.60%	46%	10%	0.10%	International: 10.9
Cornell University	Not provided	Not provided	Not provided	Not provided	Not provided	Not provided	
Umass Amherst	4.30%	9.50%	2.80%	77.50%	5.50%	0.20%	
Drew University	9%	6%	3%	51%	11%	0.20%	19%
Hobart & William Smith College	Not provided	Not provided	Not provided	Not provided	Not provided	Not provided	22% minority
Providence College	4%	1%	1%	85%	7%	0	2%
Syracuse University	7.70%	6.70%	2.20%	74.20%	8.60%	0.60%	
Gettysburg College	3.40%	1.90%	2.70%	80%	4.80%	0%	
DePaul University	Not provided	Not provided	Not provided	Not provided	Not provided	Not provided	

In addition to the gender balance of programs, it is also important to take note of the racial/ethnic diversity of each program and each college/institution. The vast majority of institutions had the highest percentage of Caucasian/white both in their civic and community engagement programs and overall college/university population. The racial/ethnic diversity of each civic and community engagement program was proportional to the racial/ethnic diversity of the college/institution as a whole.

B. Student Academic Achievement Incentives and Requirements

Table 15a. and 15b. gives a snapshot of the student academic incentives and requirements provided to students within the multi-year student engagement programs. The “X” represents not an option and the “✓” represents required.

Table 15a. Student Academic Achievement Incentives and Requirements

College/ University	Certificate	Honors Program	Minor	Major	Transcript	Awards/Honors
Lafayette University	X	X	X	X	X	X
Nazareth College	X	X	X	X	Optional	X
University of Pennsylvania	✓	✓	X	X	✓	Optional
Cornell University	✓	Not indicated on survey	Not indicated on survey	Not indicated on survey	Not indicated on survey	Not indicated on survey
Umass Amherst	Optional	✓	Not indicated on survey	Not indicated on survey	✓	Optional
Drew University	X	X	Optional	X	X	✓
Hobart & William Smith College	X	X	X	X	X	✓
Providence College	X	X	✓	✓	X	Optional
Syracuse University	X	✓	X	✓	X	Optional
Gettysburg College	X	X	X	X	X	X
DePaul University	Not indicated on survey	Not indicated on survey	Optional	Not indicated on survey	Not indicated on survey	Not indicated on survey

Table 15b. Other Forms of Student Academic Achievement Incentives and Requirements

College/University	Details
Nazareth College	Partners for Learning qualifies as an Experiential Learning Undergraduate Core Curriculum program. It is not required but students can elect to have their experience in the program meet the College's Experiential Learning requirement
University of Pennsylvania	Several students arrange for independent study when completing their required capstone project (like an undergraduate thesis)
Cornell University	Students are required to take 3 academic courses and receive credit
Umass Amherst	By completing the program, students are 2/3 of the way to completion of a six-course academic certificate in Civic Engagement and Public Service. All of the courses have Honors designations and fulfill Honors requirements (although not all students are in Honors). Courses (and the Certificate, but not the program) appear on the transcript. Every year program faculty nominate several students for campus-wide leadership/service awards and typically 2 or 3 are selected
Drew University	Students must complete 12 credits of community-based learning or civic internships
Hobart & William Smith College	The awards aren't academic in nature, but all Civic Leaders receive the President's Civic Leadership Award at graduation
Syracuse University	Honors program, Whitman College, and multiple majors require community service/engagement for graduation. We work with each entity to assist with placements, projects, and programs
Gettysburg College	We do have a co-curricular transcript which notes their involvement as a program coordinator

As seen in *Tables 15a. and 15b.*, the majority of programs do not provide students with certificates or awards nor are there specific academic requirements. However, options for students included taking specific courses to receive a major/minor or receiving awards/honors as a result of their work with communities.



The following is a sample award nomination process at Hobart & William Smith Colleges. The award is for a student who has “excelled in either a community-based research project or a service-learning course. The student work is academically rigorous and has a meaningful community impact. Nominators may be community partners, faculty, staff, or peers.”

Sample Document 4. Award for Outstanding Engaged Student Scholarship at Hobart & William Smith Colleges



HOBART AND WILLIAM SMITH COLLEGES

Compass Award for Outstanding Engaged Student Scholarship:

This award is presented annually to a Hobart College or William Smith College student who has excelled in either a community-based research project or a service-learning course. The student work is academically rigorous and has a meaningful community impact. Nominators may be community partners, faculty, staff, or peers.

Nominator's Name: _____

Nominator's Email Address: _____

Nominator's Daytime Phone Number: _____

Nominee's Name: _____

Nominee's Email Address: _____

Nominee's Daytime Phone Number: _____

Please include biographical summary and ways in which her/his scholarship and community commitment has been evidenced:

PLEASE SUBMIT YOUR NOMINATIONS BY APRIL 25th

Please return nomination forms to:

Center for Community Engagement & Service-Learning



Sample Document 5 gives an example of the Certificate in Civic Engagement and Public Service at UMass Amherst.

Sample Document 5. Certificate in Civic Engagement and Public Service at UMass Amherst

Certificate in Civic Engagement and Public Service

There are two Tracks through the Certificate--the **Service-Learning Track** and the **Community-Engaged Research Track**. Within the Service-Learning track are a number of different Pathways which organize some of the courses in ways that support students' development. Students must complete a minimum of 6 courses (each three credits or more) for a minimum of 18 credits to fulfill the following requirements:

Foundations course (F)

The Foundations courses introduce students to the basic principles of service-learning and civic engagement and cover several other key concepts of impactful civic engagement. The Foundations courses are either Civic Engagement (CE) or Service-Learning (SL) courses and may also fulfill one particular Content Area. More information about Foundations Courses is here.

Content Areas

- At least 1 course in Issues of Social Justice (ISJ)
- At least 1 course in Civics and Political Theory (CPT)
- At least 1 course in Public Policy (PP)
- At least 1 course in Community/Political Organizing (C/PO)
- At least 1 course in Diverse Publics (DP)

Service-Learning (SL/CE)

Service-Learning (SL) and Civic Engagement (CE) courses include community engaged work that connects the classroom and the larger world. These courses connect theory and life, ideas and action.

The Certificate requires:

- 3 SL courses, for a total of at least 9 credits, **or**
- 2 SL courses and 1 CE course for a total of at least 9 credits, **or**
- 2 connected, 3-credit SL courses for a total of 6 credits, **or**
- 3 connected, 2-credit SL courses for a total of 6 credits.

Capstone (C)

All students must complete a capstone course, thesis or project in which they weave together the disparate threads of their experiences in the Certificate program. A capstone experience should be a culmination of the work done for the Certificate. Therefore, students should not complete their capstone before the second semester of their junior year. The capstone course may also fulfill the SL requirement and/or a Content Area requirement.

The capstone requirement can take one of three forms:

1. An existing civic-engagement-based capstone course (**C**);
2. A service-learning independent study or practicum* that involves work in the community and substantial and in-depth reflection on that work and its connection to the student's other experiences in the Certificate program; or
3. A thesis that focuses on research related to one or more of the Certificate areas.

Capstone options other than #1 above, require a faculty sponsor and must be approved through UMass Civic Engagement and Service-Learning. Students must submit a project or thesis proposal no later than the first two weeks of the semester prior to engaging in the Capstone work.

*Independent Service-Learning Capstone Guidelines and Criteria can be found here:

<http://cesl.umass.edu/independent-service-learning-capstone-guidelines>

continued next page

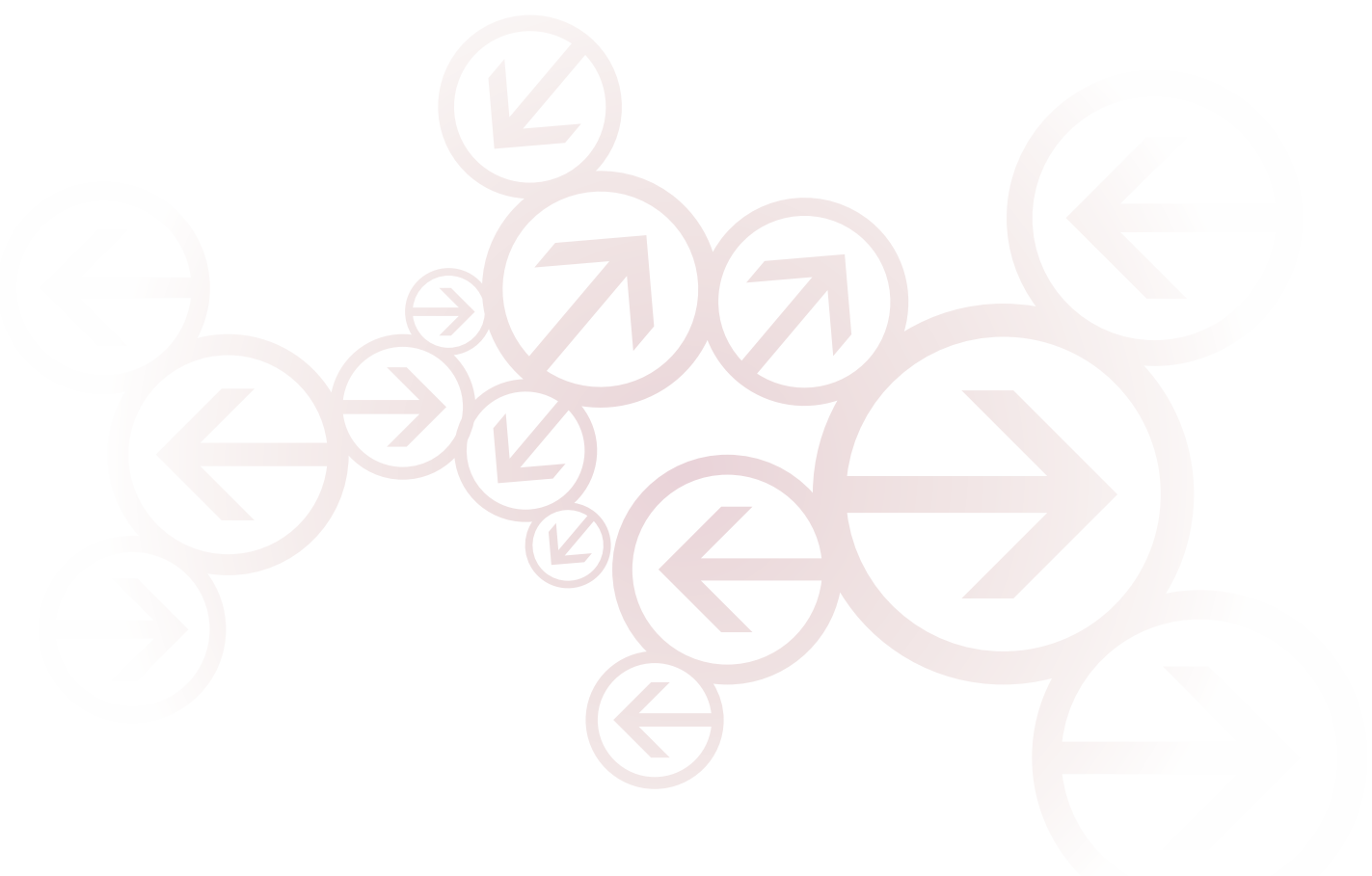


Additional Information:

Students currently receive honors credit for all four four-credit courses; the third and fourth courses together fulfill the Honors Thesis/Project requirement. Honors students can thus receive from our program half of their 8-course Honors requirement to graduate with full honors from Commonwealth Honors College.

The four courses also fulfill multiple requirements toward our Certificate in Civic Engagement and Public Service. At UMass certificates are like minors, except that minors are established within single departments and certificate programs are interdisciplinary. The CEPS certificate (see <http://cesl.umass.edu/certificate> for more info) was created to allow students in CSP to be able to show on their transcripts their participation in a program, not just in individual courses—but was designed also to allow pathways for students not in CSP. CSP students can use the CSP courses to meet four of the five Certificate content areas (they still need Civic/Political Theory), all 3 of the service-learning requirements, both the Foundations and Capstone requirements, and four of the six course requirements.

Every semester 2-4 CSP students are recruited to return to courses they excelled in and serve as members of the teaching team; they receive credit (typically 4 credits of service-learning practicum) for each semester they work as Undergraduate Teaching Assistants.



C. Year on Year Nature of Community Engagement Experiences

Table 16. identifies the curricular and co-curricular opportunities provided to students throughout their college careers.

Table 16. Year on Year Nature of Community Engagement Experiences

College/ University	Freshman	Sophomore	Junior	Senior	Summer Internship(s)	International immersion/ trip(s)	Research Project/ paper	Formal Capstone
Lafayette University	Co- curricular	Co- curricular	Co- curricular	Co- curricular	Co-curricular			
Nazareth College	Co- curricular, Required	Co- curricular, Required	Co- curricular, Required	Co- curricular, Required				Curricular, Optional
University of Pennsylvania	Co- curricular, Curricular , Required	Co- curricular, Curricular, Required	Co- curricular, Curricular , Required	Co- curricular, Curricular , Required	Co-curricular, Required		Co- curricular, Curricular, Optional	Co- Curricular, Curricular, Required
Cornell University		Co- curricular, Curricular, Required	Co- curricular, Curricular , Required	Co- curricular, Curricular , Required	Required	Required	Required	
Umass Amherst		Curricular, Required	Curricular , Required	Curricular , Required	Co-curricular, Optional		Curricular, Required	Curricular, Required
Drew University	Co- curricular, Curricular , Required	Co- curricular, Curricular, Required	Co- curricular, Curricular , Required	Co- curricular, Curricular , Required	Optional	Optional	Optional	Required
Hobart & William Smith College	Co- curricular, Curricular , Required	Co- curricular, Curricular, Optional	Co- curricular, Curricular , Optional	Co- curricular, Curricular , Optional	Co-curricular, Optional	Co-curricular, Curricular, Optional	Co- curricular, Curricular, Optional	Co- curricular, Curricular, Optional
Providence College	Co- curricular, Curricular , Required	Co- curricular, Curricular, Required	Co- curricular, Curricular , Required	Co- curricular, Curricular , Required	Co-curricular, Curricular, Required	Co-curricular, Curricular, Required	Curricular, Required	Curricular, Required
Syracuse University								
Gettysburg College		Co- curricular, Required	Co- curricular, Required	Co- curricular, Required	Co-curricular, Optional	Co-curricular, Optional	Optional	Optional
DePaul University	Curricular , Optional	Curricular, Optional	Curricular , Optional	Curricular , Optional	Optional	Optional	Curricular, Optional	Curricular, Optional

As seen in Table 16., each college/university offered a variety of community engagement experiences for students throughout their college experience, both inside and outside of the classroom, as well as through a variety of academic opportunities (internships, research, capstone projects, etc). Specific examples of these experiences are also included below.



Sample Document 6 below is an excerpt from Drew University's Student Handbook and provides an overview of both curricular and co-curricular engagement activities undertaken by students during each of their 4 years.

Sample Document 6. Overview of Year on Year Nature of Community Engagement Experiences at Drew University (in Student Handbook)

Drew University Civic Scholars Program

FOR EACH YEAR AS A CIVIC SCHOLAR

In addition to fulfilling the expectations listed above for all Civic Scholars, each year you will have responsibilities specific to your year in the program. As the Civic Scholars Program matures and develops, these expectations may be altered in response to student and community feedback and in order to strengthen the program.

FIRST-YEAR CIVIC SCHOLARS

1. Complete your fall Drew Seminar requirements, including the community-based learning component of this class, and your spring community placement (approximately 40 hours of community work).
2. Plan and implement the first-year Spring Civic Project (worth 25 hours towards your 100-hour community work requirement). This project can take any format and engage any issues or topics within the following parameters:
 - Benefit a community outside of Drew.
 - Involve more Drew students than just the Civic Scholars.

FOR EACH YEAR AS A CIVIC SCHOLAR

In addition to fulfilling the expectations listed above for all Civic Scholars, each year you will have responsibilities specific to your year in the program. As the Civic Scholars Program matures and develops, these expectations may be altered in response to student and community feedback and in order to strengthen the program.

FIRST-YEAR CIVIC SCHOLARS

1. Complete your fall Drew Seminar requirements, including the community-based learning component of this class, and your spring community placement (approximately 40 hours of community work).
2. Plan and implement the first-year Spring Civic Project (worth 25 hours towards your 100-hour community work requirement). This project can take any format and engage any issues or topics within the following parameters:
 - Benefit a community outside of Drew.
 - Involve more Drew students than just the Civic Scholars.
 - Collaborate with at least one additional student organization or academic program.
 - Increase knowledge and awareness about the issue addressed by creating educational materials to be distributed to participants.
 - Include names of all group members, and mention of Drew Civic Scholars Program on all publicity for the project.
3. Attend and participate in both semesters of the Civic Engagement Workshop. Satisfactory performance in this Workshop is required in order to remain in the Civic Scholars Program. No more than two EXCUSED absences are permitted each semester.
(NOTE: theatre rehearsals, club meetings, and team practices are not considered excused absences).

SOPHOMORE CIVIC SCHOLARS

1. Attend each of three skill-building workshops offered two times each during the year and submit on Moodle a 250—500-word reflection on each, by the announced deadline. (Workshop schedule will be emailed and posted on Moodle.) Civic Scholars are required to complete all three workshops in their sophomore year. An extra semester may be allowed for students with documented conflicts for both offerings of a workshop, but two of the three workshops must still be completed in the sophomore year. Failure to complete the third workshop during the fall semester of Junior year will result in a letter of probation placed in your permanent academic record and may result in the loss of your senior year scholarship and dismissal from the program.

continued next page





2. Complete and pass a 70-hour Civic Internship before May 15th of your Sophomore year.

3. Attend all required Sophomore Civic Scholar class meetings each semester.

JUNIOR CIVIC SCHOLARS

We encourage Civic Scholars to study abroad and have developed alternative requirements for this circumstance. (Posted on Moodle)

1. In completing your community work hours as a Junior, we strongly recommend that you focus on a specific issue or organization for at least 50 of these hours. This civic “major” will increase your understanding of and ability to contribute to an organization or issue. Your Senior Civic Project may then emerge organically from your interest in and experience with this issue, problem or population. Assisting a current Senior Civic Scholar with his or her Senior Civic Project may help you clarify your project ideas while earning up to 20 local community engagement hours.
2. Attend two required events for Junior Civic Scholars:
 - Alumni Networking Reception (Fall semester)
 - Non-Profit and Public Service Opportunities Fair (Spring semester)
3. Meet with Prof. Koritz and Amy Sugerman individually or in small groups once each semester to discuss your plans for completing the Junior Year Civic Scholar requirements.
4. Issue Focus Statement: Write a 2-3 page description of one or two issue areas or social problems that interest you, why they interest, and what, if any, experience you have had engaging with these issues (e.g. through internships, volunteer work, or classes). Include an annotated reference list of 1) local or state non-profit or government agencies addressing this issue, 2) national organizations or programs addressing this issue, and 3) research and scholarship on this issue. Provide a minimum of five references in each category, accompanied by a 3-4 sentence annotation. Due at Fall semester meeting with Prof. Koritz and Amy Sugerman.
5. Senior Project Proposal: Submit by April 30 a 2-3 page description of no more than two possible Senior Civic Projects. Connect your proposed projects to your Issue Focus Statement and your major, career/post-graduate plans, or a personal commitment. Include a detailed discussion of how Junior Civic Scholars might assist you or why you do not think you can use this assistance. Explain what your project might cost. List the names and locations of organizations you might partner with off-campus, along with information on your previous contact with these organizations. Finally, list the staff, faculty and student organizations you might partner with at Drew, and explain why this partnership would further your project.
6. Pitch your project plan at the Spring Wrap Up.

SENIOR CIVIC SCHOLARS

(Satisfactory completion of all four of these requirements is necessary in order for you to graduate as a Civic Scholar with Civic Honors.)

1. Complete a Senior Civic Project:
 - Present your project ideas as a Junior at the Spring Wrap-Up to connect with rising Juniors and other Civic Scholars with interest in your issue area
 - Complete a minimum of 25 community engagement hours in activities related to your project or its issue area during your senior year
 - Lead 1-3 Junior Civic Scholar project assistants (if available and appropriate for the project)
 - Create a public e-portfolio or website on your project that includes the following: Your background and qualifications, a project description and rationale, your project logic model, descriptions and images of actions taken, a reflection on and evaluation of your project and the planning and implementation process
 - Present your Senior Civic Project at the CCE Showcase
2. Complete CE-301 Senior Civic Workshop, a 1-credit pass/fail class in the fall semester.
3. Complete 75 of your 100 community engagement hours by April 1st.
4. Ensure you have completed or will complete your CBL/Civic Internship requirements.





Sample Document 7 gives an overview of the summer fellowship opportunity at Gettysburg College.

Sample Document 7. CPS Summer Fellowship Opportunity at Gettysburg College

Gettysburg College Summer Fellowship

OVERVIEW OF FELLOWSHIP EXPERIENCE

Made possible by ongoing gifts from James Heston '70, the CPS Summer Fellowship aims to further Gettysburg College's vision for engagement in local and global contexts by providing summer experiences. Through partnerships with communities in Kenya, Nicaragua, Gettysburg, Nepal and Alabama, students will have an extraordinary opportunity to engage in the work of community action.

Positions are available at each location and participating students will be able to focus on daily community development, sharpening their understanding of the complexity of social issues. By placing students in domestic and international contexts, the program offers rich opportunities for learning and action, from communities and each other.

All locations aim to provide a wide variety of opportunities for Fellows, participating in and implementing projects which assert cooperative solutions, reflecting local values and making use of appropriate technologies and ideas.

Whether students are working at a summer program for children in Gettysburg or training youth to become peer health educators in Kisumu, Kenya, the CPS Summer Fellowship Experience will provide participants with an opportunity to develop strong relationships and learn what it's like to tackle some of the world's most challenging problems.

PROGRAM COMPONENTS:

The structured program consists of several key components that prepare and provide students with the support and guidance needed to participate and implement successful, sustainable projects in partnership with their host organization.

Orientation: Students meet bi-weekly with other CPS Fellows throughout the Spring semester, engaging in dialogue around issues related to community development. Participants will also be expected to participate in a social justice dialogue group (total commitment approximately 1.5 hours per week). Each site will have additional, site-specific orientation when their particular fellowships begin.

Host Organization Introduction & Initial Training: Students will be introduced to their host organization and staff to gain a full understanding of the resources, people and projects currently in progress as well as health and safety information.

Professional Support: Program sites feature professional staff to guide students through the experience, assisting in the integration of every student into their host communities and ensuring that each student has access to the tools to be successful in the program.

Ongoing Education, Training and Reflection: Learning about social issues as well as developing professional skills in intentional ways are vital to developing and managing a sustainable work plan. Reflecting upon experiences regularly will enable student to share resources, link the theoretical and practical, and relax. This will help students deepen their understanding of themselves and the process of community development.

Mini-Grants: Once internships are underway and students have worked with their host organizations to develop a work plan and initiate a needs assessment, each student has the opportunity to develop a mini-grant proposal and receive a \$200 grant to support project implementation.

Link: www.gettysburg.edu/about/offices/college_life/cps/student/fellows/





Sample Document 8 gives an overview of the international immersion opportunity at Gettysburg College.

Sample Document 8. International Immersion Trips at Gettysburg College

Gettysburg College International Immersion Projects

WHAT ARE IMMERSION PROJECTS?

Immersion Projects are off-campus, educational service opportunities at sites in the United States and abroad which take place over Winter Break, Spring Break, and in May. Students travel to a site where they work and serve in a community ranging from Nicaragua to Morocco and from Alabama to New York City. Each project seeks to foster a dialogue between the students and the host community around issues of social justice. By working alongside community leaders and sharing their stories, students learn about themselves and the world. Students find Immersion Projects to be exciting and powerful educational experiences.

In the past, trips have explored homelessness in Washington DC, education in Haiti, energy policy and fracking in Pennsylvania, and more. Students serve as Project Leaders, facilitating the Immersion Project with assistance from a staff or faculty member, who serve as a Project Mentor.

If you're interested in immersing yourself in social justice and academic inquiry, then please explore these pages, check out our current trips, contact us with questions, and register by the appropriate deadlines. Limited spaces are available in each project - don't wait until the last minute to register! Start here for more information on registration, payment, participation expectations, financial awards, withdrawal policy, and other frequently asked questions.

Sample Document 9 gives an overview of the Community-Engaged Research Program at Umass Amherst.

Sample Document 9. Research Project/Paper at Umass Amherst

Umass Amherst's Community-Engaged Research Program (CERP)

The Community-Engaged Research Program (CERP) was launched in June of 2012 to train the next generation of outstanding researchers and scholars to study topics of importance to communities.

CERP is designed to identify and match undergraduate honors students with community- based research opportunities and to prepare them for graduate studies, as well as research careers in universities, research and policy-making organizations, the health care industry, and government agencies.

CERP has already expanded in many ways. This spring we will again offer a hybrid (online with 4 in-person meetings) version of HONORS 391A (Research Gets Real: Principles and Practices of Community-Engaged Research). As a service to both the campus and local communities, CERP is in the process of developing an online database to facilitate collaboration between UMass faculty whose research engages the community, honors students who wish to conduct their thesis research with an off-campus community, and community members themselves.

For more information about:

CERP – contact Dr. Elena Carbone, Founding Director of Community-Engaged Research Program

CESL – go to <http://cesl.umass.edu/certificate-tracks-and-pathways>

UMass WorldWide – go to <http://www.umass.edu/worldwide/content/about-umass-worldwide>

Undergraduate Research – go to the Office of Undergraduate Research Services (OURS) website at: <http://www.umass.edu/ours/>

Link: <http://cesl.umass.edu/community-engaged-research-cer>





Sample Document 10 gives an overview of the Civic Scholars Capstone Project at the University of Pennsylvania.

Sample Document 10. Formal Capstone at the University of Pennsylvania

Civic Scholars Capstone Project at the University of Pennsylvania

As a culminating experience, Penn Civic Scholars complete a capstone research project in the spring of their senior year, reflecting the program's principle of mutually reinforcing civic engagement and academic work.

What is the goal of the Civic Scholars Capstone Project?

The capstone project is an in-depth research experience focusing on a social issue of interest to the scholar which results in public, social, or organizational policy recommendations. Although students will be encouraged to situate their research in Philadelphia on such subjects as healthcare, education, housing, poverty, social stratification, gender inequality, environmental issues, and racial and ethnic relations, the research can also be based in other geographic locations and/or historical contexts.

What is the format of the Capstone Project?

The capstone project is usually based on an extended paper for a course, an in-depth case study on a project or organization, or a senior thesis submitted to a major. Although we do expect students to include a unique component with policy recommendations for the Civic Scholars Program, it does not have to be a stand-alone project and can be tied into an existing research project. Students also write a brief abstract derived from their research for wider dissemination.

What is the timeline for the Capstone Project?

The capstone project is completed through a multi-year preparatory process.

Junior Year (Fall & Spring Semesters): Students in the program participate in a capstone workshop series during which they are guided in conceptualizing ideas for the capstone project and ultimately submit proposals for their research. During this time, they are also aided in identifying faculty mentors to guide their research.

Senior Year: Students typically complete the majority of their research and writing during the fall semester of their senior year. During this time, they will continue to participate in the capstone workshop series. Capstone Projects are reviewed, edited, and finalized during the first half of the spring semester of the senior year.

Note: Students interested in studying abroad are encouraged to do so. We will work with students to ensure that they are up to date with the capstone process before, during, and after an abroad experience.

What if there is no thesis requirement for a school or major?

If a Civic Scholar is not required or able to integrate the capstone project into a major thesis, we will work with the student to develop a plan and make recommendations. Most often this includes an independent study in the spring semester of junior year or fall semester of senior year, which is strongly encouraged for students doing their research independent of a major.

Civic Scholars Class of 2015 Example

Rachel Hirshorn

"Improving Healthcare Through Optimized Social Work Interventions: A Study of Dosage and Time Management at New York's Mount Sinai Hospital"

Faculty Advisor: Dr. Phyllis Solomon, School of Social Policy and Practice

Social workers assist medical patients with their psychosocial needs and thus play a vital role in hospitals and other healthcare settings. Current literature frames social work as an enterprise that is cost-effective and beneficial to patients in its provision of preventive care services. Dosage, or the time and intensity of a certain treatment or service, is a concept discussed in social interventions such as childhood education and behavioral therapy, but not typically applied to social work. This study sought to investigate social work intervention dosage among social workers at New York's Mount Sinai Hospital. The analysis of dosage was embedded in a broader survey pertaining to social work training and education initiatives within the medical center. Results suggested that a standardized dosage protocol was not realistic for social workers due to the unpredictable nature of hospital-based work. Instead, improved time management and prioritization skills are required in order to ensure that social workers are spending time with the highest-risk patients and thus maximizing their impact. To develop these skills, I propose recommendations in two areas: improvements in social work training that include time management and assessment workshops, shadowing opportunities, and improved technological education, and departmental changes including clearer communication of role expectations, increased collaboration within teams, continuous evaluation of each worker's dosage, and stress reduction initiatives. Further research will be required into the amount of time each worker spends on certain activities, and to incorporate patients' perspectives. These recommendations are proposed with the understanding that the landscape of healthcare is continuously changing; thus, social work programs must be frequently reevaluated in order to keep pace.

Link: <http://www.vpul.upenn.edu/civichouse/civicscholars/capstone>



D. Number of Staff and Faculty Involved in the Program, and Responsibilities

Multi-year student engagement programs identified the staffing available for their programs. *Table 17.* below gives the snapshot of that staffing.

Table 17. Number of Staff and Faculty Involved in the Program, and Responsibilities

College/University	Number of full-time staff/administrators that manage the program and percentage of time	Number of part-time staff/administrators that manage the program and percentage of time	Number of full-time faculty that manages the program	Number of faculty that work in the program
Lafayette University	1 (30%)			
Nazareth College	1 (70%)	0	0	0
University of Pennsylvania	1 (100%), 1 (25%)		1 (15%)	Numerous faculty members
Cornell University	1 staff		1 faculty	
Umass Amherst		1 (69%)	1 (10%)	
Drew University	1 (85%)	1 (25%)	1 (50%)	
Hobart & William Smith College	2 (50%)	1	0	0
Providence College	3.5	NA	4.5	1 (33%)
Syracuse University	4.5 (100%)	.5 (100%)	0	0
Gettysburg College	4 (20%, 60%, 75%, 50%)	0	0	0
DePaul University	7 (100%)	2 (50%)	1 (20%)	

In order for each program to run effectively, staff, administrators, and faculty were used to help manage the programs. Most programs had small staffs, with DePaul University as the major exception. It is important to mention that each program had a central location on campus that their programs were run out of. For example, University of Pennsylvania has a Civic House, Drew University has a Center for Civic Engagement, and Providence College's program is run out of the Feinstein Academic Center. Not all programs were run out a center specifically for civic engagement, but they at least had a central location.



Table 18. describes the various ways that faculty are involved in the colleges/universities student engagement programs have in other areas.

As exemplified in the table below, faculty members at most institutions have a multitude of responsibilities, aside from being involved in their civic/community engagement programs.

Table 18. Other Forms of Faculty Involvement

College/ University	Teach- ing	Advising students	Advising program	Mentoring (1- to-1 relationships)	Evaluation/ assessment	Grant- funded work	Research and scholarship /publishing	Service- learning /CEL work
Lafayette University	Not prov- ided	Not provided	Not provided	Not provided	Not provided	Not provided	Not provided	Not provided
Nazareth College	✓	✓	✓	✓		✓		✓
University of Pennsylvania	✓	✓	✓	✓			✓	
Cornell University	✓	✓	✓	✓				
Umass Amherst	✓			✓			✓	✓
Drew University	✓	✓	✓			✓		✓
Hobart & William Smith College					✓			
Providence College	✓	✓	✓	✓	✓	✓	✓	✓
Syracuse University		✓	✓	✓	✓		✓	
Gettysburg College							✓	✓
DePaul University	✓	✓	✓	✓		✓	✓	✓



E. Faculty Diversity

Table 19. illustrates the diversity considered in faculty recruitment, outreach, and involvement in each program.

Table 19. The Following Aspects of Diversity Considered in Faculty Recruitment, Outreach, or Involvement

College/University	Race/ethnicity	Gender	Discipline	Rank	Other
Lafayette University	✓				
Nazareth College	✓	✓	✓	✓	Experience working in an urban education setting
University of Pennsylvania	✓	✓	✓		
Cornell University	✓	✓	✓	✓	
Umass Amherst	✓	✓	✓	✓	With the retirement of the 2 full professors who started the program, teaching and direction of the program has shifted from non-tenure-track faculty, mostly part-time, and mostly white women. We would ideally have a visible range of social identities in the faculty and staff of the program and would ideally have some tenured faculty
Drew University	✓	✓		✓	Faculty interest is the primary criterion
Hobart & William Smith College	✓				From our Provost's office: "We consider race/ethnicity and gender from all searches. Discipline and rank are usually specific to each search and thus there is usually little "diversity tracked"
Providence College	✓	✓	✓	✓	
Syracuse University		✓		✓	We do not do this
Gettysburg College	✓				We do not do this
DePaul University	✓	✓	✓	✓	

Many programs consider the diversity of their faculty when recruiting. Aspects of diversity include race/ethnicity, gender, discipline, and rank. Nazareth College had a unique consideration when looking for faculty with experience working in an urban education setting. It is also important to note that not all programs considered aspects of diversity when looking for faculty, but rather focused more on faculty interest in the program above all else.



F. Faculty Motivation and Reward

Table 20. describes what motives or rewards for staff and faculty exist to be involved in the program.

Table 20. Motives/Rewards for Staff and Faculty to be Involved in the Program

College/University	Comments
Lafayette University	Job responsibilities
Nazareth College	Compensation, stipends, opportunity to educate Nazareth students, opportunity to make an impact on the educational success of our community, opportunity to learn, apply models of engagement
University of Pennsylvania	The current staff and faculty directors of the program have been with it since its inception. The associate director-the only staff member 100% dedicated to the program-was hired after the initiative began. Other faculty are interested mentoring students involved in the program both because of their commitment to our overall work, and/or their disciplinary ties to the topics students are covering in their capstone projects
Cornell University	Staff members believe that this is a model that can better incorporate students into the community based work
Umass Amherst	Staff and faculty are paid for a fraction of their time (faculty currently on a course-by-course basis). They are "rewarded" with salary and with the opportunity to participate in a social justice oriented learning community as facilitators and colleagues
Drew University	Faculty are involved in the program primarily as teachers of Community-Based Learning classes. They are motivated to teach these classes out of a sense of social responsibility or commitment to community
Hobart & William Smith College	Staff that oversee the Civic Leadership program are Americorps VISTA alums, civic engagement is in their DNA. They also have pride in knowing they are a part of student civic development
Providence College	The interdisciplinary nature of the department and the service learning pedagogy
Syracuse University	Community engagement and public scholarship are essential to SU learning. Faculty and staff have been motivated in the past with innovative grants from provost and chancellor. We are transitioning to a new Chancellor so hope for new round of these grants. Promotion and tenure criteria at the university level were changed to include public scholarship several years ago. Work is going on at the college level
Gettysburg College	Written into our position descriptions
DePaul University	Staff and faculty are hired into full-time and part-time roles explicitly for the program. Hiring processes consider the candidates level of interest and passion for engagement with college students and community development issues

There were multiple reasons why staff and faculty became part of civic engagement programs. A theme amongst staff and faculty was their desire and belief in this work and see it as a part of their social responsibility. Some staff and faculty are also compensated financially, while others' departments and institutions as a whole favor work around civic engagement.



Table 21. describes the ways that faculty are compensated for being involved in the community engagement programs. This includes: a stipend, course release, recognition for tenure and rewards, or no financial remuneration.

Table 21. Faculty Involved in the Program Receive:

College/University	No financial remuneration	Stipend	Course release	Recognition for tenure and rewards	Other
Lafayette University	✓				
Nazareth College		✓	✓	✓	Recognition through nominations for campus service awards
University of Pennsylvania	✓*	✓			*Faculty mentors for capstone project and one faculty director receive modest stipends. Other faculty are involved without compensation
Cornell University	✓	✓			
Umass Amherst		✓			Faculty are paid on a course-by-course basis. Currently all are outside the tenure track
Drew University	✓*	✓		✓	*Individual faculty members receive different kinds and levels of support depending upon their situations
Hobart & William Smith College	✓				
Providence College	✓*			✓	*Faculty are compensated as part of their normal pay for contracted services as member of faculty. Chair received \$6,000 annual stipend. Director and Associate directors receive compensation (\$10K and \$7K annually) and course release
Syracuse University		✓		✓	Chancellor's Award for Public Engagement and Scholarship
Gettysburg College					
DePaul University		✓	✓	✓	

The majority of colleges/universities were split on either providing no financial remuneration or offering a stipend. Colleges/universities provided other ways of compensation, such as receiving awards.



G. Community Partner Engagement

Table 22. shows how engagement with community partners is coordinated or managed.

The majority of programs work with an established set of multi-year sustained partners. There were also many programs whose partners changed year by year.

Table 22. How Engagement with Community Partners is Coordinated and Managed

College/University	We work with an established set of multi-year sustained partners	Our partners change year by year (depending on students and faculty involvement)	We have an issue focus	Students initiate partnerships and carry out their service on given projects	Other
Lafayette University	✓				
Nazareth College	✓	✓	✓	✓	
University of Pennsylvania	✓			✓	
Cornell University	✓	✓		✓	We reach out to community partners based on students' interest and develop long term relationship with community partners
Umass Amherst	✓	✓		✓	
Drew University	✓			✓	
Hobart & William Smith College	✓	✓			
Providence College	✓	✓			
Syracuse University	✓	✓	✓	✓	
Gettysburg College	✓		✓		
DePaul University	✓				





Table 23. below gives a snapshot of the multiple ways community partners are involved in planning and decision making with the college/university program.

Table 23. The Ways in Which Community Partners are Involved in Planning and Decision Making

College/ University	We meet with partners annually or more frequently than that	We communic ate with partners in an ongoing basis by phone and/or email	We have MOUs or written agreements with partners	We have a formal partner advisory board or leadership involving partners	Community partner representatives are involved in informal or sporadic co- educator roles	Community partner representatives are involved in teaching or formal co- educator roles	We work with an established set of multi- year sustained partners	Our partners change year by year (depending on students and faculty involvement)	We have an issue focus	Students initiate partner- ships and carry out their service on given projects
Lafayette University	✓	✓					✓			
Nazareth College	✓	✓	✓			✓		✓	✓	✓
University of Pennsylvania					✓		✓			
Cornell University	✓	✓						✓		
Umass Amherst	✓	✓								
Drew University	✓	✓			✓		✓			
Hobart & William Smith College	✓	✓	✓	✓						
Providence College	✓	✓	✓	✓	✓	✓	✓			
Syracuse University	✓	✓	✓	✓				✓		
Gettysburg College	✓	✓			✓	✓				
DePaul University	✓						✓			

The majority of programs meet annually or more frequently than that with their community partners and communicate with partners in an ongoing basis by phone and/or email. Providence College heavily involves their community partners, such as involving them in teaching or formal co-educator roles.



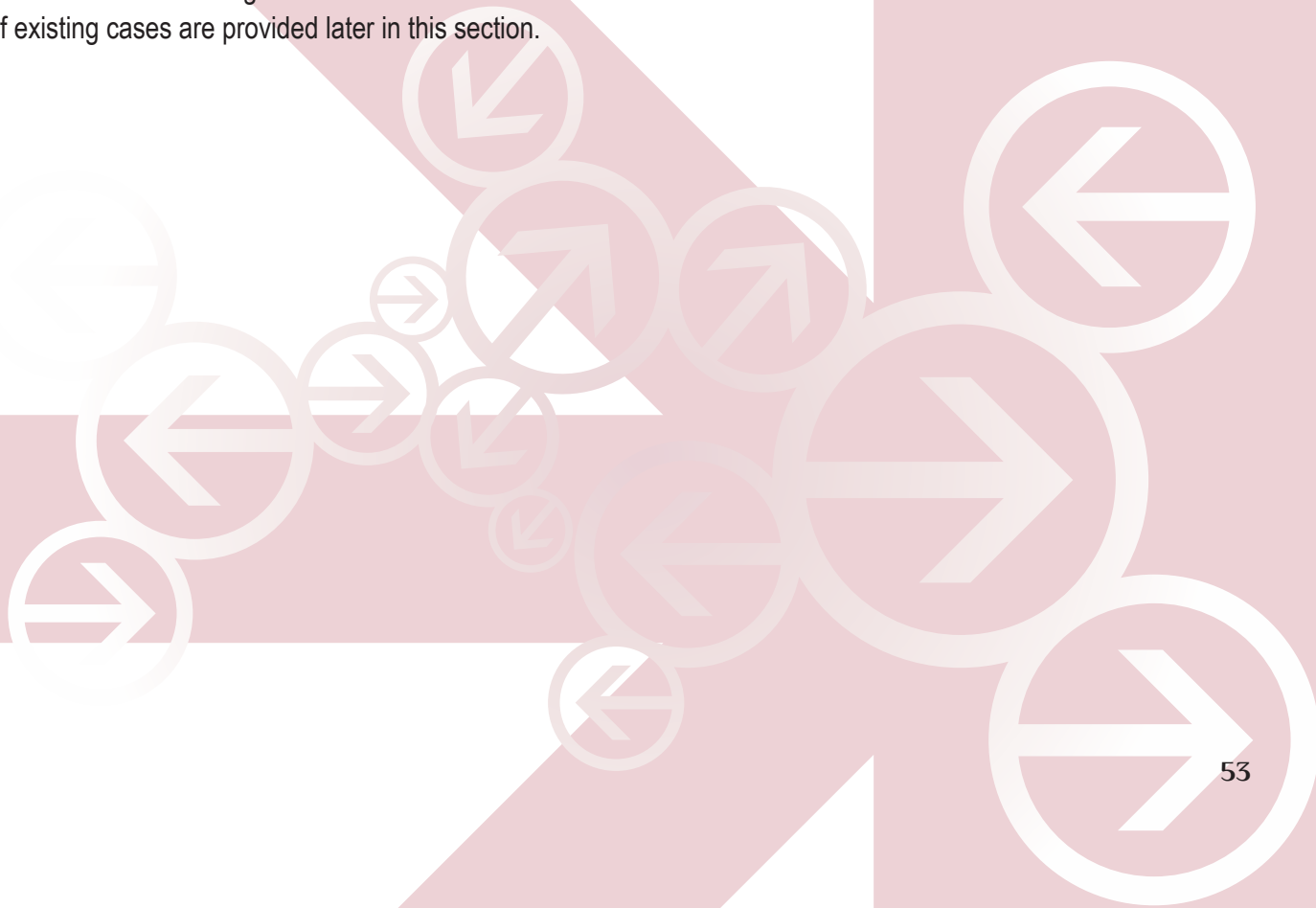


Section 4 What are the Various Programmatic Funding Strategies Related to Student Stipends/Scholarships, Management, and Faculty Reward?

As discussed at the 2015 Leadership Summit, institutional aid is a vital component to beginning and sustaining community engagement programs. While receiving institutional aid to begin these types of programs is important, institutions can in return anticipate those involved to be retained at a significantly higher rate than the normalized student population. It is the strong contention of the authors that most businesses and employers big and small have no idea that the very skills they seek in a 21st century workforce map neatly onto the kinds of outcomes these programs produce in students. The 'sell' is therefore not as great as first perhaps predicted and can prove a win-win for those who invest the time and energy.

Program Managers might consider a role for a 'career advisory council' from a cross-sector representation of local employers, especially given that the skills being developed across the educational continuum should indeed prove synonymous with a highly competitive college graduate with a commitment to local communities (New Jersey Campus Compact, n.d.). Institutions can also involve alumni in the programs, as both mentors and in a networking capacity, but also to provide financial support, supervision, serve as panelists and chaperones, and provide insight for growth into program.

The issue of funding for potential future 2-year/4-year partnerships will require the kinds of changemakers that see the longer term outcomes associated with action. Some examples of existing cases are provided later in this section.





A. Various Sources of Program Funding

Table 24a. and Table 24b. describe the various sources of funding each program receives, as well as particular details about this funding.

Table 24a. Sources of Program Funding

College/ University	Institut- ional aid	Govern- ment	External donor(s) (i.e., foundation , gift, etc.)	Ameri- Corps	Earned income	Tuition dollars/credits
Lafayette University	✓	✓			✓	
Nazareth College	✓	✓	✓	✓	✓	✓
University of Pennsylvania	✓	✓				
Cornell University	✓		✓			
Umass Amherst		✓				✓
Drew University	✓	✓	✓			
Hobart & William Smith College	✓		✓			
Providence College	✓	✓	✓			✓
Syracuse University	✓	✓	✓	✓		
Gettysburg College	✓		✓			
DePaul University	✓	✓	✓	✓		

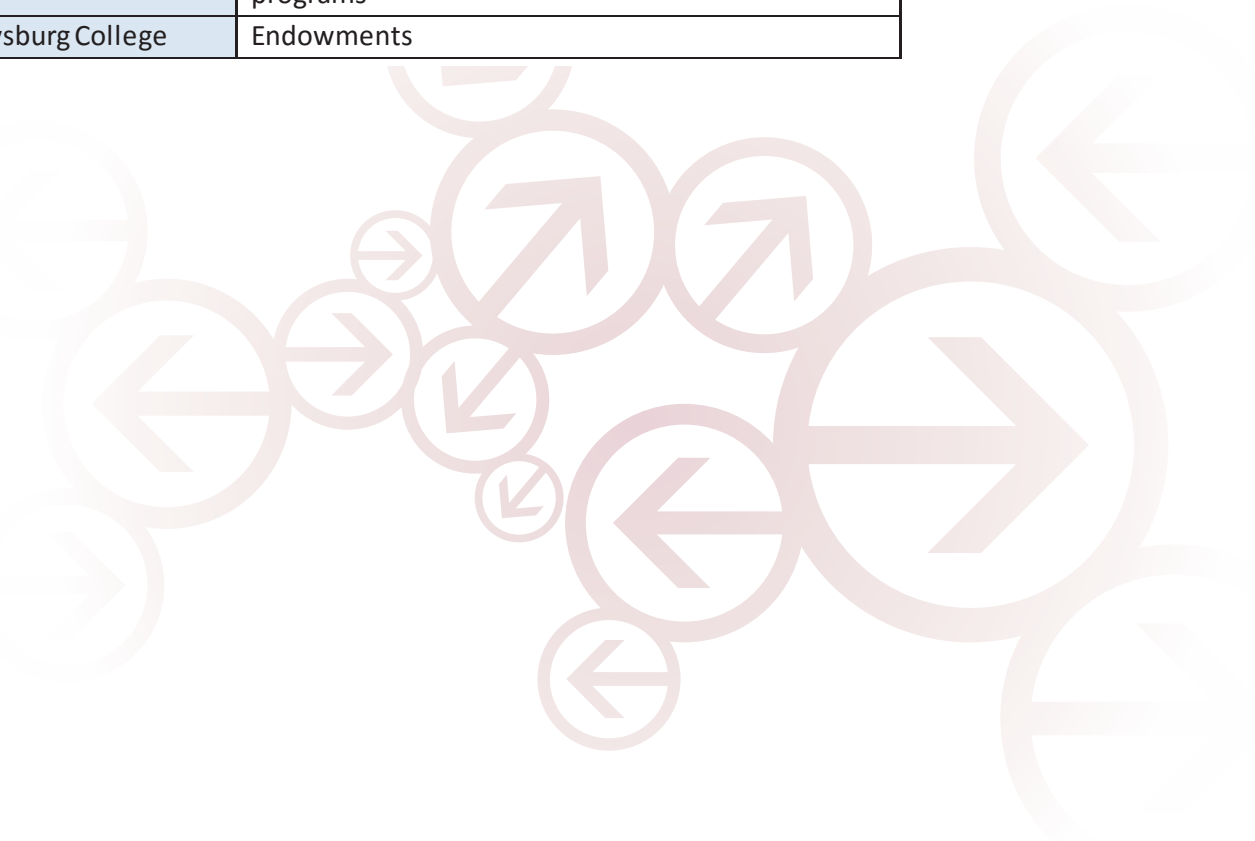




Among institutions, institutional aid was the most popular form of funding, while government and external donors were also highly utilized. Other sources of funding included the Office of the Provost and state funding.

Table 24b. Other Sources of Program Funding

College/University	Details
University of Pennsylvania	We receive some support from the Office of the Provost, and work with Penn's Development office to identify alumni, parent, and other friends of the University who might provide financial support
Cornell University	The program received started fund from a foundation and supported through the Department budget
Umass Amherst	Because our university is a public university, the two main sources of the university budget are state appropriations and student tuitions/fees. The program is funded almost entirely with university funds. A small amount of funding comes from a grant (from state government) and a small endowment will this year begin providing a small amount
Syracuse University	FWS funds our AmericReads tutors, academic affairs and two deans provide support, corporations, foundations, and Americorps VISTA have funded programs
Gettysburg College	Endowments



B. Student Scholarships and Other Forms of Compensation or Reward

Tables 25a. and 25b. identifies whether student who participate in the program receive any financial benefit, and if they do what those financial benefits are.

Table 25a. Types of Financial Benefit and Remuneration Provided to Students?

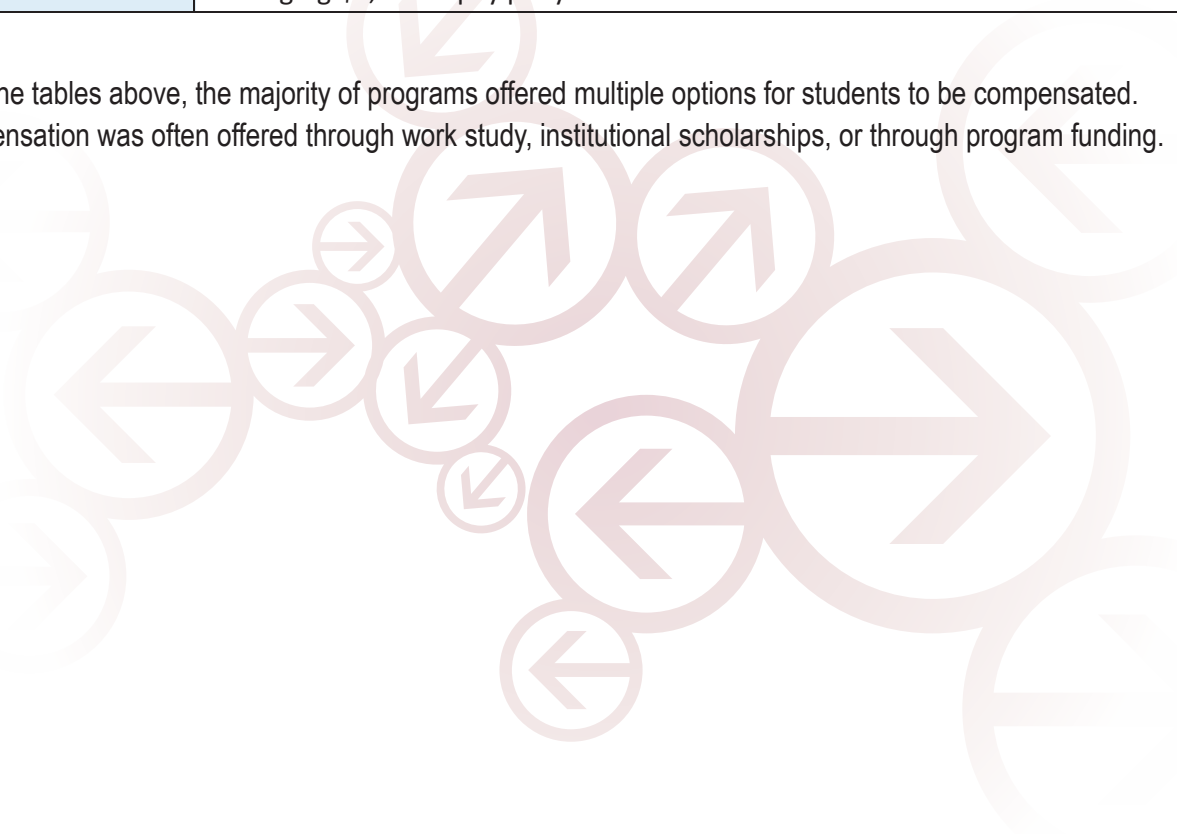
College/University	Institutional scholarship or grant award	Work Study	Externally funded	AmeriCorps Education Award	No
Lafayette University	✓				
Nazareth College	✓	✓	✓		
University of Pennsylvania	✓				
Cornell University		✓	✓		
Umass Amherst	✓				
Drew University	✓	✓	✓		
Hobart & William Smith College		✓	✓		
Providence College	✓	✓	✓		
Syracuse University		✓	✓	✓	
Gettysburg College		✓	✓		
DePaul University	✓				



Table 25b. Details on Students who Participate in Program and Receive Financial Benefit

College/University	Explanation
Nazareth College	Students are compensated for their hourly work in the program. Student compensation is approximately 75% of work study and 25% college employment funding. There is no cap on work study unless the student exhausts their allocated amount. If so, the student can remain in the program, compensated through college employment funds
University of Pennsylvania	Students can receive support for a public interest summer internship-a requirement of the program-if they are unable to secure funding from the employer or through some other means
Cornell University	Students receive \$2,000 fellowship to help covering their expenses relating to their community based project
Umass Amherst	We used to have a \$1,000 per year for every student to support them in 60 hours/semester of community service; that has been cut. We also used to have multiple funded summer internships; we not have one internship funded at \$2,000
Drew University	Institutional scholarship of \$2,500 annually/work study award is eligible
Hobart & William Smith College	Average amount of aid is \$1,800. The institution matches Americorps awards up to \$1,000 for currently enrolled students.
Providence College	We have scholarships for majors and Honoria for students who take a co-curricular leadership position acting as liaisons between student volunteers and community partners. Not all students receive them, but all are eligible to apply
Syracuse University	Academic affairs, two deans, external funds, and FWS pay for Shaw Center Leadership interns
Gettysburg College	Program Coordinators are paid for 9 hours of work per week in each semester, averaging \$1,800 in pay per year

Based on the tables above, the majority of programs offered multiple options for students to be compensated. This compensation was often offered through work study, institutional scholarships, or through program funding.





C. Possible Funding Strategies for Programs that Include Community Colleges

Using a regional framework for collaboration, community colleges, public and private colleges and universities, local affiliates of national civic and service organizations, community foundations and businesses can collaborate to address civic participation and economic development using a common agenda of community college transfer. If national and local stakeholders agree to a common metric of success and align their efforts in the region to provide financial support through civic transfer scholarships or a continuation of associate-to- baccalaureate campus and community employment for students with increased civic leadership development, civic transfer pathways can benefit all parties.

For example, the Tidewater Community College, Old Dominion University and the Hampton Roads CIVIC Leadership Institute partnership described previously was made possible through the stimulus of an executive-level civic leadership program. Many towns and cities offer such programs through affiliation with their community foundations or the national Association of Chamber of Commerce Executives. Recognizing the need to invest in college-age youth by preparing them for engaged civic life in the region, this collaboration reaches students at both local community and senior colleges and provides a natural transfer bridge grounded in mentored civic leadership.

At the national level, there are many civic and volunteer associations and organizations that promote service and leadership among their members. With reference to the previously-mentioned Phi Theta Kappa, although it encourages senior college transfer for 130,000 high-achieving community college students who are members, there are an additional 1.2 million community college students who meet its criteria and could access its benefits, but are not members (Marlowe, et al., 2016; Mitchell, 2016). An organization such as 4-H reaches rural and urban communities across the nation through the Cooperative Extension System with 110 land-grant universities. What kinds of transfer pathways are possible through 4-H's commitment to cultivating the "Hands of larger service" with youth in their programs who attend community colleges in the local areas served by the land grant university's Cooperative Extension?

Likewise, thanks to the writings of Robert Putnam (2000), we know that many of the civic associations dedicated to promoting a democratic way of life or involved citizens are faltering in attracting new members in the 21st Century. Without ignoring the exclusionary practices some of them may have promoted and viewing their values with a critical eye to their past, there are arguably compelling reasons for higher education leaders to approach them for assistance in providing community-based civic transfer pathways from community colleges to the senior colleges, both public, private, and proprietary, with whom they share the same zip codes. The following list comprises many organizations that have long enjoyed a local presence in American towns and cities that are also home to community colleges and universities:

- **Association of Junior Leagues International:** www.ajli.org
- **Rotaract:** <https://www.rotary.org/myrotary/en/learning-reference/learn-topic/rotaract>
- **Omega Leo Club:** <http://www.lionsclubs.org/resources/EN/pdfs/leo65o.pdf>
- **Elks USA:** <http://www.elks.org/states/>
- **Moose International:** <http://www.mooseintl.org>
- **Fraternal Order of Eagles:** <http://www.foe.com>
- **Epsilon Sigma Alpha:** <http://www.epsilonsigmaalpha.org/service-projects/local-service-programs>
- **Alpha Phi Omega:** <http://www.apo.org/join/whowhyhow>
- **Circle K International:** <http://circlek.org/home.aspx>
- **Altrusa:** <http://www.altrusa.com/Get-Involved/Club-District-Locations.aspx>
- **Campus Civitan:** <http://civitan.org/member-resource-center/campus-civitan-resources/>
- **Sertoma:** <http://sertoma.org/what-we-do/serteen-collegiate/>
- **National Exchange Club:** <http://www.nationalexchangeclub.org/get-involved/>
- **Optimist International:** <http://www.optimist.org/join.cfm>



- **Soroptimist:** <http://www.soroptimist.org/whoweare/clubs.html>
- **USA Jaycees:** <http://www.jci.cc/usa>
- **Association of Chamber of Commerce Executives:** <http://www.acce.org/wiki/leadership-development-programs/>
- **4-H:** <http://www.4-h.org/youth-development-programs/citizenship-youth-engagement/>

Examples of Community-Based Employment

Remuneration for service also emerges as a strategy to tackle unequal opportunity to deepen student learning through issue-driven experiences. The following provide some examples.

Borough of Manhattan Community College, NY, CUNY Service Corps

Students are paid to serve weekly in a community-based organization for one academic year. The program offers robust pre-service training and monthly support in promoting civic responsibility and career success.

Nashua Community College, NH, New Hampshire Student Service Leadership Corps

Student Corps members complete 300 hours of community-based service per academic year, earning an educational voucher and small stipend.

AmeriCorps-funded programs

Campus Compact of the Mountain West manages the Compact Service Corps AmeriCorps Program for six states as a national service program that connects students with communities through meaningful service-learning, civic engagement, and community service. The program promotes careers of service and programs that improve student access to higher education and academic success. Participating associate degree-granting colleges include:

- Mesa Community College, AZ
- Northeastern Junior College, CO
- Flathead Valley Community College, MT
- Salish Kootenai College, ID

Federal Work-Study programs

- Mesa Community College, AZ
- Miami Dade College, FL
- Students are hired as America Reads Tutors in local elementary schools for the entire school year.

Brookhaven College, TX

Students serve as reading and math tutors at local elementary schools.

Estrella Mountain Community College, AZ

Students are placed in community organizations for work-study employment.

Flathead Valley Community College, MT

Community-based work-study students are placed in local non-profit agencies.



Mesa Community College, AZ Service-Learning Assistants

Students in service-learning courses are invited to apply for uncompensated leadership positions to assist faculty with organizational support. They are trained by the service-learning staff to maintain paperwork on student placements and time logs. Students in this role earn certificates and are recognized at end of year celebration.

Owensboro Technical and Community College, KY, Hager Civic Engagement Scholars Program

As a scholarship-funded program, students study a challenging, customized curriculum and are provided with numerous opportunities to engage with civic leaders in the Owensboro community while participating in Phi Theta Kappa.

Eastern Florida State College, FL, Service-learning Leaders, Scholarships, Citizen Scholars

Students who serve as S-L Leaders are awarded stipends that cover up to 6 credit hours. Two students are awarded scholarships for exemplary service-learning (one for \$1,000 and one for \$500) to aid in completing another academic year at EFSC. Citizen Scholar Distinction is conferred upon graduation to students who have contributed 300 hours of community service, completed service-learning coursework, reflections and integrative essays and maintained a 3.0 GPA.

St. Louis Community College Meramec Campus, MO, Semester of Service

Sponsored by Missouri Campus Compact, Meramec campus students provide service (through volunteering, service-learning, or a combination of service opportunities) to community organizations or government agencies over the course of a single semester. Students who provide 45 hours of service or more are eligible for a certificate, website publicity, recognition by the college president, and two letters of recommendation for colleges or employers.

How can movements and initiatives dedicated to realizing the promise of democracy within higher education catalyze community college/senior college civic leadership transfer pathways? How can they use their collective voice and institution-spanning reach to facilitate such civic transfer pathways across member institutions and within disciplinary professional associations? Might Campus Compact, in partnership with some of the associations mentioned in the list above, promote civic transfer partnerships for Newman Civic Fellows from community college member campuses transferring to senior college member campuses? Might geographically situated American Democracy Project and The Democracy Commitment member campuses partner with local banks and credit unions to provide scholarships or community-based employment opportunities to community college students enabling them to continue and increase their civic commitments while pursuing a bachelor's degree in their community? It certainly seems less a question of 'why', and more a question of 'how' that we must grapple with.



Section 5 Assessing Outcomes for Students, Program, Institution, and Community Partners

Assessing the outcomes for students, programs, institutions, and community partners is an important part of understanding the relevance and impact of community engagement work. This section delves into how these programs gauge their work in terms of learning outcome themes and various strategies for assessing student learning; program assessments; and community partner impact and assessment strategies.

As referenced in Section 4, program managers might consider promoting aspects of leadership development to a 'career advisory council' – in so doing, a council could endorse this approach in their capacity as 21st century business/entrepreneur leaders and the types of skills being sought by them.



A. Various Forms of Leadership Development

Table 26. provides a snapshot of the variety of student leadership opportunities offered to students participating in the program.

Table 26. Opportunities for Student Leadership in Program

College/ University	Students serve as liaisons btw campus program and community partner organizations or leaders at sites	Students co-lead or facilitate instruction/ reflection connected to community engagement	Students have input into design/ decision making for program	Students serve as peer mentors or advisors to newer student participants	Students participate in publicly- engaged scholarship with faculty, peers, and/or community partners	Students serve in program development/manage ment roles
La fayette University	✓	✓	✓	✓		✓
Naza reth College	✓	✓	✓	✓	✓	✓
University of Pennsylvania		✓	✓	✓	✓	
Cornell University	✓	✓	✓	✓	✓	✓
Umass Amherst	✓	✓	✓			✓
Drew University			✓	✓	✓	
Hoba rt & William Smith College	✓	✓	✓	✓	✓	✓
Providence College	✓	✓	✓	✓	✓	✓
Syra cuse University	✓	✓	✓	✓	✓	✓
Gettys burg College	✓	✓	✓		✓	✓
DePaul University	✓	✓	✓	✓	✓	✓

Comments:

- Umass Amherst- Each of the four courses typically has 1-2 students as co-teachers. One or two of our core community partners have typically had student campus/community liaisons. Two students work in the large office that holds this program and organize recruiting and events and meet with the faculty and staff in program administration meetings.
- Syracuse University- Shaw Center Leadership Intern program provides student interns with opportunities to be involved in every program aspect of the center.

All 11 programs offer multiple opportunities for students to have leadership roles. All 11 programs indicated that students have input into design/decision making for the program and nearly all had students co-lead or facilitate instruction/reflection connected to community engagement.



B. Student Learning Assessment Strategies and Outcomes

Table 27a. and 27b. shows how each program assesses students' learning. This includes surveys, papers, presentations, rubrics, or other forms of assessment.

Table 27a. Assessment Strategy for Students' Learning

College/University	Student surveys are administered and collected	Assessment of student performance (i.e., culminating paper, presentation) is included	Does assessment involve the use of any established rubric (i.e., AACU Civic Engagement VALUE rubric) for assessing student learning for these modes?	E-Portfolio or other repository of student learning is utilized
Lafayette University	✓			
Nazareth College	✓	✓	✓	✓
University of Pennsylvania	✓	✓		
Cornell University		✓		✓
Umass Amherst		✓		
Drew University	✓	✓		
Hobart & William Smith College	✓	✓	✓	
Providence College	✓	✓		
Syracuse University	✓	✓		
Gettysburg College	✓	✓		
DePaul University	✓			



Table 27b. Details on Assessment Strategy for Students' Learning

College/University	Details
Lafayette University	Student participants complete a pre-test and a post-test
Nazareth College	We use many tools to assess student's learning including written reflections from trainings (including required diversity trainings), semester end self evaluations, community partner based assessments of the student's work. and formal written reflection papers completed as part of our Experiential Learning college requirement. The Experiential Learning college requirement employees a rubric, derived in part from the AACU CE Value Rubric.
University of Pennsylvania	We also employ informal assessments through information gathered in periodic observation and information gathering
Umass Amherst	Faculty and undergrad teaching assistants are continually assessing learning through a range of assignments, through careful attention to students' performance in class discussion and in one-to-one conversations, and through discussion with other program faculty in regular program meetings, where issues in the development of particular students are sometimes shared and related to what they demonstrated in the past
Hobart & William Smith College	Surveys are disseminated at the end of each semester, for both participants in CCESL programs (ie. America Reads tutors) and students in Compass Civic Leadership Program (ie. America Reads Coordinators). There is a Civic Leadership Survey as well
Providence College	We have a formal assessment of final student Capstone projects. This has not been implemented every year, however
Syracuse University	Assessments are collected in classes we facilitate by the center and faculty. The Center has separate assessments for our student staff and literacy programs
Gettysburg College	Surveys administered once per year, incorporating the learning goals detailed above. Student performance assessed through community partner meetings, as well as collection of other artifacts (dependent on projects completed with partners in a particular year as needed)
DePaul University	Quarterly student evaluations are administered in academic service learning courses

The majority of programs used surveys or an assessment of student performance (i.e., culminating paper, presentation) to evaluate student learning. When described in detail, institutions like Nazareth College used reflections as a form of assessment, while Gettysburg College uses feedback from community partners to assess student learning.





Sample Document 11 gives an example of the Civic Scholars Student Survey distributed at Drew University.

Sample Document 11. Drew University's Civic Scholars Student Survey Spring 2016

Civic Scholars Student Survey Spring 2016

This survey is being conducted by Dr. Amy Koritz, the Director for the Center for Civic Engagement. Thank you for completing this brief 10 minute survey; your responses will help the Center for Civic Engagement better understand the impact of community engagement on student learning. All of the Civic Scholars are taking this survey to help identify the aspects of the Civic Scholar program that students feel are particularly pertinent to their personal, intellectual, and leadership development, as well as those areas that are not as successful. Students' responses will allow the Center to identify the skills that students acquire through their participation in the Civic Scholar Program.

Please identify which year best describes your current position at Drew and write in all of your declared or projected Majors and Minors

Year:

Freshman

Sophomore

Junior

Senior

Other: _____

Major(s): 1. _____

Major(s): 2. _____

Minor(s): 1. _____

Minor(s): 2. _____

1. We would like to know more about how you view the role of individuals in the community and social life in general.
Please rate the following statements on a scale from Strongly Disagree to Strongly Agree:

Strongly Disagree

Somewhat Disagree

Neutral

Somewhat Agree

Strongly Agree

a. Adults should give time for the good of their community.

b. Social problems are not my concern.

c. Social problems are more difficult to solve than I used to think.

d. If I could change one thing about society, it would be to achieve a greater sense of social justice.

It is important to me to:

e. Volunteer my time to help people in need.

f. Become a community leader.

g. Help others who are in difficulty.

h. Volunteer in my community.

The following statements ask about your problem-solving abilities, specifically as they relate to community engagement.
Please rate how well you think you would be able to accomplish the listed tasks on a scale ranging from Not Very Well to Very Well.

2. If you found a problem in your community that you wanted to do something about (for example, trash was not being recycled properly on campus or there was a need to address human rights violations), how well do you think you would be able to do each of the following?

Not Very Well

Not Well

Neutral

Somewhat Well

Very Well

continued next page





- a. Create a plan to address the problem
- b. Get other people to care about the problem
- c. Organize and run a meeting
- d. Express your views in front of other people
- e. Identify individuals or groups who could help you with the problem
- f. Write an opinion piece to the local paper
- g. Call someone who you have never met before to get their help with the problem
- h. Contact an elected official about the problem
- i. Organize a petition

3. The next set of statements asks about your engagement in and with your community. Please indicate how frequently you have participated in each of the following activities in the past year using a scale ranging from Never to Very Often:

Never Sometimes Often Very Often

- a. Attended a meeting of a campus club/organization or student government group
- b. Worked on a campus committee or a student organization
- c. Worked on an off-campus committee, organization, or project (eg church group, community event, community service)
- d. Managed or provided leadership for a club or organization, on or off campus
- e. Completed a community-based project as part of a regular course
- f. Voted in national, state, and/or local elections

In the next set of statements, we are interested in how your experiences at Drew have impacted you-- what you have learned, how you have developed as a person/ scholar/ leader, and how you see the world. Indicate your level of agreement with the statements below using a scale ranging from Strongly Disagree to Strongly Agree.

4. My experiences at Drew so far have contributed to my knowledge, skills and personal development in the following areas:

Strongly Disagree Somewhat Disagree Neutral Somewhat Agree Strongly Agree

- a. Learning effectively on my own
- b. Understanding people of other racial and ethnic backgrounds
- c. Solving complex real world problems
- d. Contributing to the welfare of my community
- e. Developing a deepened sense of attachment to the world around me
- f. Working in teams
- g. Resolving conflicts
- h. Developing leadership skills
- i. Developing critical thinking skills

This set of statements seeks to understand which components of the Civic Scholars Program students find had the greatest impact on their experience at Drew and their development as students/ scholars/ individuals/ and leaders.

5. Please assess the value of the following program components for your personal development, intellectual development, and practical skills development using a scale ranging from Not Very Helpful to Very Helpful. If you have not yet participated in any of these program components, please fill in "NA" for that component.

If you have additional comments regarding the value of the Civic Scholars program components, please write in your thoughts in the space provided following the set of statements.

continued next page





PERSONAL DEVELOPMENT

Not Very Helpful

Not Helpful

Neutral Helpful

Very Helpful

NA

Shared residence hall floor for non-commuting first-year Civic Scholars
First-Year Civic Workshop/Project
Sophomore internship
Sophomore workshops
Junior leadership teams
Senior civic project

INTELLECTUAL DEVELOPMENT

Not Very Helpful

Not Helpful

Neutral

Helpful

Very Helpful

NA

Shared residence hall floor for non-commuting first-year Civic Scholars
First-Year Civic Workshop/Project
Sophomore internship
Sophomore workshops
Junior leadership teams
Senior civic project

PRACTICAL SKILLS DEVELOPMENT

Not Very Helpful

Not Helpful

Neutral

Helpful

Very Helpful

NA

Shared residence hall floor for non-commuting first-year Civic Scholars
First-Year Civic Workshop/Project
Sophomore internship
Sophomore workshops
Junior leadership teams
Senior civic project

Additional thoughts regarding the value of specific Civic Scholars program components:

6. Is there anything else would you like to tell us about the Civic Scholars program or your college experience at Drew?
Thank you for your time and willingness to participate in this survey.



Learning Outcomes

All 11 colleges/universities have learning outcomes for the students in their program. Examples of these learning outcomes can be found on the NJCC Virtual HUB at www.groupspaces.com/njcampuscompact . While some learning outcomes were very specific to the program itself, focusing on particular communities or having students be able to talk about the program to other students, themes occurred amongst all programs.

General themes included:

Explore and increase understanding of social justice issues
<ul style="list-style-type: none">a. Heighten social awarenessb. Cross cultural sensitivity skillsc. Intercultural competency
Understanding of self: positionality, privilege
<ul style="list-style-type: none">a. Understand one's own strengths and contributions to a communityb. Understand one's own social/cultural identities
Ability to think about social structures in society
<ul style="list-style-type: none">a. Understand institutional and systemic structures in place and power structures —link social problems to root causeb. Achieve deeper understanding of social issues in their political, sociological, cultures, and historical contexts and their root causesc. Critical thinking skills
Increase professional skills
<ul style="list-style-type: none">a. Be able to practice professional skills, such as effective communication, organization, and management
Increase communication skills
<ul style="list-style-type: none">1. Hear, consider, and engage points of view that are different from your own2. Be able to clarify personal value related to service, career, and making an impact
Increase facilitation skills
<ul style="list-style-type: none">a. Ability to encourage and facilitate dialogue about social issues and civic engagement (may also be considered leadership/teamwork)
Praxis: translate thought into action
<ul style="list-style-type: none">a. Understand different avenues for social change
Community awareness
<ul style="list-style-type: none">a. Develop first-hand knowledge and understanding of social justice/community issuesb. Understanding of diverse communitiesc. Capacity work with community members to solve problems

C. Program Assessment Strategies

Table 28. demonstrates those involved in evaluating the program.

All 11 programs had students involved in their evaluations, while most included community partners and faculty. Few programs included deans and administrators/leadership.

Table 28. Program Evaluation Cycle Engages the Following Constituents

College/University	Students	Community Partners	Executive leadership	Faculty	Dean(s)	Administrators /Leadership	Other
Lafayette University	✓		✓			✓	
Nazareth College	✓	✓	✓	✓		✓	
University of Pennsylvania	✓			✓			
Cornell University	✓	✓		✓			
Umass Amherst	✓	✓		✓			Program staff
Drew University	✓	✓		✓			
Hobart & William Smith College	✓	✓					
Providence College	✓	✓		✓			
Syracuse University	✓	✓		✓	✓	✓	
Gettysburg College	✓	✓				✓	Sometimes faculty are involved, if they are particularly engaged in change work of an agency and not "just sending volunteers"
DePaul University	✓		✓				

D. Community Partners

Table 29. indicates if community partners have impact measures/outcomes and if they are used.

All 11 programs used a set of community impact measures/outcomes with all partners. Many programs indicated that they vary by issue area or type of engagement and that they continue to work on these impact measures/outcomes. This allows for reciprocal partnerships between the community and colleges/universities.

Table 29. Do you have a Set of Community Impact Measures/Outcomes for Program?

College/University	Yes used with all partners	Yes but these vary by issue area or type of engagement	Some programs have measures	We are working on it	No
Lafayette University	✓		✓		
Nazareth College	✓	✓			
University of Pennsylvania	✓			✓	
Cornell University	✓	✓		✓	
Umass Amherst	✓	✓		✓	
Drew University	✓	✓		✓	
Hobart & William Smith College	✓	✓	✓		
Providence College	✓	✓		✓	
Syracuse University	✓	✓		✓	
Gettysburg College		✓	✓	✓	
DePaul University	✓		✓	✓	

Table 30a and 30b. illustrates the assessment strategies used to assess community contributions or impact.

Table 30a. Assessment Strategies for Community Contributions or Impact

College/University	Partner survey collected	Community listening circles or focus groups are utilized	Do you use any established rubric(s) or tool(s) for measuring these changes?	Collection and review of established program metrics by partners are utilized	We translate hours served and other projects into a projected dollar figure of value	We do not do this at present
Lafayette University	✓					
Nazareth College	✓	✓	✓	✓	✓	
University of Pennsylvania	✓					
Cornell University		✓				
Umass Amherst	✓					
Drew University	✓					
Hobart & William Smith College	✓					
Providence College	✓					
Syracuse University	✓	✓			✓	
Gettysburg College	✓	✓				
DePaul University	✓					



Table 30b. Details on the Assessment Strategies for Community Contributions or Impact

College/University	Details
Nazareth College	We have developed surveys for the partnering administrators to complete that evaluates the performance of our students and evaluates the performance of our administration of the program. We also meet each semester to discuss the impact of the program
Umass Amherst	Umass survey: http://cesl.umass.edu/community-partner-survey . In addition to the survey, the CSP program manager talks with each community partner at the end of each semester to hear their assessment of students' performance and students' impacts, and get their suggestions about any changes that would improve our relationship
Drew University	We have face-to-face or phone conversations with all of our community partners at least annually and more often as needed. These conversations allow us to assess impact of and direction for partnership
Hobart & William Smith College	Close to 400 students are enrolled in service-learning classes annually. We utilize contracts to promote conversations about expectations, capacity, and clarity (link provided). We ask community partners to evaluate student performance at the end of each semester and one of the questions pertain to campus community collaborations (link provided)
Providence College	Conversations are conducted with partners by the assistant director in charge of community partnerships
Syracuse University	We have an annual community partners meeting; collect information 2 times a year to keep everything updated; and we do site visits throughout the year. All staff participate on various nonprofit boards and community task forces
Gettysburg College	Some surveys and focus groups have been developed for specific programs through collaboratives. We've found they are most effective when they measure the overall effect of the initiative, not just the student aspect of the program. That way those involved aren't being over-surveyed.
DePaul University	Partner evaluations are collected quarterly





Sample Document 12 gives an example of a survey contributed to community partners that works with UMass Amherst.

Sample Document 12. UMass Amherst's Community Partner Survey

Community Partner Survey

UMass has created a process to learn more about the experience of our community partners. We would like to get as much info as you are able to share. We recognize that there are limits to your time. Please answer questions as thoroughly as your available time allows

Name of your Agency or Organization

Name of person filling out this survey

Please list all known UMass instructors that place students at your organization

If you are completing this form related to one particular faculty partner please indicate the name of that faculty member

How many hours do you estimate you and your staff spend per week in supporting UMass service-learning students?

What motivates you to take on Service-Learning students? (mark all that apply)

They help us complete tasks we otherwise might not accomplish

They are the right age to mentor young people we work with

It is an opportunity to educate college students about issues that affect our organization

They provide a good pool of potential hires

Other (please specify)

What proportion of students who were placed at your organization:

Were well prepared to serve in the organization and in the community

Everyone

Most

About half

A few

None

Participated in ways that were constructive and beneficial to your organization

Everyone

Most

About half

A few

None

Please describe ways that preparation was demonstrated or ways preparation could be improved

Please respond on a scale of 1-5: The communication with and support from the UMass faculty and/or staff was adequate for my needs

1 Strongly Disagree

2 Disagree

3 Neutral

4 Agree

5 Strongly Agree

What would you like to see changed or added to strengthen our partnership?

continued next page





What went well this semester and/or what went poorly?

How do the burdens of hosting/working with service-learning students weigh out with the benefits?

Benefits strongly outweigh the burdens
Benefits somewhat outweigh the burdens
Benefits and burdens are about equal
Burdens somewhat outweigh the benefits
Burdens strongly outweigh the benefits

Please describe the benefits and burdens

Do you feel you have sufficient opportunity to share your knowledge with service-learning students?

Yes
No

If you answered "No" to the previous question, how could we better facilitate opportunities for you to share your knowledge with service-learning students?

Please tell a story about a meaningful experience involving one or more of our service-learning students and your organization

Do you have any upcoming projects or opportunities that might be a good fit for service-learning students?

Yes
No

If you answered "Yes" to the previous question, please briefly describe the projects or opportunities you see and we can share this information with service-learning faculty who may be looking for future projects

Would you like to read some student reflections on their experience working with your organization?

Yes
No

Would you like to see the class syllabus before the semester begins?

Yes
No

Please add anything else you would like us to know or consider in regards to our partnership this semester

Link: <http://cesl.umass.edu/community-partner-survey>

All 11 programs used a partner survey. When asked to describe their strategies in detail, several programs indicated having conversations with community partners, such as through site visits, in person meetings, over the phone conversations, or focus groups. These forms of assessment are important to determine if the community partners are also receiving benefits from the partnerships.





Conclusion

Even a brief examination of the 11 programs reflected in this report should lead to the conclusion that there is a common thread of innovative leadership and commitment to excellence. Philosophically, each program is driven by a shared purpose to address issues of social injustice. Each program offers a pure reflection of higher education's public mission and purpose and we therefore felt they must all be recognized in this report. A perusal of the myriad stakeholders involved in the life of each program leads to our belief that they represent principled and democratic partnerships by their very nature – each stakeholder playing multiple roles as leaders, contributors, and learners.

It is clear from the report's first two sections that programs are only capable of being developed and sustained if there is vocal and financial support among the institution's leadership, only if sufficient faculty and administrator time can be devoted to the program, only if respect and collaborative leadership is nurtured with community leaders and partners. Obviously, the heartbeat of any program is represented by the ongoing willingness of students to place themselves out of their comfort zones in order to find their place in and with the world around them.

The richness of innovation and the intentionality of connections across the educational continuum emerge clearly in Section 3, in particular, the year on year nature of civic engagement experiences. For example, the continuum of experiences that students enjoy at Drew University enables them to become more deeply engaged over time with particular issues and communities. Efforts culminate in students submitting proposals for, and then completing, both a senior civic project and 300 level senior civic workshop. Naturally, graduating students have much to learn and experience in order to effect change but, having met with scores of Drew students during their end of year presentations over the past 3 years, it is clear that they have been uniquely shaped by the combination of education and experience. Indeed, these 'civic scholars' are very often the leaders and culture-shapers of civic life and participation at Drew.

All 11 programs offer multiple opportunities for students to have leadership roles. All 11 programs indicated that students have input into design/decision making for the program and nearly all had students co-lead or facilitate instruction/reflection connected to community engagement. All 11 colleges/universities have learning outcomes for the students in their program – geared not only to deepen their awareness of issues facing communities but also to enhance skills of communication, critical thinking and other immediately applicable professional skills. All 11 colleges/universities survey their community partners to gauge their views on the value of student engagement to their work, and the value of their role in student learning.

Thanks to the continued generosity of summit participants, we were able to provide multiple original source materials, including student handbooks, recruitment surveys, outcomes assessments, and community partner reflections. Both in the report itself and also located in the NJCC Virtual HUB, these unique snapshots of program management procedures help ground the work and provide replicable tools for others' consideration. The NJCC Virtual HUB can serve as a 'discussion hub' where conversations continue and files are shared, thereby ensuring that this report's value can appreciate over time with your contributions.

No community colleges were involved in the 2015 summit so clearly there are ongoing challenges to fully realizing the potential of multi-year programs that engage students from Associates degree-granting institutions. We conclude from the report that now is the time to move forward with developing 2-year/4-year partnerships and articulation transfer pathways that feature the development and growth of civic leadership within their graduates seeking a baccalaureate degree. The report clearly stated the key role Community colleges play in helping to meet the economic and workforce needs of the communities in which they are situated, but also how important it is to simultaneously address the civic development of students throughout their undergraduate education and beyond. Unless we deem it forgivable in our higher education efforts to turn away from 28 percent of white students, 50 percent of Hispanic students, and 31 percent of African American

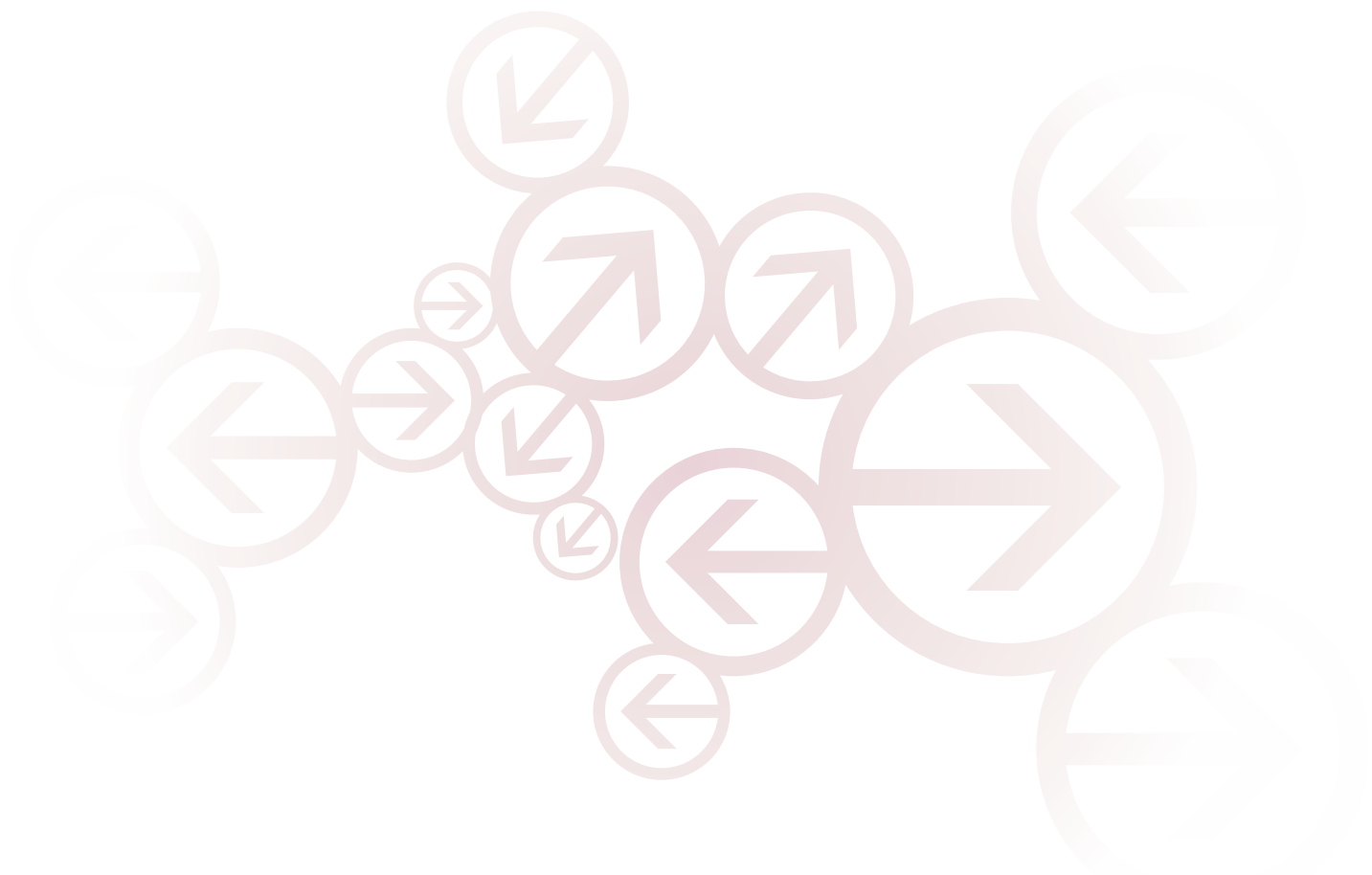




students across the country who all begin their higher learning experiences at community colleges, we need to lock on to uncovered possibilities for change. This is a challenge and a responsibility we share and are culpable in, whether by our action or our inaction.

2-year/4-year partnerships founded on principles of inclusion represent an exciting frontier for exploration. Multi-year community engaged programs for students at community colleges will have a positive impact on society. Even if programs are not managed by the community college but are instead managed by a neighboring 4-year degree granting institution, we can find meaningful ways for students at the community college to be involved. In situations where the 4-year considers its neighboring 2-year one of its primary sources of transfer students, these types of partnerships can be increasingly important, given the likelihood of students' more expedient integration and engagement into their 4-year campus life.

Finally, the report itself demonstrates our wish to continue to support the cohort of existing multi-year community engaged programs. Readers are invited to join in this process. We wish to see an upsurge in new multi-year programs and so we reach out to the innovators who see the path paved before them by these and other similar programs, and who wish to join in the march.





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