

**Elective Classification: Community Engagement  
2008 Documentation Framework**

The Carnegie Foundation's elective classification for Community Engagement affirms that a university or college has institutionalized Community Engagement in its identity, culture, and commitments. It also affirms that the practices of community engagement are aligned with the institution's identity and form an integral component of the institutional culture. Those practices may be focused in curricular engagement, outreach and partnerships, or both.

*Community Engagement* describes the collaboration between institutions of higher education and their larger communities for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.

The attached documentation framework provides a guide for institutions to develop and document their community engagement efforts. The framework is intentionally designed to support multiple definitions, diverse approaches, and institutionally-unique examples and data. The framework consists of two sections, *Foundational Indicators* and *Categories of Community Engagement*. Only institutions that satisfy the required items in the first section should proceed to the second section.

When implemented in 2008, participating institutions will respond to this documentation framework through an online data collection. Participation information will be posted on the Carnegie Foundation's Web site in early 2008.

Please note: This document was prepared to convey the framework's content, not the precise format of data collection. Small changes in content or format may be made in the online data collection.

**Elective Classification: Community Engagement  
2008 Documentation Framework**

*This is a facsimile of the documentation framework that will be implemented through an online data collection. This version is made available to assist institutions in planning their efforts and data-gathering activities.*

**I. Foundational Indicators**

**A. Institutional Identity and Culture**

Required Documentation (Complete all 5 of the following)

**1. Does the institution indicate that community engagement is a priority in its mission statement (or vision)? [Quote mission/vision – 100 words]**

Our Work Tenets publication, college catalog, full strategic plan and other published sources reference the following,

**Vision Statement:**

Anne Arundel Community College is a premier learning community whose students and graduates are among the best-prepared citizens and workers of the world.

**Philosophy and Mission:**

The college is committed to...providing a source for intellectual, cultural and physical vitality in the community. **Goal 5:** To provide to students a range of instructional resources, research facilities and programs that complement and add to traditional classroom education; **Objective 11:** That students and the community benefit from a range of applied learning programs and activities.

**2. Does the institution formally recognize community engagement through campus-wide awards and celebrations? [Describe with examples – 300 words]**

**Celebrations**

The Center for Learning through Service hosts an annual luncheon for over 80 service-learning faculty and 115 community partners to celebrate the successful civic engagement activities achieved during the year. College executives, including the president, attend and extend gratitude for engaged partnerships.

AACC's president extends an annual thank you letter to college employees in gratitude for their dedication and achievements. A list of accomplishments, with highlights of community outreach activities, is included with the letter.

A semi-annual community service fair is conducted each year to celebrate and promote community engagement with students, faculty, staff and the community.

Campus publications such as the employee newsletter - Newsliner, the alumni magazine - Community of Alumni and Friends, and the Annual Report to the Community promote and celebrate the activities and successes of community engagement.

**Awards**

In October 2007, the AACC Sarbanes Center for Public and Community Service inaugurated its Sarbanes Spirit Awards. An awards dinner was held to recognize social entrepreneurs whose contributions have led to new and innovative solutions to community problems and who have taken positive action to make social change. Awards were presented for national and county impact based on criteria demonstrating leadership, integrity, and service.

AACC has developed a draft plan for implementation in the next fiscal year to designate student service-learning hours on transcripts, as well as a "service-

learning scholar” designation. The Service-Learning scholar designation will require students to meet specific criteria regarding number of service-learning hours, grade point average, and assessed reflection assignment.

Certificates of appreciation are presented each term to those students who have completed service-learning assignments. Service-learning faculty are presented a pin that they are encouraged to wear and display with their regalia at graduation.

**3. a. Does the institution have mechanisms for systematic assessment of community perceptions of the institution’s engagement with community? [Describe the mechanisms – 400 words]**

Advisory Boards

Twenty-nine advisory boards with community, student and college representatives support programs and departments at AACC. Board members meet regularly and provide input from diverse perspectives to further the development of college programs and activities. Each board has its own operating structure. In some cases, subcommittees exist to work on specific issues affecting the program or department. Successful outcomes have resulted from effective collaboration between the college and the community. Reciprocity exists as many AACC faculty and staff also serve on the boards of the community organizations represented on AACC advisory boards.

Surveys

AACC’s Center for the Study of Local Issues conducts semi-annual public interest surveys. Specific questions are periodically targeted to the institution’s engagement with community, such as, “When you think about AACC’s image, which of the following phrases appear important to you?” 76% responded favorably that AACC “Helps foster good citizenship.”

Within the accreditation process, certain departments and disciplines such as medical assisting; human services; teacher education; and hospitality, culinary arts and tourism regularly conduct employer surveys to gather information regarding internship and fieldwork partnerships.

Community Meetings

The college has formal representation on seven Chambers of Commerce throughout the county. Additionally, the AACC Foundation hosts five community breakfasts each year. Business leaders are invited to join AACC’s president, Dr. Martha A. Smith, to discuss and provide ideas for building a strong community. The community meetings have led to more specific meetings targeting special industries and services. For example, recent service and internship discussions have centered on STEM (science, technology, engineering and mathematics) and child care initiatives for parents in rehabilitation programs.

### External Processes

External assessment processes are evident by awards and recognition AACC has received for its community engagement efforts. AACC is included in the Campus Compact publication, "The Community's College Indicators of Engagement at Two-Year Institutions" for exemplary practices regarding faculty development, internal resource allocation, and community voice. In 2006, AACC received the Community College National Center for Civic Engagement's annual "Collaboration in International Service-Learning" award, and AACC has been named twice to the President's Higher Education Community Service Honor Roll.

External assessment processes are also evident by granting agencies and the number of grant renewals received by the college. The Environmental Center is a key example of an AACC program that has long-term relationships with funding agencies. Over the past ten years, 90% of the grants have been extended and renewed based on performance and outcomes.

**b. Does the institution aggregate and use the assessment data?  
[Describe how data is used – 300 words]**

Input and assessment from advisory board community members is vital to strengthen the work and impact of the college's programs. The purpose for having community members on AACC advisory boards is to ensure that the college listens to the community and that the college is meeting the needs of the community in its programs and activities. Input from the community can influence program enhancements and direct new initiatives.

An example of how AACC uses data can be found in the semi-annual survey conducted by the AACC Center for the Study of Local Issues (CSLI). Twice a year, the advisory board meets to discuss the content of the semi-annual survey. Prior to conducting the survey, board members provide input for the survey questions. After the survey is conducted, the survey results are disseminated in a press release to the community for public use. It is published after each release in the Annapolis daily newspaper. The CSLI advisory board also reviews the results for further assessment and for the development of the next upcoming survey. Some questions for the survey are formulated by instructors, and resulting data is then integrated into classroom discussions.

In the case of the AACC Foundation community breakfasts and Chamber representation, input from community leaders helps to shape new college initiatives and programming. At the conclusion of the meeting with defense contractors and technology companies, the business leaders began work with the college's Information Technology and Homeland Security departments to contribute to program development that would meet community needs.

For programs and departments that conduct employer surveys for accreditation purposes, data is used to comply with the evaluation criteria and guidelines to target

areas that require quality improvement, and to implement action plans and evaluate outcomes.

**4. Is community engagement emphasized in the marketing materials (website, brochures, etc.) of the institution? [Describe the materials – 300 words]**

**Marketing Materials:**

- Websites: [www.aacc.edu](http://www.aacc.edu) - posts the vision, mission, strategic plan, college-wide core competencies, community outreach and activities  
[www.aacc.edu/sarbanescenter](http://www.aacc.edu/sarbanescenter) - posts specific information on student engagement programs and activities
- College catalog: posts the vision, mission, college-wide core competencies, student engagement programs within the Sarbanes Center for Public and Community Service
- College Schedule of Courses: special designations for service-learning courses
- Student orientation book: posts student engagement programs with the Sarbanes Center for Public and Community Service
- Brochures and fliers: Sarbanes Center, Center for Learning through Service (service-learning), CSLI, Internships
- Community Magazine: Alumni and community magazine with frequent articles about community engagement
- Sarbanes Center postcards
- President's Annual Report to the Community
- Newline: Employee newsletter with frequent articles about community engagement

**5. Does the executive leadership of the institution (President, Provost, Chancellor, Trustees, etc.) explicitly promote community engagement as a priority? [Describe examples such as an annual address, published editorial, campus publications, etc – 300 words]**

Dr. Martha A. Smith, president of Anne Arundel Community College, frequently speaks at community events. In her presentations, Dr. Smith consistently focuses on the value of community partnerships and meeting community needs. Dr. Smith is an active member of many national and local board of directors, including the League for Innovation in the Community College, American Council on Education, Governor's Work Force Investment Board, and two chambers of commerce. Each year, Dr. Smith addresses faculty and community partners at the annual service-learning appreciation luncheon. Dr. Smith has also supported Campus Compact membership for 6 years.

In a message in an employee newsletter, Dr. Smith stated, "...it is important to remember that the end result of the learning experience here is an informed, enlightened and productive citizen as well as a productive worker. Understanding and developing individual potential and what it means to us as human beings – a productive, value-based and meaningful life – is an educational outcome measured

only years after commencement – through such things as voter turnout numbers, donations to charities and the arts, volunteer work and passionate participation in cause-related events. ...So the challenge is how do we teach good citizenship. One way that AACC reinforces and reaffirms this life-plan for students is through our service-learning program.”

Dr. Andrew Meyer, vice-president for learning, has participated six times over the past eight years in an annual Chief Academic Officer Summit on Service-Learning sponsored by the American Association of Community Colleges in Washington, D.C. The purpose of this event is for college leaders to engage in dialogue to further the development and institutionalization of service-learning programs at the participating colleges.

## **B. Institutional Commitment**

### **Required Documentation (Complete all 6 of the following)**

- 1. Does the institution have a campus-wide coordinating infrastructure (center, office, etc.) to support and advance community engagement? [Describe with purposes, staffing – 400 words]**

#### **Sarbanes Center for Public and Community Service *Learning through experience. Meeting community needs.***

In 2006, AACC established the Sarbanes Center to provide leadership and facilitate all student engagement activities. The center seeks to build sustainable partnerships to match the learning needs of the college with the needs of the community. Through effective collaboration across the disciplines and within the community, the Sarbanes Center enhances learning among members of the college community while it strengthens the greater community as a whole. The Sarbanes Center reports to the Associate Vice-President for Learning within the Learning Division and closely collaborates with the Student Services Division as appropriate.

Within the Sarbanes Center, six programs focus on student engagement:

- 1) Center for Learning through Service: In operation since 2000, the center promotes and facilitates service-learning and community service activities.
- 2) Center for the Study of Local Issues: In operation since 1978, the center provides opportunities for students to engage in applied research activities with public interest surveys while meeting community needs.
- 3) Environmental Center: In operation since 1980, the center engages students in research-based experiences that focus on environmental issues that require practical solutions.
- 4) Institute for the Future: In operation since 2003, the institute engages students and the community as it promotes future thinking, develops the art of foresight, advises, consults, collaborates and trains.
- 5) Internships: The program engages students in work-based experiences enhancing classroom learning while also meeting employer needs.

- 6) Prior Learning Assessment: Through portfolio assessment, students seek credit for learning accomplished outside traditional classroom environments that meets college-level standards.

Each program collaborates with other existing programs across the campus to fully integrate the programs into the life of the college and to create a campus-wide culture of engagement. Unique and creative partnerships have been established across departments and schools, including credit and noncredit programs, such as English as a Second Language, the Child Care Center, and the Health Center.

Sarbanes Center staffing includes the director and program assistant, as well as a director/coordinator and staff for each of the aforementioned six programs. The center oversees and facilitates community engagement activities across the entire college community. Supported activities include: trainings (college-wide and departmental), presentations (national, regional, and local), promotions and marketing, strategic planning, and assessment.

Advisory boards made up of faculty, students, administrators and community members support the individual programs to further growth and development.

- 2. a. Are there internal budgetary allocations dedicated to supporting institutional engagement with community? [Describe percentage or dollar amount, source, whether it is permanent, and how it is used, etc – 50 words]**

Permanent institutional funding supports six full-time staff and release time for four faculty members. A \$580,000 budget covers salaries, professional development, travel for partnership development, and basic office expenses. A \$45,000 pool is available to fund mini-grants to support curriculum design activities for faculty that advance engaged learning.

- b. Is there external funding dedicated to supporting institutional engagement with community? [Describe specific funding –200 words]**

**Service-Learning:**

2003-2006: *Community Colleges Broadening Horizons through Service Learning* –a grant from the American Association of Community Colleges and Learn and Serve America to mentor other institutions on sustainable practices for institutionalizing service-learning programs on college campuses

2000-2003: *Community Colleges Broadening Horizons through Service Learning* –a grant from the American Association of Community Colleges and Learn and Serve America as a mentee college to learn sustainable practices to institutionalize service-learning on campus

2001: *Bridges to Healthy Communities 2005*—a planning grant from the American Association of Community Colleges to integrate service-learning pedagogy into HIV/AIDS education curriculum

1996–2000: AmeriCorps grant through the Corporation for National and Community Service –AACC is fiscal agent to establish service-learning programs at all community colleges in Maryland

**Environmental Center:**

Contracts with organizations such as the U.S Army Corps of Engineers, The U.S. Department of the NAVY, and the Maryland Department of Natural Resources engage students and faculty in applied research.

**Center for the Study of Local Issues:**

Contracts with organizations such as the Anne Arundel County Police Department, the Housing Commission of Anne Arundel County, and the Anne Arundel County Library provide applied research opportunities for students.

**c. Is there fundraising directed to community engagement? [Describe the fundraising activities – 200 words]**

Fundraising is directed towards specific programs and projects. One specific fundraising effort is conducted for Canstruction®, a service-learning project within the AACC architecture department. The most recent fundraising activity required approximately \$50,000 to purchase cans of food so that architecture students could build six structures they had designed using cans of food. The structures, often requiring thousands of cans, are built at a local shopping mall and are on display for one week. Food Link, Inc., a local emergency feeding program is involved in the project from beginning to end. Food Link supports fundraising, judges student designs, and manages the distribution of the food to local food pantries and shelters at the conclusion of the event. At the conclusion of the event, over 30,000 pounds of food was donated to emergency feeding programs for those in need.

**3. a. Does the institution maintain systematic campus-wide tracking or documentation mechanisms to record and/or track engagement in community? [Describe – 400 words]**

Accountability and quality assessment are a high priority at AACC, and therefore the college requires systematic approaches to tracking, documentation, and communication regarding student engagement and community partnerships. The college produces several annual documents that include data on community engagement, including the Institutional Assessment Report, the Strategic Action Indicator Report, the AACC Annual Report, and the Performance Accountability Report for the Maryland Higher Education Commission (MHEC). Data is for internal use as well as for the public record. The Sarbanes Center holds the overall responsibility for tracking and documenting student engagement activities for the college.

Examples of information that is collected and documented follow:

The service-learning program maintains a college-wide database and tracks number of student participants, service hours, monetary value of service hours, courses, disciplines, and number of faculty and community partners, all tracked for each term since fiscal year 2001. Students also provide feedback in post-service surveys about their perspectives of and attitudes toward their service-learning experiences, their insights about the community organizations they worked with, and their satisfaction with the service-learning process and service provided by the AACC Center for Learning through Service.

The service-learning coordinator also has regular, on-going dialogue with each of its community partners through site visits, phone calls, and e-mail. Community partners are regularly asked to assess the partnership and provide input to enhance partnership activities. Information from these communications is documented for further review and action. In addition, the service-learning program is initiating this summer a semi-annual assessment instrument for community partners to provide feedback for program improvement.

The Internship program tracks college-wide data, including student enrollments in internship courses, disciplines, faculty, and community partner organizations.

Department level field work and clinical work is tracked in disciplines such as teacher education, various health professions such as nursing, physician assistants, and human services, and paralegal studies. The collection of data is usually required for accreditation purposes.

**b. If yes, does the institution use the data from those mechanisms?  
[Describe – 300 words]**

Service-learning student hours are used to quantify the value given back to the community. Over the past six years, over \$1.5 million of donated student time has been provided to the community. Information is also gathered geographically and by issue area to assess whether or not the college is serving the county adequately by location and by area of need. It is also important to regularly analyze the geographic locations of our community partners to ensure that we have partners in sites that are convenient and accessible for our students.

Information provided through students' post-service survey of their service-learning experience is analyzed for trends to determine if program improvements or enhancements are required. Comments gathered from students about community organizations, both positive and negative, are forwarded back to the community organizations for assessment purposes and if necessary, corrective actions are implemented.

In the case of programs with fieldwork and clinical work, surveys are usually conducted in accordance with accreditation requirements. Students and employers are surveyed to assess their perception on job preparedness and skill levels and whether students are meeting employer needs and expectations. Information is gathered and reviewed for future changes and enhancements to curriculum as needed.

**c. Are there systematic campus-wide assessment mechanisms to measure the impact of institutional engagement? Yes/no**

Yes.

**d. If yes, indicate the focus of those mechanisms:**

**Impact on students [Describe one key finding – 200 words]**

Service-learning students are required at the end of each term to complete a post-service survey. Questions focus on the impact service-learning has had on student learning and student views on civic engagement. One key finding from the fall 2007 survey that examined student perceptions of a college-wide competency indicated that 83.1% of the students responding to the survey felt that they had an improved sense of civic and social responsibility as a result of their service-learning experience.

AACC is currently drafting a revised Student Opinion Form, a form completed by students at the end of each term to document student perceptions of their learning experience in each course. A new item addressing engaged learning is under review for inclusion into this assessment instrument to improve the quality of courses and provide feedback to individual faculty and deans.

As a grantee of the American Association of Community College's *Community Colleges Broadening Horizons through Service Learning* project, AACC participated in a national 3-year study about civic engagement in community colleges. A key finding from student pre-course surveys, post-course surveys, and focus groups indicated that service-learning participation increased students' knowledge of civic and community needs as well as where to go for solutions.

**Impact on faculty [Describe one key finding – 200 words]**

The Center for Learning through Service supports faculty to advance community engagement through service-learning. The entity supports recruitment, training, and assessment efforts of faculty as they implement service-learning. A key finding indicates the number of faculty using service-learning in their curriculum has grown from 21 in 2001 to 72 in 2008.

Growth is also evident in the commitment faculty have made to develop and enhance service-learning assignments and attend workshops and conferences. Engaged learning is also increasingly being identified as a growth area in faculty professional development plans for instructional/pedagogy goals and objectives.

Faculty are also influencing changes in college-wide initiatives. A revised Student Opinion Form used by faculty at the end of each term will include a question about engaged learning. Updates to the college-wide competencies will also include enhanced outcomes for the social and civic responsibility competency.

AACC conducted a faculty survey as part of a 3-year grant with the American Association of Community Colleges. The survey assessed the impact on faculty in using service-learning, and one key finding indicated that 83% of the faculty felt that service-learning enhanced their ability to communicate the core competencies of the subject matter they taught.

### **Impact on community [Describe one key finding – 200 words]**

AACC conducted a community partner survey as part of a 3-year grant with the American Association of Community Colleges. The survey assessed the impact on community partners regarding their participation with the college's service-learning program. Key findings from the survey included: 100% of the community partners felt that the college's service-learning students were an asset to their agency, 100% of the community partners felt that they did provide challenging meaningful, and educational tasks for service learners to accomplish, and 100% of the community partners felt that the service learners did have a positive impact on their agencies' efforts to meet community needs.

AACC knows that its commitment to community engagement has a positive effect and is making a difference within the community by the number of community partner newsletters that are published monthly and quarterly in which service-learning students are acknowledged and recognized for their contributions to the organizations.

### **Impact on institution [Describe one key finding – 200 words]**

For many years, the service-learning program in collaboration with its advisory board has conducted the Self Assessment Rubric for the Institutionalization of Service-Learning in Higher Education that was developed by Andrew Furco of the University of California, Berkeley. This document has been a useful tool to assess community engagement and the impact on the institution. Through the self-assessment process, AACC has identified the stages of development and institutionalization according to the rubric's dimensions and indicators. At the completion of the rubric process each year, AACC prepares an action plan for further improvements to strengthen the service-learning program. One key finding is that AACC has done excellent work with community participation and partnerships, but there is additional work needed to be done to support faculty incentives and rewards.

In the upcoming year, this rubric will be a model for use with other engaged learning programs, including internships, the Environmental Center, the Center for the Study of Local Issues, and the Institute for the Future.

**e. Does the institution use the data from the assessment mechanisms?  
[Describe – 300 words]**

Assessment data assists Anne Arundel Community College to identify areas needing improvement, helps form strategies for quality improvement, and identifies areas for expansion and growth.

Through information gathered through meetings and discussions with members of college advisory boards, local professional and chamber of commerce groups, and the college's foundation board, the college uses feedback from citizens to develop new programs that are responsive to community needs. Information from citizens has led to the development of programs and partnerships such as Homeland Security, CyberWATCH, Intelligence Analytics, and Transportation Security. The college is currently working on a college-wide response to issues regarding the state's need for assistance with programs and activities for juvenile offenders.

Data provided by students about their service-learning experience provides very important information about community organizations and the health of the college/community partnership. All negative responses about organizations are quickly reviewed and if necessary, a phone call or visit is made to the organization to review the partnership situation.

In the case of the self-assessment rubric for the institutionalization of service-learning, the college has used this model to assess the college's stages of institutionalization, and more importantly, create an action plan for further growth and improvement.

**4. Is community engagement defined and planned for in the strategic plans of the institution? [Describe and quote – 200 words]**

**Strategic Plan:**

Goal 1: Focus on Learning, Strategy 1.03S: Increase the opportunities for students to learn outside of the traditional academic year and classroom setting, Action 1.03S.a: Restructure student internship and coop program to enhance the quality of and increase the number of work placements to strengthen the linkage to program learning outcomes and Action 1.03S.c: Transition AACC's service-learning function – expanding into new courses and disciplines with a focus on those under-represented—as one of several areas within an overall applied learning organization.

Goal 2: Achieve Academic Excellence, Expected Outcome 2.06E: Students are engaged in their learning.

Goal 3: Meet the Needs of a Diverse & Global Community, Strategy 3.05S: Enhance support for economic development goals of the county, its businesses, and its outreach efforts, Action 3.05S.a: Strengthen partnerships with county economic development, workforce development, and other agencies to enhance programming

that meets the county's goals, Strategy 3.07S: Promote and enhance the college as a county resource for diverse social, cultural, and recreational activities

**5. Does the institution provide professional development support for faculty and/or staff who engage with community? [Describe – 300 words]**

Funds are available for faculty to attend as well as present at national and regional conferences. Over the past eight years, twenty-three faculty have attended the annual Community College National Center for Civic Engagement conference in Scottsdale, Arizona, and several of those faculty have attended the conference on multiple occasions. In addition, two staff members have regularly attended and presented at the conference each year.

The AACC Center for Learning through Service provides periodic workshops on topics such as reflection, syllabus development, program design in collaboration with community partners, and integrating civic responsibility into the curriculum. In one workshop, the college provided a bus to transport faculty on a tour of several community partner agencies. This activity provided an outstanding opportunity for faculty to learn firsthand about the organizations and their needs and enabled the faculty to design service-learning assignments structured around course learning objectives that also met the agency needs.

Faculty whose professional development plans contain objectives for engaged learning can receive up to \$1,500 per year to present at professional conferences or to serve as an office or board member of a professional organization in representation of the college and its community engagement.

Faculty can also apply for mini-grants through the "Designs for Learning" program to create or enhance curriculum. Examples of previously funded projects include creating a service-learning video for students for use in class orientations, assessing student retention through service-learning, and creating a service-learning website.

**6. Does community have a "voice" or role in institutional or departmental planning for community engagement? [Describe – 300 words]**

Community "voice" is vital to the success of engagement activities at AACC. Community members are actively recruited to participate on each of the college's advisory boards to provide the necessary community perspective in the development and enhancement of college programs.

The AACC Foundation works directly with the community and regularly seeks ideas from citizens and businesses for building a strong community. Input from the community is shared with college programs and helps shape programming that meets community needs.

The service-learning office also conducts project design workshops, bringing together faculty and community partners. These workshops are an opportunity for community partners to describe their mission and current needs. Faculty then share their learning objectives for their individual courses. At the end of the workshop, faculty and community partners pair up to begin designing service-learning projects that specifically meet the needs of both faculty and community partners.

In addition, many service-learning projects have intentionally been designed through a collaborative approach between an instructor and a community partner. Community partners are brought into the classroom to share their mission and needs with students. Students then work with the organization to design a service-learning project that will meet those community needs, while also providing opportunities for students to build skills and meet course learning objectives.

The service-learning office also requests “wish lists” from our community partners. The community partners submit a list of their needs, which then becomes a starting point for connecting faculty and courses to potential projects and activities that can meet course learning objectives. In some cases, an interdisciplinary approach facilitated by the service-learning office can provide a bigger picture approach and better results for the community organization and the students. Community partners are encouraged to update their list as their needs change so that information is accurate and current.

### **Supplementary Documentation (Complete all of the following)**

**1. Does the institution have search/recruitment policies that encourage the hiring of faculty with expertise in and commitment to community engagement? [Describe – 300 words]**

AACC uses a rubric for hiring faculty using selection criteria that specifically address expertise in and commitment to community. The two criteria (out of a total of seven) that specifically refer to community engagement include:

**Teaching Effectiveness:**

- Ability with innovative/experiential/engaged learning

**Relevant Collaborative Experiences:**

- Partnerships (K-12, business and industry, other colleges, e.g. 2+2, etc.)
- Development of and/or responding to needs for programming in community, extended learning and/or workforce education

**2. a. Do the institutional policies for promotion and tenure reward the scholarship of community engagement? [Describe – 300 words]**

The promotion and tenure process at Anne Arundel Community College requires the evaluation of four areas that are described below. All four of these evaluation areas

clearly provide opportunities for faculty to address their community engagement activities as they align with their professional development plan. The four evaluation areas are also aligned with the annual faculty evaluations.

**Teaching effectiveness**-faculty who integrate service-learning into their curriculum can provide course materials such as syllabi, service-learning assignments, student reflection assignments, and the student opinion forms for peer review and department review to document how the use of engaged learning practices can positively impact student learning outcomes.

**Scholarly/professional growth**-work may include research, participation in professional organizations, conferences, and seminars. Many AACCC faculty who use service-learning in their courses are able to document their research and attendance and presentations at national conferences specifically targeted to the scholarship of community engagement.

**School/department activities**-faculty must document contributions to school or department committee work, development of instructional materials, and leadership roles undertaken. Service-learning faculty have many opportunities to demonstrate school/department activities, including participation on the service-learning advisory board, providing student orientations in the classroom on behalf of the Center for Learning through Service, and developing instructional materials in collaboration with the Center for Learning through Service, such as the faculty handbook, the orientation video, and a Web site for students, faculty, and community partners.

**College/community activities**-faculty must document contributions to the college and the larger community through active participation and leadership in activities and events. Faculty can easily document their community engagement activities, including serving on community agency boards and collaborative efforts on grants.

**b. If yes, how does the institution classify community-engaged scholarship? (Service, Scholarship of Application, other) [Explain – 100 words]**

The institution has an open-ended approach to classifying community-engaged scholarship so that all activities can be addressed, including service and scholarship of application. Faculty have the opportunity to focus on service within the campus and community and/or can focus on scholarship of application through research and conference activities.

**b. (cont'd) If no, is there work in progress to revise promotion and tenure guidelines to reward the scholarship of community engagement? [Describe 200 words]**

N/A

**3. Do students have a leadership role in community engagement? What kind of decisions do they influence (planning, implementation, assessment, or other)? [Examples – 300 words]**

Students have several leadership opportunities in community engagement. First, several of the advisory boards have student members, including service-learning, the Center for the Study of Local Issues, and the Institute for the Future. Student voice is a vital component to the advisory boards for ensuring program success. Second, student voice is a requirement within the service-learning program through the use of post-service surveys. Feedback gathered from the surveys supports the assessment process for program enhancements and improvements. Survey information from the students about community partners is shared with the community partners. Student names are withheld to maintain confidentiality.

The third opportunity for student leadership in community engagement is through the student clubs. Although there is no mandate or expectation from the college regarding community engagement within the student clubs, AACC has a rich history of service activities and projects that are designed, planned, and implemented solely by students. Training has been provided for students through the Center for Learning through Service on topics such as civic responsibility and how to develop a chairman's planning guide to provide guidance to students on how to plan and implement service projects. Clubs that actively engage in community projects include Interior Design, Chemistry, Human Services, Student Education Association, Phi Theta Kappa, and the Student Association.

**4. Is community engagement noted on student transcripts? [Describe – 100 words]**

AACC is in the preliminary stages of implementing through the registrar's office a designation for service-learning on student transcripts. It is expected that this project will be complete by the end of the fiscal year.

**5. Is there a faculty governance committee with responsibilities for community engagement? [Describe – 200 words]**

The Committee on Teaching and Learning is a standing committee of the Academic Forum that is responsible for recommending to college governance approval of instructional policy, for example, evaluation of teaching procedures through the revised Student Opinion Form and its use in the Annual Evaluation. It works closely with the Committee on Promotion and Tenure to insure that teaching effectiveness criteria are clear and that credit for applied and engaged learning is attributed to faculty applying for promotion or tenure and who are actively involved in engaged learning.

Anne Arundel Community College has an active service-learning advisory board focused on community engagement. The board is chaired by a faculty member and includes faculty, staff, students, community partners, and administrators. Faculty representatives from each of the college's schools serve on the board. Often, these are

some of the same faculty who also serve or have served on the Committee on Teaching and Learning.

The college is currently conducting a review of its college-wide competencies, and the Learning Outcomes Assessment team of the Teaching and Learning committee has presented for approval the revised competency on social and civic responsibility and the expected learning outcomes. This includes performance indicators for outcomes.

## II. Categories of Community Engagement

### A. Curricular Engagement

Curricular Engagement describes the teaching, learning and scholarship that engage faculty, students, and community in mutually beneficial and respectful collaboration. Their interactions address community identified needs, deepen students' civic and academic learning, enhance community well-being, and enrich the scholarship of the institution.

NOTE: The terms community-based learning, academic service learning, and other expressions are often used to denote service learning courses.

**1. a. Does the institution have a definition and a process for identifying Service Learning courses? [Describe requirements – 200 words]**

**Definition**

Service-learning combines academic studies with community volunteer service, enhancing student learning through a hands-on service experience that meets a community need.

**Process**

A handbook developed by faculty and service-learning staff, through a Designs for Learning grant, outlines course requirements. Instructors who use service-learning in their curriculum are required to work with the Center for Learning through Service for accountability, quality, and risk management purposes. Center staff provide information for the faculty regarding curricular requirements as well as assistance with placement logistics. Syllabi standards are reviewed regarding connection to curriculum, reflection, service hours required, and site selection. Once a course has been designated as a service-learning course, instructors are required to provide an orientation for students. Orientations are conducted by faculty, as well as the service-learning staff. Occasionally, community partners also participate in the orientations. Courses with service-learning are also designated in the schedule of courses each term to assist students who are seeking service-learning experiences.

**b. How many formal for-credit Service Learning courses were offered in the most recent academic year? 76**

**What percentage of total courses? 9%**

c. How many departments are represented by those courses? 17  
What percentage of total departments? 53%

d. How many faculty taught Service Learning courses in the most recent academic year? 72  
What percentage of faculty? 28%

e. How many students participated in Service Learning courses in the most recent academic year? 816  
What percentage of students? 4%

2. a. Are there institutional (campus-wide) learning outcomes for students' curricular engagement with community? [Provide specific learning outcome examples – 200 words]

AACC has eight college-wide competencies: • communication • scientific, mathematical and technological ability • critical thinking and problem solving • information literacy and research • social and civic responsibility • holistic nature of human knowledge • global perspective • self-management and wellness

Recently, the college has re-assessed the existing college-wide competencies and a draft with new learning outcomes for students is under review. To specifically address the social and civic responsibility competency, the draft document includes the following learning outcomes for students: Can the learner...

1. participate in learning through service on the college campus and in the community?
2. respect the diverse members and the varied attributes of members of the college and of the general community?
3. serve as an advocate for individuals and groups on the college campus and in the community?
4. work with peers and/or faculty to enhance the lives of others?
5. demonstrate ethical principles and behaviors that enhance the community and the environment?
6. practice stewardship of resources, the environment and the community?

While the social and civic responsibility competency directly addresses curricular engagement with community, each of the competencies has the potential to be addressed through service-learning activities and faculty guided reflection.

b. Are there departmental or disciplinary learning outcomes for students' curricular engagement with community? [Provide specific learning outcome examples – 200 words]

Many of the departmental learning outcomes for student's curricular engagement with community are tied directly to the AACC college-wide competencies. With one competency focused on social and civic responsibility, each of the 76

service-learning courses can link course-level learning outcomes to community engagement.

#### Specific department requirements

**Nursing**—A general learning outcome requires students to “examine the role of the nurse in diverse community settings through service-learning.” Examples of specific learning objectives include 1)Utilize therapeutic communication skills when interacting with clients and significant others, 2)Assess social, cultural, developmental, spiritual, religious and economic influence on client health and wellness, 3)Direct holistic interventions toward empowering the client and family to prepare for diagnostic, treatment and long-term self-care management of health and wellness issues, 4)Identify continuity of care services relevant to the individual client and prepare the client for entry into the next phase of the continuum.

**Physician Assistant Program**—A learning objective states “Participate in a service-learning project that will enable the student to develop communication and relational skills with small children and/or children with disabilities.”

**Teacher education**—One learning outcome addresses community engagement through outreach to parents.

#### **c. Are those outcomes systematically assessed? [Describe – 200 words]**

Instructors assess outcomes at the course level at the end of the term. As part of the syllabus, instructors assign a service-learning assignment with reflection. While most instructors require that students maintain a journal as part of their reflection assignment, several other reflection activities are integrated into the curriculum, including summary reports, class presentations, and class discussions. Systematic program reviews with the Vice President for Learning require reports on learning outcomes for each program, including outcomes for the social and civic responsibility college-wide competency.

#### **d. If yes, how is the assessment data used? [Describe – 200 words]**

Within the discipline and course, data is used to assess the student’s ability to link the engaged learning experience to course content and learning objectives. Grades are assigned to a student’s work based on the student’s ability to link the service-learning experience to course content and learning objectives.

A good example of outcomes assessment is within the nursing department. Approximately 100 students are enrolled annually in the nursing program (registered nurse) and service-learning is a required component of the curriculum in addition to over 100 hours of clinical work. Service-learning is intentionally used in addition to the clinical field work because service-learning can address certain learning objectives that the clinical field work might not address. Rubrics have been established for service-learning journals and group presentations, and therefore

standards provide faculty a system to assess student learning and the connection to course learning objectives.

The nursing department also holds a one-day Reflection Day. Student groups prepare presentations based on their service-learning reflections for their peers and the nursing faculty. Students also create poster displays. This one-day event demonstrates the department's commitment to the engaged learning experience and provides an opportunity for students to demonstrate what they have learned.

**3. a. Is community engagement integrated into the following curricular activities?**

**Student Research** - Yes

**Student Leadership** – Yes

**Internships/Co-ops** – Yes

**Study Abroad** – Yes

**[Describe with examples – 300 words]**

**Student Research**

AACC students have applied research opportunities through the Environmental Center and the Center for the Study of Local Issues. Within the Environmental Center, students work on projects designed to solve real world environmental problems, such as working for the Army Corps of Engineers for under water grass restoration to help the Chesapeake Bay, work for the University of Maryland at Hornpoint to provide a seed dispersal mechanism in underwater grasses, and work with the Air Force to restock fish at Bethel Reservoir. Within the Center for the Study of Local Issues (CSLI), students engage in hands-on social science research methodologies, such as surveys, focus groups, questionnaire design, and statistical analysis to provide public access to community information. Students support a semi-annual survey of county residents as well as surveys for community agencies, such as the Anne Arundel County Police Department, the Housing Commission of Anne Arundel County, and the Maryland Department of Natural Resources.

**Student Leadership**

Community engagement workshops have been presented to student leaders periodically on topics such as civic responsibility and creating a chairman's planning guide for service projects. Student clubs frequently initiate service projects after identifying community needs. Service projects are coordinated with the Center for Learning through Service to ensure projects are structured, required resources are available, and risk management issues have been addressed.

**Internships/Co-ops**

In 2007, AACC increased its commitment to its internship program by hiring its first full-time coordinator. Services include counseling and resume reviews for students, and employer partnership development and site visits. In fiscal year 2008, 195 students received experiences through credit-based internship experiences and over 200 community partners worked with the college to offer experiences for the students.

## **Study Abroad**

A faculty in the human services department is currently writing curriculum for a new service-learning travel course.

### **b. Has community engagement been integrated with curriculum on an institution-wide level? Yes/No**

**If yes, indicate where the integration exists:**

**Core Courses** - No

**Graduate Studies** - No

**First Year Sequence** - No

**Capstone (Senior level project)** - No

**In the Majors** - Yes

**General Education** - No

**[Describe with examples – 300 words]**

### **In the Majors**

Several majors require service-learning activities or fieldwork as part of their curriculum, including nursing, physician assistant program, physical therapy, teacher education, and human services.

- 4. Are there examples of faculty scholarship associated with their curricular engagement achievements (action research studies, conference presentations, pedagogy workshops, publications, etc.)? [Provide a minimum of five examples from different disciplines – 300 words]**

**Architecture:** Community College National Center for Community Engagement conference presentation “Putting the Community in the Classroom and the Classroom in the Community – 15 Years of Success” presented by Professors Ryan and Lowe – May 2006

**Biology:** Professor Faircloth conducts trainings nationally at colleges and conferences for American Association of Community Colleges on civic responsibility 2003 – present

**Business:** PhD dissertation presented by Professor Collins about service-learning as a factor in promotion and tenure for community college faculty - 2007

Community College National Center for Community Engagement conference presentation “Rewarding Service Learning in Community Colleges through Faculty Reward Systems” presented by Professor Collins – May 2007

**Human Services, Economics, and Architecture:** League for Innovation conference presentation “Putting the Community in the Classroom and the Classroom in the Community” presented by Professors Potter, Mester, Lowe, and Ryan - 2007

**Mathematics:** Research study conducted as part of an AACC Designs for Learning mini-grant to assess the impact of service-learning on course retention, course GPA, and on college-wide competencies. 2005 - 2006

## **B. Outreach and Partnerships**

Outreach and Partnerships describe two different but related approaches to community engagement. The first focuses on the application and provision of institutional resources for community use with benefits to both campus and community. The latter focuses on collaborative interactions with community and related scholarship for the mutually beneficial exchange, exploration, and application of knowledge, information, and resources (research, capacity building, economic development, etc).

### **1. Indicate which outreach programs are developed for community:**

**Learning centers**

**Tutoring**

**Extension programs**

**Non-credit courses**

**Evaluation support**

**Training programs**

**Professional development centers**

**Other (specify)**

**Describe with examples (300 words)**

#### **learning centers**

Instruction in basic reading, writing and math; General Educational Development (GED), literacy instruction and English as a Second Language (ESL) is offered in community centers around the county.

#### **tutoring**

Free peer and online tutoring offered in numerous subject areas within flexible timeframes to facilitate student achievement and academic success.

#### **noncredit courses**

Avocational courses offered to meet community needs, covering topics such as art, music, dance, culinary arts, recreation, languages, and personal finance.

#### **training programs**

Northrop Grumman Corporation Workforce Grant, developed in 1996, brings together local government, higher education, and business to create a world-class workforce. Over 58,000 registrations and a Northrop Grumman investment of over six million dollars has enabled AACC to build capacity to replicate and deliver training programs to the business community and public.

AACC, in partnership with the Maryland Department of Education and the Department of Public Safety, offers programs in prisons such as GED, employment readiness, parenting and life skills, credit courses, and trade skills that lead to self-sustaining employment with upward mobility.

The Office of Occupational Skills provides convenient, short-term training allowing a student to go to school, learn a trade and get a job in demand by industry.

**professional development centers**

The Total Teacher Training Project (T3) uses the college infrastructure to provide technology training to county public school teachers to support the school system's professional development/training requirements and goals.

Continuing Professional Education (CPE) offers opportunities for professionals to update skills or master new ones to meet certification, recertification, licensure or relicensure requirements using flexible schedules and convenient locations.

**other**

The Parenting Center provides family life courses and resources to parents and professionals on campus and on-site at schools, community organizations and places of worship. A Leave No Parent Behind scholarship helps nonprofit organizations bring parenting classes to those who cannot otherwise afford them.

**2. Which institutional resources are provided as outreach to the community?**

**co-curricular student service**

**work/study student placements**

**cultural offerings**

**athletic offerings**

**library services**

**technology**

**faculty consultation**

**[Describe with examples – 300 words]**

**co-curricular student service**

AACC offers co-curricular programs and campus-based social, cultural, and recreational activities, including concerts, movie nights, and cultural performances for community participation and enjoyment.

**cultural offerings**

The Pascal Center for Performing Arts has a 400-seat theater for college and community-sponsored programs and an art gallery. Programs and events encourage the cultural vitality of students and the community.

**library services**

The Andrew G. Truxal Library welcomes students, faculty, staff, and Anne Arundel county residents to use an extensive collection of in-house and online resources and services.

**technology**

The Virtual Campus at AACC supports learning by offering credit courses in non-traditional formats, including online courses, hybrid courses, telecourses, and interactive courses and are able to complete a degree, certificate, or update workplace skills. Wireless access is available to anyone working within one of the designated wireless zones.

**faculty consultation**

The Institute for the Future at AACC advises, consults, collaborates and provides training locally and nationally to facilitate creativity, strategic planning, and trend analysis to meet client needs.

The AACC speakers bureau provides faculty and staff speakers to community groups and non-profit organizations to speak on a broad range of topics at no charge.

**Other**

During election years, the Center for the Study of Local Issues conducts candidate forums for the community to interact with the candidates to learn about their positions on specific issues.

The Summer Bridge Program is a four-week long program that prepares incoming “first generation” students for a comprehensive college experience focusing on both academic and social success. Two separate programs are designed to serve the unique needs of African American students and students from Latino households. Activities include information sessions on how to navigate college services and explore careers, intensive English, reading and math instruction, and study strategies and life skills on topics such as time-management, test-taking techniques, and goal setting. Faculty and staff committed to assisting students in the transition from high school through college collaborate across the Office for Learning and the Office for Learner Support to plan, develop, and implement the program to support student success.

The Student Achievement and Success Program (SASP) provides support, resources and incentives for student populations traditionally experiencing challenges in meeting academic goals, including minority, low income, under-prepared, and/or first generation degree students. Services are designed to encourage participants to achieve academic success, graduate and transfer to a four-year school.

The Child Development Center offers early education and child care for children ages three to five, serving children of AACC students, faculty, staff and the community.

- 3. **Describe representative partnerships (both institutional and departmental) that were in place during the most recent academic year. (maximum 15 partnerships). Use the attached Excel file to provide descriptions of each partnership.**

Please see the attached spreadsheet

Partnership Name	Community Partner	Institutional Partner	Purpose	Length of Partnership	# of faculty	# of students	Grant funding	Institution Impact	Community Impact
1.									
2.									

3.
4.
5.
...
20.

**4. a. Does the institution or do the departments work to promote the mutuality and reciprocity of the partnerships? [Describe the strategies – 300 words]**

AACC promotes the mutuality and reciprocity of the partnerships in a variety of ways, including:

Professional Development

Over the past few years, AACC has paid the expenses for nine community partners to attend and in some cases, co-present at the Community College National Center for Civic Engagement conference in Arizona. This strategy for community partnership development has been very effective to educate community agencies about service-learning, and has also served as a rewarding experience to create more meaningful service-learning projects for students and the community.

Advisory Board Membership

Community partners serve on AACC advisory boards, and AACC faculty and staff serve on community boards. Board membership has provided wonderful opportunities for the exchange of ideas and valued input from diverse sources.

Project Design

AACC invites faculty and community partners to work together to design service-learning projects that meet both the learning objectives of the course as well as the needs of the community. The intentional design of these service-learning projects makes the activity a win-win for both the college and the community.

Wish Lists

Community agencies are requested to develop a wish list of their needs on a regular basis. The wish list provides a foundation on which to create and develop service-learning projects that meet community needs. Community agencies are requested to think beyond their standard use of volunteers for direct service, and to brainstorm on their indirect needs. This creativity provides outstanding experiences for students to serve and participate while taking courses that are not traditionally linked to some community agencies.

**b. Are there mechanisms to systematically provide feedback and assessment to community partners and to the institution? [Describe the mechanisms – 300 words]**

Students who participate in service-learning are required at the end of each term to complete a post-service survey. Questions focus on the impact the service-

learning assignment has had on the students' learning and their views on civic engagement. Information is also collected about the students' views on the community agency they worked with and an assessment of the services provided by the AACC Center for Learning through Service. All data collected about the community partners is sent to each individual agency semi-annually for review and further action if necessary. Data collected about the Center for Learning through Service is analyzed to assess the center's strengths and weaknesses and improvement actions are implemented if necessary.

- 5. Are there examples of faculty scholarship associated with their outreach and partnerships activities (technical reports, curriculum, research reports, policy reports, publications, etc.)? [Provide a minimum of five examples from varied disciplines – 300 words]**

**Architecture:** Community College National Center for Community Engagement conference presentation "Connecting Faculty and Community Partners: Effective Strategies for True Reciprocity" presented by Professors Ryan and Lowe and community partners from Food Link, Inc. – May 2005

**Biology and Sociology:** Publication in the Human Anatomy and Physiology Society Newsletter titled "Preparing Citizens of the World: Pedagogy That Encourages Inclusivity in the Classroom and Community" authored by Drs. Faircloth and Kent-Skruch - 1999

**Business:** Community College National Center for Community Engagement conference presentation "International Service Learning Project Done Locally – Global/Alternative Gift Market" presented by Professor Ezrow and community partner A Greater Gift – May 2006

Association of American Colleges and Universities conference presentation "Effective Strategies for True Reciprocity among Faculty and Community Partners" presented by Dr. Collins – November 2005

The curriculum designed by the faculty teaching the small business course requires that community partners visit the classroom to present information on the mission and needs of the organization. From those presentations, students work to design a service-learning project that will meet community needs as well as course learning objectives.

**Sociology:** Association for Gerontology in Higher Education conference presentation "The Role of the Community College in Meeting Community Needs" presented by Dr. Kent-Skruch – March 2007

### **III. Wrap-Up**

- 1. Optional – overflow answers**

## 2. Optional – additional information

### 1.

AACC tracks college initiatives, including community engagement, through a process intentionally designed to ensure the alignment of initiatives to the college mission, strategic plan, and the institutional indicators for performance. An example follows:

Vision Statement: Anne Arundel Community College is a premier learning community whose students and graduates are among the best prepared citizens and workers of the world.

Strategic Plan:

Goal 1: Focus on Learning, Strategy 1.03S: Increase the opportunities for students to learn outside of the traditional academic year and classroom setting, Action 1.03S.a: Restructure student internship and coop program to enhance the quality of and increase the number of work placements to strengthen the linkage to program learning outcomes and Action 1.03S.c: Transition AACC's service-learning function – expanding into new courses and disciplines with a focus on those under-represented—as one of several areas within an overall applied learning organization.

Indicator 3.01:

Title: Availability of learning opportunities incorporating non-traditional, experiential learning Description: Number of credit course sections incorporating experiential, non-traditional learning (e.g. cohort programs, internships & practicum, learning communities, supplemental instruction and service-learning) by academic year (fall/winter/spring terms).

### 2.

AACC has an outstanding partnership with the Anne Arundel County Public Schools. Managed within the Business/Education Partnerships Department, the Tech Prep and Academy partnerships develop articulated program pathways that offer a sequence of courses in a career and technical field beginning in high school and continuing at AACC. Students can earn college credit for courses taken in high school if they meet the learning outcomes of the college courses; they save money on education and reduce the time it takes to complete an associate's degree. The commitment to the partnership is also demonstrated through advisory board membership. Reciprocity exists within the partnership as AACC faculty and staff as well as Anne Arundel County Public School members serve on each other's advisory boards.

Anne Arundel Community College	Partnership Name	Community Partner	Institutional Partner	Purpose	Length of Partnership	Number of faculty	Number of students	Grant funding	Institution Impact	Community Impact
1	Anne Arundel Community College University Consortium: A Regional Higher Education Center	College of Notre Dame of Maryland, McDaniel College, University of Maryland University College, and Stevenson College	Anne Arundel Community College	Designated as a Regional Higher Education Center by the Maryland Higher Education Commission, a select group of four-year colleges and universities partner with AACC to offer baccalaureate and graduate degrees on-site at AACC locations.	Fall 2003 through Spring 2008	Faculty managed by each individual institution - number unknown	4,181 enrolled	No	Degrees offered by the four-year partners link with AACC associate degree programs, offering a seamless transfer.	The consortium expands access in county to higher education through a mix of associate, bachelor, master and professional degree and certificate programs.
2	BWI One-Stop	Anne Arundel Workforce Development Coporation and the BWI Business Partnership, Inc.	AACC Center for Workforce Solutions	The BWI One-Stop promotes college services and training opportunities to airport tenants and business travelers.	2006 to present	NA	NA	No	Promotional opportunity to share information about services and training, such as transportation logistics and security, offered by the AACC's Center for Workforce Solutions, as well as college operations and events.	Airport patrons, tenant employers and their employees gain information about college operations, events, and employer services as well as course offerings throughout the county.
3	Canstruction	Canstruction and Food Link Inc.	Center for Learning Through Service and Architecture Department	A service-learning project for architecture students to address hunger issues by designing structures with cans of food that are displayed for a week at a local mall. At the conclusion of the event, the food is distributed to local emergency feeding programs for those in need. This is a national competition.	3 years	3 plus 2 staff members	15 per year	No	The service-learning project is integrated into the course curriculum and engages students to meet specific learning objectives: students compete nationally with both students and professionals in design and construction criteria.	At the conclusion of the event, the cans are donated to local emergency food programs across the county. The last event distributed over 30,000 pounds of food to those in need. The event also promotes hunger awareness issues and distributes information about resources in the area.
4	Chesapeake Area Consortium for Higher Education (CACHE)	Chesapeake College and College of Southern Maryland	School of Health Professions, Wellness and Physical Education	CACHE administers the Physical Therapist Assistant Associate of Applied Science degree program for three community colleges.	1995 to present	9	50 per year	No	The partnership enables each college to offer the Physical Therapist Assistant program that would otherwise not have been accessible to students from the nine county areas served by the colleges.	Provides an economical option for residents to participate using distance learning. A well-equipped state-of-the-art laboratory is located at AACC and students from the distant sites are given schedules that bring them to campus for full days to cut down travel distance and time.

Anne Arundel Community College	Partnership Name	Community Partner	Institutional Partner	Purpose	Length of Partnership	Number of faculty	Number of students	Grant funding	Institution Impact	Community Impact
5	College and Career Transition Initiative (CCTI)/Tech Prep Program	Anne Arundel County Public Schools	Business Education Partnerships Office	Develops successful high school to college transition strategies and has created over 100 2+2 academic program pathway templates that illustrate a sequence of courses in a career and technical field beginning in high school and continuing at AACC. Since 2003, 210 students have received 1,445 college credits at AACC for completion of Tech Prep program pathways in high school.	2003 to present	15+	500+ per calendar year	Yes (limited Perkins funding)	Provides a continuum of services to connect and enroll high school students at the college.	Students can earn college credit for courses taken in high school thereby saving money on education and reducing the time it takes to complete a degree.
6	Underwater Grass Restoration	U.S. Army Corps of Engineers	Environmental Center	Applies modern agricultural methods and practices to the restoration of underwater grass communities.	2004 to present	3	10 in current project	Yes	Provides jobs for students, professional development for faculty, promotes the activities of the Environmental Center, and provides resources for the aquaculture lab.	Improves the quality of the Chesapeake Bay through a multiagency collaboration. The health of the bay impacts the economic, social, and cultural vitality of the citizens living in this large watershed.
7	Cyberwatch Project	A consortium of Washington-area organizations and colleges and universities	Internship Office and Computer Technology Department	A regional center in cyber-security that matches employer needs with student interns to meet workforce needs in high-demand and growth areas of technology and homeland security	2005 to present	6	About 130 per year	Yes	The partnership links students to a diverse pool of internship opportunities within the region to enhance classroom theory through engaged learning experiences.	Assists in meeting workforce needs in high-demand and growth areas of technology and homeland security.
8	Global Giving Market	A Greater Gift and Alternative Gifts International	Center for Learning Through Service, Business Administration/Management Department, Hospitality, Culinary Arts, and Tourism Institute (HCAT), and AACC Dining Services	An award winning college-wide one-day sales market for fair trade items and alternative gifts. This is a service-learning project conducted by business students to promote fair trade as well as global needs awareness to the college community	2004 to present	7	45 per year	No	The service-learning project is integrated into the course curriculum and engages students to meet specific learning objectives. It also provides an opportunity to address global issues at a local level.	The project supports fair trade so that farmers and artisans can earn fair wages providing opportunities for self-sustainability to those in developing countries. Purchases of alternative gifts help meet needs worldwide. Sales from the last market totaled around \$8,000.

Anne Arundel Community College	Partnership Name	Community Partner	Institutional Partner	Purpose	Length of Partnership	Number of faculty	Number of students	Grant funding	Institution Impact	Community Impact
9	March Madness	Partners in Care	Center for Learning Through Service and Business Administration/Management Department	A one-day sales event planned and promoted by students in sales and marketing classes. Products are brought to campus from the community partner's consignment shop.	2007 to present	2	About 14 per year	No	The service-learning project is integrated into the course curriculum and engages students to meet specific learning objectives.	Sales from the event supports a network of care to enable seniors to live independently. Sales also support and promote the consignment shop, a key resource for organizational funding.
10	Peer Learning Partnership	Anne Arundel County citizens	Lifelong Learning Department	A community of peers organized to develop opportunities for intellectual development, cultural stimulation, personal growth, and social interaction in an academic setting.	2003 to present	This is a self-directed learning community in which members become teachers.	120 per year	No	An outreach program that brings members of the community to the campus for positive growth opportunities. Several members have extended their teaching to area senior centers and campus courses.	Provides opportunities for members of the community to share their time, skills, and talents to gain and share knowledge of subjects that may not be conveniently available in academic or social institutions.
11	Sales & Service Training Center/One Stop Career Center	Anne Arundel Workforce Development Corporation, Department of Labor Licensing and Regulation, the Simon Property Group, and the National Retail Federation Foundation	School of Continuing and Professional Studies	The partnership provides workforce training to meet the needs of the emerging, dislocated, and under-employed workforce in the region.	2000 to present	9	About 500 enrolled each year	Receives some funding to target a youth activity within the program	An outreach program integrated into a community site that centralizes college services and activities to engage students and promote college resources and activities.	Provides access to related assessment, education/training and employment placement for entry-level workers, Welfare to Work and dislocated workers in areas such as Adult Basic Skills, GED and English Basic Skills education, as well as fundamental job and employability skills.
12	Science, Technology, Engineering, and Math (STEM) Initiative	Industry, government and education leaders	Anne Arundel Community College	A regional partnership addressing student and workforce needs regarding STEM in collaboration with state and federal agencies and the business communities.	2007 to present	30	Over 1,100 per year	No	Increase the number of students interested in STEM subjects by expanding pathways in these vital areas.	Assists in meeting workforce needs in high-demand and growth areas of STEM.
13	Semi-Annual Survey	Anne Arundel County citizens	Center for the Study of Local Issues and Advisory Board	Conducts public interest surveys on a semi-annual basis.	1978 to present	14	About 100 per year	No	Provides opportunities for students to learn applied research methods by participating in relevant projects and furthers faculty development.	Provides research services, disseminates data for public use, and provides access through a searchable database to data from 1995.

Anne Arundel Community College	Partnership Name	Community Partner	Institutional Partner	Purpose	Length of Partnership	Number of faculty	Number of students	Grant funding	Institution Impact	Community Impact
14	T3 Project: Teacher Technology Training	Anne Arundel County Public Schools	TEACH Institute	Provides training opportunities for Anne Arundel County Public School employees.	1998 to present	Over 100	FY 2008 enrollment was 11,157	Yes - with Anne Arundel County Public Schools	The successful partnership with the Anne Arundel County Public Schools has expanded into additional partnerships in other areas of the college.	Provides professional development for all levels of county school staff, allows teachers and teaching assistants the opportunity to become "highly qualified" under NCLB, and gives the school system access to classes taught by a variety of experts in the AACC faculty/adjunct pool
15	Wellmobile	University of Maryland School of Nursing	Health Services Office	Provides evidence-based primary health care services to uninsured and underserved Maryland residents, using a family nurse practitioner model. The mobile unit comes to campus once a week to provide medical care.	2007 to present	0	Over 400 per year	No	Provides vital access to health care for students, children, families, and individuals who otherwise have little or no way to receive medical care.	This is a clinical learning site for University of Maryland students in the undergraduate, graduate, and doctoral programs offered at the School of Nursing and provides outstanding applied learning experiences for the community partner.