

Re-Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by Raritan Valley Community College on 3/16/2022. Last modified on 5/16/2023.

Application Deadline

May 1st, 2023 at 11:59 PM CST

Data Provided

Typically, the data provided in the application should reflect the most recent academic year. Since campuses will be completing the application in academic year 2022-2023, data typically would reflect evidence from AY 2020-2021. Wherever data is requested, please note that COVID has likely impacted data from 2021-2022, 2020-2021, and 2019-2020. Therefore, campuses may use data from the pre-COVID academic year – AY 2018-2019 - if you determine that it provides a better representation of your campus's community engagement. If you do so, please note the academic year that the data represents within the response. If some of your data from COVID years is determined to be an accurate representation of your community engagement, while some is not, then use the best data you have for the question and indicate what AY the data refers to.

Use of Data

The information you provide will be used to determine your institution's community engagement classification. Only those institutions approved for classification will be identified. At the end of the survey, you will have an opportunity to authorize or prohibit the use of this information for other research purposes.

Community Engagement Definition

Community engagement describes the collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial creation and exchange of knowledge and resources in a context of partnership and reciprocity.

The purpose of community engagement is the partnership (of knowledge and resources) between colleges and universities and the public and private sectors to enrich scholarship, research, and creative activity; enhance curriculum, teaching, and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good.

Community engagement describes activities that are undertaken with community members. In reciprocal partnerships, there are collaborative community-campus definitions of problems, solutions, and measures of success. Community engagement requires processes in which academics recognize, respect, and value the knowledge, perspectives, and resources of community partners and that are designed to serve a public purpose, building the capacity of individuals, groups, and organizations involved to understand and collaboratively address issues of public concern.

Community engagement is shaped by relationships between those in the institution and those outside the institution that are grounded in the qualities of reciprocity, mutual respect, shared authority, and co-creation of goals and outcomes. Such relationships are by their very nature trans-disciplinary (knowledge transcending the disciplines and the college or university) and asset-based (where the strengths, skills, and knowledges of those in the community are validated and

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legitimized). Community engagement assists campuses in fulfilling their civic purpose through socially useful knowledge creation and dissemination, and through the cultivation of democratic values, skills, and habits - democratic practice.

Primary Applicant's Contact Information

Please provide the contact information of the individual submitting this application (for Carnegie foundation use only).

First Name

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Last Name

Moog

Email

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Phone Number

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Title

Director of Service Learning and Community Outreach

Institution

Raritan Valley Community College

Mailing Address 1

118 Lamington Road

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-- empty or did not respond --

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City

Branchburg

State

NJ

Zip Code

8876

Full Name of Institution's President/Chancellor

Dr. Michael J. McDonough

President/Chancellor's Email Address

Michael.McDonough@raritanval.edu

Full-Time Undergraduate Equivalent Enrollment (as reported in IPEDS)

5112

Full-Time Graduate Equivalent Enrollment (as reported in IPEDS)

-- empty or did not respond --

of Full-Time Equivalent Staff (as reported in IPEDS)

879

of Full-Time Equivalent Faculty (as reported in IPEDS)

123

SECTION 2: Campus, Community, and Community Engagement Context

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1. If your campus has an institutionally sanctioned definition of community engagement and related terms, provide them here. Describe its creation in relation to your last classification. Also discuss the context for the creation of the definition, how it was approved, how it is used, and any evidence of its effectiveness in guiding community engagement on campus. Please identify the document or website where the institution-wide definition of community engagement appears. If your campus does not have an institutional definition of community engagement but you are on a campus that has multiple definitions reflecting how different units and disciplines interpret community engagement, provide some description and examples here.

Service Learning Mission: The Raritan Valley Community College Service Learning Program is committed to engaging students, faculty, administrators, staff, and members of the community-at-large in service learning in order to foster skills and values that contribute to the improvement of society, to civic literacy, and to students' career resiliency. Found at: <https://www.raritanval.edu/community-resources/service-learning-program>

Service Learning Values: Collaboration and Entrepreneurship; Concern for the Dignity of the Individual; Commitment and Active Citizenship; Respect for Diversity. Found at: <https://www.raritanval.edu/community-resources/service-learning-program>

Service Learning Goals: Support the development of service learning courses and values; Nurture curricular networks of service learning and active citizenship; Support faculty development in the pedagogy of service learning; Widen and deepen campus/community partnerships; Collaborate with regional and national networks; Establish learning communities with the support of technology. Found at: <https://www.raritanval.edu/community-resources/service-learning-program>

Raritan Valley Community College established the Service Learning Program Office in April 1996. Within a year, the above mission, values and goals statement were developed through a collaborative process with select administrators, faculty, students and community partners that created a campus-wide community engagement classification.

The mission, values and goals are reviewed bi-annually with a new team identified and led by the Director of Service Learning and Community Outreach. As a group, the review team discusses and examines the definitions carefully and makes recommendations for any changes. Collecting and documenting evidence of the Service Learning Program's effectiveness was an important first step in the review process. Using a variety of evidence helped to make judgments about the wide range of program expectations expressed in the definitions.

Evidence used to support evaluations included:

- Marketing Materials: brochures and other sources of information about the program, participation policies and procedures, and reports about program results and participant evaluations.
- Program Documents: mission statements, brochures and other related materials, and student manuals, policy and procedure statements, evaluation and annual reports, and letters of recommendations.
- Evaluation Data: program evaluations and outcomes.
- Program Activity Reports: annual reports; sample service to community agencies; evidence of effectiveness; student awards and scholarship activities.
- Student Activity Reports: student engagement transcripts, portfolios, and other evidence of student contributions to the institution, community, and community; reports of special student accomplishments; and community organization reports on student service experiences.

Through this process, differing interpretations were examined and an agreement was reached on how the definitions will be interpreted by the campus and community. This process was last used in September 2022

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with deliberate discussions and ratings. It is important to note that the team achieved a consensual resolution not to make any changes. We believe the review team was strengthened by the inclusion of members from the community helping with the process.

2. Describe your college or university in a way that will help to provide a context to understand how community engagement is enacted. For an institution with multiple campuses, please describe each campus for which you are seeking endorsement. Include descriptors of special type (regional, metropolitan, multi-campus, faith-based, etc.), location, unique history and founding, demographics of student population served, specific institutional priorities, initiatives and other features that distinguish the institution.

For over fifty years, RVCC has served the residents of two very different New Jersey counties: the ever-growing suburban and diverse communities of Somerset County and the declining rural towns of Hunterdon County. RVCC is the only public higher education institution in either county, and strives to meet the many academic, workforce and community engagement needs of these eclectic populations.

In fall 2021, 6,688 students enrolled in credit courses. This student population reflects the growing diversity and inclusiveness of the bi-county area. Many of these students represent first-generation and low-income learners: 23.3% are Hispanic, 10.6% are African American, 6.7% are Asian, 20.1% are first-time college students, and 24.7% are aged 25 or older.

RVCC offers a rich array of programs in the Humanities, Social Sciences, Education, Nursing, Allied Health, Mathematics, Science, Engineering, Computer Science, Visual and Performing Arts, Business, Public Service, English, Communication, Film, ESL, and Foreign Languages.

RVCC also offers a comprehensive suite of workforce training programs. The majority of these programs are accelerated, stackable, competency-based, and meet critical labor market need, providing students with immediate employment.

RVCC is nationally recognized for its educational excellence, innovative programming, dedicated service to the community, environmental leadership, diversity initiatives, faculty scholarship and student projects. Building on this mission and purpose, the College has cultivated a climate in which both the campus and its surrounding communities value learning and community engagement. Concomitantly, the College offers programs and services that demonstrate its responsiveness to the community in addressing significant social concerns and believes that education can engage students as both learners and responsible citizens.

One of its hallmark programs for the past 27 years is Service Learning which enables students to use community service as part of the classroom experience and receive academic credit for their service. Through curricular service learning, students address many critical issues of public concern. Service learning is offered in many courses within all academic departments including those in the majors, general education, field experiences, practicums, community-based research, First-Year Experience Program, Honors College, Concurrent Enrollment Program and Workforce Education.

Students also provide co-curricular service to the community through Student Clubs, Athletics, Student Government, Honor Societies, Internships and political/democratic engagement. Additionally, faculty and administrators serve on non-profit boards and lead study abroad trips.

Annually, students contribute 45,000 hours of service donating the economic equivalent of \$1,000,000 in

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service to communities in the two counties served by the College. In a five-year period, students contributed the economic equivalent of approximately \$5,000,000 to the community, making the College widely regarded as an important and reliable partner in the community. Service hours are tracked and upon successful completion of projects, students receive a Student Engagement Transcript documenting participation in service learning and community engagement. More than 250 community partners provide academically appropriate placements.

The President, Chief Academic Officer, Executive Staff, Deans, Department Chairs, Program Directors, Academic Advisors, Trustees, key community and business leaders visibly support service learning and community engagement work, playing a visible, committed role in helping the College become an engaged campus.

3. Describe the community(ies) within which community engagement takes place that will help to provide a context for understanding how community engagement is enacted in a way that aligns with the culture and history of the community(ies) partners.

There is a great need in the two counties served by the College for agency and school assistance to help at-risk underserved populations. In many areas, minorities and immigrants, as well as the homeless, abused, displaced, physically or emotionally handicapped, often go relatively unnoticed, and the schools and agencies that serve them need assistance so they learn important strategies to help their clients achieve success academically, economically and personally. RVCC's Service Learning and Community Outreach Program helps bridge the gap between the under-served populations and the resources they need to become successful and productive citizens. Annually, hundreds of students provide service to more than 250 community organizations serving at-risk and underserved populations. Ultimately, greater numbers of college students help these populations overcome barriers to achieving success and meet the community's need for more trained, dedicated and committed volunteers, improving services to the target population.

Our high quality service learning experiences provide engagement and leadership for diverse populations by including all stakeholders in decision-making. The service learning experiences support our own diverse student population in learning to embrace the different perspectives, experiences, and contributions of the community members they serve. It helps students gain a stronger perspective on important issues affecting the community where many of them live, work and plan to continue raising their own families.

To create successful service learning outcomes, a commitment to equity is part of the experience that involves students, faculty, and community partners. Social justice is part of the service learning process, with an emphasis on reciprocal partnerships, diversity, reflection, student and community voice. Students examine the community organizations where they serve to understand the barriers that are at the root of the issues which they are addressing through their service learning.

Service learning at RVCC is used as a teaching and learning strategy that supports students of all ages and backgrounds to lead change and address injustice by working in collaboration with their community as partners. It helps students embrace multiple perspectives with respect and appreciation so together, they help improve the communities they serve and that many will ultimately inherit. Through equitable service learning experiences, students address root causes of the issues they are studying and become change makers as well as good citizens.

4. Describe how community engagement has been structured and shaped at your campus. This may include the institution's founding and history, community requests/demands for campus

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responsiveness to community issues, leadership priorities, the evolution of community engagement on campus and in communities, institutional culture (e.g., highly decentralized), or any number of longstanding or recent factors including a response to a legacy narrative that may not always have been positive.

Since the inception of the Service Learning and Community Outreach Office in 1996, the College has fostered an institutional culture committed to engagement in meaningful civic actions for diverse populations. Examples of evolution include the following:

- ☐ Each time the College Mission and Strategic Plan is revised, it includes a commitment to community engagement.
- ☐ To advance service learning and community engagement work, a two-year AmeriCorps position was created in 2019. This helped increase curricular and co-curricular volunteering to meet the growing demand for community engagement experiences and record all engagement activities using the online tracking tool, GivePulse. In 2021, the President made this position a part-time one making it more sustainable and demonstrating a stronger commitment to this work.
- ☐ New service learning courses, clubs and student awards for engagement have been developed.
- ☐ Engagement and service-related activities have been effectively coordinated across academic and co-curricular programs. A formal committee for political and democratic engagement was developed.
- ☐ RVCC's President serves on Campus Compact's Community Colleges Network Board and New Jersey Campus Compact's Advisory Board, now called EngageNJ. The Director of Service Learning serves on the National Advisory Panel for the Carnegie Foundation's Community Engagement Classification and is Co-Facilitator for Campus Compact's Community Colleges Network Communities of Practice. This work plays a central role in our commitment to community engagement helping to build and deepen local, regional and national efforts.
- ☐ A Center for Environmental Studies has been created on campus. <https://linktr.ee/RVCCCES> as well as a Resource Center/Food Pantry and community garden.

Recent national recognition is evidence for our leadership role and innovations in Service Learning and community engagement:

2022 – ALL IN Campus Democracy Challenge Highly Established Action Plan Seal for efforts to increase nonpartisan voter engagement efforts. RVCC is one of 121 campuses that earned this inaugural recognition for the 2022 election cycle. It is the only college in New Jersey and one of only six community colleges nationally receiving the award.

2021. ALL IN Campus Democracy Challenge's 2021 Best Action Plan Award for the New Jersey Campus Voting Challenge for Community Colleges increasing student civic engagement. New Jersey Campus Voting Challenge for the Highest Voter Registration for two-year colleges and the Highest Voter Turnout and the Most Improved Voter Turnout for two-year colleges based on the 2020 election.

2020. RVCC was one of six colleges and universities, and one of only two community colleges in the US, awarded the inaugural Eduardo J. Padrón Award for Institutional Transformation by Campus Compact. The prestigious award recognized the College for outstanding work in pursuit of the public purposes of higher education for service learning and civic engagement.

2019. Gold seal in the 2019 ALL IN Challenge Awards for student voter engagement. The award recognizes colleges and universities across the country that are committed to increasing college student voting rates. Institutions earning a gold seal have achieved a student voting rate between 40-49 percent. The project was a collaboration with Service Learning, Student Life and Student Government Association.

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5. Describe how community engagement efforts since your last classification have been impacted by recent national and global events, including the COVID 19 pandemic; greater attention to racial justice; the crisis of decreasing trust in American democracy and institutions; and natural disasters.

COVID: At the onset of the pandemic, the Service Learning Program Director researched and developed a robust list of remote volunteer placements for various disciplines. The work required input and approval from community partners many of whom agreed to shift in-person projects to remote ones during COVID-19. The remote service projects required a great deal of extra work for community partners but their willingness was a testament to a strong relationship and commitment of our service learning and community engagement work.

The Student Life Office also moved all student related events online and created a weekly Coffee and Chat session that included various topics on service learning and community engagement opportunities for the campus and community.

Moving engagement work remotely also resulted in an important collaborative project related to the 2020 Census between the Service Learning program and Student Life. Through virtual social media platforms such as Facebook, Instagram, YouTube, Twitter, RV-Connect (mobile application that students use to find out about events and services on campus, and staying connected to other RV students), students from both programs contacted over 3,000 students, raising awareness about the importance of completing the Census and encouraging their family and friends to become involved. This was an important project because the more people know about the Census, how the data is used, and how it impacts them and their communities, the more likely they would participate. The students also sent out targeted email messages to active students, full-time faculty and staff, adjunct faculty, and part-time staff, thereby reaching over 8,000 RVCC community members.

Racial Justice: Access2Success is a college-wide initiative launched in Spring 2019 from the Office of the Provost and Vice President for Academic Affairs to engage the RVCC community in closing the equity gap that persists among diverse students, in particular for African American/Black, Latinx/Hispanic, first-generation, and under-resourced students. A2S examines structural and systemic issues that may perpetuate the gap and identify programming, services, and pedagogy to narrow the gap. In addition, there are seamless integrations of our Guided Pathways approach to address structural barriers.

RVCC continues to focus on the need to increase the representation of people of color in the full-time faculty and senior administration to better reflect the student body. Our Director of DEI created a training module on environmental justice issues for staff and students.

This priority aligns with pillars 1 and 2 of RVCC's Strategic Plan and maps to Middle States Accreditation Standards 1, 2, 3, 4, 5, & 7.

Natural Disasters: Strengthening operations processes and transparency became a priority that reveals RVCC's focus on better managing resources, on achieving operational efficiencies, and on promoting a culture of shared governance to better serve our students. The institution identified two pressing challenges:

- ☐enhancing existing emergency management plans in order to maintain sustainable and high-quality learning during a crisis;

- ☐developing clear and transparent communication between administration and faculty/staff.

This priority aligns with pillar 4 of RVCCs Strategic Plan and maps to Middles States Accreditation Standards 1, 2, 4, & 7.

SECTION 3: Quality of Community Engagement Relationships

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1. Describe specific systematic actions and strategies used to ensure the institution, academic units (colleges, departments), and faculty and staff are building academic-community partnerships that center mutuality and reciprocity. Please provide one example for each of the following categories of practices that indicate mutuality and reciprocity (maximum word count 1000):

- a. how the effectiveness of those actions and strategies are shared with partners.**
- b. how the campus ensures that community partners have “significant voice” and input into institutional or departmental planning.**
- c. how the systematic data from the feedback and assessment of partnerships is used to improve reciprocity and mutual benefit.**

a. RVCC's most recent strategic planning process reveals the emphasis on inclusive collaboration. The intentional process was designed so all stakeholders, both internal and external, had ample opportunity to contribute to the design and adoption of a new mission statement and expression of institutional goals.

b. The mission statement, goals and strategic plan are the foundations upon which the institution measures its effectiveness and creates its vision for the future. The intimate linking of the mission statement and strategic plan ensures that internal and external concerns are addressed. During both strategic planning processes, the Strategic Planning Committee hosted a number of strategic planning feedback sessions with external members of the community: government officials, K-12 partners and home-schooled representatives, non-profit agencies and other service providers, business and industry representatives, and general community members.

These sessions allowed the Committee to assess shifts in the educational landscape, to perform a Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis, and to shape a more nuanced, inclusive, and responsive plan.

The draft plan was electronically distributed to all employees, contracted workers, the Board of Trustees, community members, and county freeholders. After collecting feedback from focus groups and roundtable discussions, every focus group participant was given the opportunity to respond to an electronic survey regarding the draft plan.

c. In order to sustain this level of engagement, all RVCC units are currently required to link their annual budget requests to the strategic plan and ongoing College initiatives. Additionally, each academic and support department is required to submit an annual report at the end of the academic year. This report allows departments to formulate annual goals that are directly linked to the strategic plan's pillars.

For example, RVCC maintains a wide range of dynamic external partnerships through the award-winning Service Learning program and through a variety of clubs, organizations, and extracurricular activities. RVCC has become a national leader in Service Learning, providing an opportunity for our students to serve their communities (external constituents) with experiences integrated into the curriculum. Students provide service to over 250 local community organizations. Feedback from the Strategic Planning process has helped to develop new partnerships and volunteer opportunities for students and the community.

Annually,

- Community partners are deeply and regularly involved in determining their role in and contribution to service learning and co-curricular activities.
- Community partners play a significant role in helping shape institutional involvement in the community by

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serving on college committees that include the Service Learning Community Advisory Board.

- Community partners provide feedback on the development and maintenance of service learning student work. Community partnerships are incorporated into all aspects of service learning including: student recruitment, student orientation, community service, reflection activities, faculty development, curriculum development, assessment and improvement.

In preparing curricular service learning courses, Co-ops, co-curricular internships and club activities, community partners are invited to meet with faculty. The community partners provide input into what activities are most appropriate for the community setting, what their expectations are for the students, and how they may be able to contribute to the learning objectives of the students.

2. What changes are apparent in this data since the last classification? What mechanisms for measuring the quality of community engagement does the campus still need to develop? Provide relevant web links.

October 2017, results of an economic impact study conducted by EMSI showed that Raritan Valley Community College has a significant, positive impact on the regional economy and benefits students by raising their lifetime earnings and quality of life. The study details the role RVCC plays in promoting economic development, enhancing students' careers, and improving the quality of life for residents in Somerset and Hunterdon Counties. President McDonough commented, "The economic impact study confirms what the College and its partners already knew: an investment in Raritan Valley Community College benefits all stakeholders—students, taxpayers, businesses and society as a whole. From supporting local business by increasing consuming spending and supplying highly qualified workers; to benefiting the state and local taxpayers through increased tax revenues and lower demands for government-supported social services; to providing students with an outstanding education, raising their lifetime earnings, and helping them reach their full potential, RVCC truly enriches the quality of life for everyone in Somerset and Hunterdon County." * February 2022, an EMSI/Burning Glass report, *The Economic Value of Raritan Valley Community College*, also detailed the role that RVCC plays in promoting economic development, enhancing students' careers, and improving the quality of life for residents in Somerset and Hunterdon counties. ** Highlights: • FY 2019-2020, RVCC and its students added more than \$302 million in income to the economies of Somerset and Hunterdon County, supporting 3,483 jobs – or one out of every 99 jobs in the two counties; • Net impact of the college's operations spending added \$46.4 million in income to the regional economy in FY 2019-2020; • Taxpayers provided RVCC with \$25.7 million of funding in FY 2019-2020. In return, they benefited from students' higher lifetime earnings and increased business output, amounting to \$103.7 million; • For every dollar of public money invested in educating students at RVCC, taxpayers will receive \$4.50 in return over the course of students' working lives. This represents an annual rate of return of 11.2%; • Net impact of RVCC alumni currently employed in the regional workforce amounted to \$252.9 million in added income in FY 2019-2020. For students, an RVCC education produces a lifetime of higher earnings. The study found that: • Average student's income increased by \$3.80 for every \$1 invested in their education; • Students enjoy a 14.5% rate of return on their RVCC educational investment • Average student who receives an Associate Degree from RVCC will see an increase in earnings of \$11,200 each year, compared to someone with only a high school diploma working in New Jersey; • As RVCC students are educated, they are statistically more likely to develop healthier lifestyles that lead to reduced government-supported services. This leads to \$19.2 million in social savings for society as a whole. *New Economic Impact Study Confirms RVCC's Benefits to Students, Tax Payers, Society Friday, January 26, 2018 <https://www.raritanval.edu/general-information/newsroom/new-economic-study-confirms-rvccs-benefits-students-tax-payers-society> **Economic Impact Study: RVCC Creates Positive Impact on Students, Taxpayers, Society March 1, 2022: <https://www.raritanval.edu/general-information/newsroom/economic-impact-study-rvcc-creates-positive-impact-student-taxpayers> RVCC will continue to track, monitor and assess both service learning and

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3. Community engaged campuses collect data about the mutuality of community partnerships. Describe the nature of data your institution collects about community partnerships. Describe how the use of disaggregated partner demographic data (specifically by racial and/or demographic groups) is used in your assessment and planning. Please describe at least two but not more than four examples of how this data is used (maximum word count 1000).

Raritan Valley Community College maintains a central office that provides service learning coordination to do community outreach, explore service ideas, explain the nature and needs of the project, and develop relationships with community agencies. The Service Learning and Community Outreach office also serves the important role of capturing, assessing, sharing, and disseminating outcomes, models and best practices internally and externally as well as planning and implementing professional development workshops. Because RVCC's Service Learning Program has established relationships with 250 community organizations coordinated through a central office, it provides a basis upon which to develop and strengthen service learning activities with a focus on many different issues. Correspondingly, it provides experiences marked by continuity and depth that are embedded in the curriculum and culture of the College.

The Service Learning and Community Outreach Office maintains a database that houses all community partner information. The Office has also used Give Pulse to maintain community partner information.

Demographic data is one of the most important types of information we use to focus on gathering a true picture of our impact and outcomes. To ensure and advance equity in all communities we serve, especially low-income communities and communities of color, we use demographics of the organizations about our community partners -- the people and communities they serve -- and how we assess our practices and decision making. The data is always part of a larger conversation about program goals, insights, and impacts as well as equity and inclusion. Conversations on this topic engage the community partners and how we plan to use the data prior to and after collecting it, although the data itself sometimes surface other strategies not previously expected.

Currently, the three primary reasons are collecting this data:

❑ For insight, to support diversity, equity, and inclusion efforts and to paint a picture for internal and external audiences. Data is used to understand whether we are reaching the people we intend to reach, doing due diligence to select community partners that serve our target populations. Much of the data being collected is categorical according to program impact on populations such as the homeless, youth and the aged. For example, demographics within these categories includes African American vs. Latino homeless youth which might have important implications to inform our work.

❑ To support diversity, equity and inclusion goals data is collected to understand how we are reaching and including our target populations. We also use this data to correct patterns of exclusion that might have left many community partners with unequal access to services and resources such as transportation, money, education. The data is used as part of our efforts to be proactive in partnerships with the groups they support.

❑ To paint a picture for internal and external audiences we collect information in many cases for our Board or potential funders. Sometimes sharing this information leads to changes in practices or programming. For external audiences, it is shared with our community partners with the intention of effectively using this data to improve insight, impact and equity.

Examples:

❑ Qualitative and quantitative measures identified a great need in the community and on campus for assistance to help at-risk underserved populations remain in school, prepare for college and careers and increase volunteer

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assistance to help community organizations meet their goals. Service learning courses and community engagement programming bridged this gap. Resulting impacts were on social gains with lower dropout rates, reduced poverty and economic revitalization of diverse, healthy and sustainable communities; the establishment of a Center for Environmental Sustainability and Resource Center and Food Pantry on campus; the development of a Civic Transfer Agreement with baccalaureate institutions to improve positive transfer pathways; and Civic Action Plan resulting in a 41% increase in 2018 voter registrations and democratic engagement.

As part of an explicit effort to further develop student learning outcomes from service learning and community engagement experiences, Raritan Valley Community College's Service Learning program participated in a three-year, multistate assessment grant project among six community colleges supported by the New York-based Teagle Foundation.

Project outcomes include the following:

- Presented a set of well-tested strategies for assessing the impact of service learning and community engagement activities.
- Improved the sustainability of service learning experiences.
- Enhanced partnerships through formal assessment activities that involved the community, faculty and students (including legislative changes at the municipal level).
- Proved important for its role in communicating the value of service learning and community engagement to many different audiences.
- Taught how to document the impact of service learning and community engagement, supported its institutionalization and facilitated its ability to translate community-based learning into scholarship.
- Resulted in many new service learning courses using Teagle assessments developed by faculty to build students' commitment to civic and moral responsibility to the community.
- Used data driven information for continuously improving the service learning pedagogy.
- Helped faculty respond to students' questions of why they need to be involved in this type of learning.
- Taught students to consider the larger questions that lie outside boundaries of classroom work.
- Assisted faculty with improving the quality of student learning.
- Improved community partner understanding about students' learning experience to help them better evaluate their work.
- Facilitated students' reflection on their service learning experiences.
- Helped students recognize and view issues of social concern from multiple perspectives.
- Framed an informed opinion on community issues learned from experiences.
- Related academic classroom work to practical applications on issues of social concern.
- Motivated students to build capacity and take action in the community and personal lives.

Additionally, the College uses the Carnegie Community Engagement Classification to improve teaching and learning through curricular/co-curricular connections to community-based problem solving, as a tool for institutional benchmarking, self-assessment and self-study.

4. Provide an example of collective goals that the campus and community have developed and agreed upon to guide community engagement. How are these goals tracked, measured, and reported annually to various stakeholders?

Goals: • Apply disciplinary knowledge (facts, theories, experiences, etc.) to one's own participation in civic life, politics, and government. • Effectively communicate (e.g., express, listen, and adapt to others) in a civil manner (i.e., courteous and respectful regardless of differences). • Demonstrate attitudes of social responsibility (i.e.,

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individual and collective obligation to act for the greater good). • Develop a results-oriented institutional culture to provide programs and services that engage students, track and document internal data to inform ongoing improvement. Infrastructure The Service Learning and Community Outreach Office is a dedicated infrastructure for community engagement. The presence of the infrastructure shows a commitment and increased opportunities for effectiveness and sustainability. The central Service Learning and Community Outreach Office provides coordination to develop reciprocal community partnerships, management of student service activities, reporting of student hours, offers faculty orientations and training, explores service ideas, explains the nature and needs of projects and develops relationships with community agencies. The office also serves the important role of capturing, assessing, sharing, and disseminating outcomes, models and best practices internally and externally. It acts as a resource to help faculty, students and community partners with their participation in curricular and co-curricular service as well as planning and implementing professional development workshops. For tracking and measuring, RVCC uses the Teagle Foundation Assessment for curricular service learning described earlier. The Teagle Foundation grant project proved to be a high-quality assessment protocol. It offered a practical framework for helping students address significant social concerns, engage them as learners and responsible citizens, and evaluate their service learning outcomes. The grant assessment project presented a set of well-tested strategies for measuring the impact of service learning and community engagement activities. Improvement and sustainability of service learning experiences and partnerships were enhanced through the formal assessment that involved the students, faculty and community. The assessment process proved important for its role in communicating the value of service learning to many different audiences. Learning how to document the impact of service learning supported its institutionalization, facilitated its ability to translate community-based learning into scholarship, and fostered trust and communication among the various involved constituents. We also use the Carnegie Community Engagement Classification and Student Engagement Transcript described below as tools for institutional benchmarking, self-assessment, and self-study. The transcript officially documents service learning and community service hours, leadership positions, civic engagement events attended, study abroad, internships, field experiences, research projects, and more. The transcript is created in the College's main database. The information entered into the database is stored permanently and can be used for other assessments such as a comparison of service learning participants versus non-service learning participants. The stored data also can be used to assess retention and graduation rates, time to degree completion, grade point average, demographics, etc. Results are distributed to the community through institution and department annual reports, promotional materials, institutional websites, membership in Campus Compact, New Jersey Campus Compact, All IN Democracy Challenge, Board committees, President's messages, speeches by leaders, publications, samples of student projects, local, regional and

5. Describe how community partners in marginalized communities are compensated for their labor in enriching student learning and faculty research.

The Service Learning and Community Outreach office partners with more than 250 community organizations that include non-profits, government agencies and pre-K-12 public schools that serve marginalized communities.

Students provide service learning and community engagement activities both directly to the clients and students from these organizations as well as indirectly as when community organizations receive training or technical assistance that enhances their ability to provide services or connect their constituents to opportunities.

Although community colleges appear wealthy from the community perspective, they typically do not have discretionary funds to finance community projects. However, when there are opportunities for grant funding, the College has developed initiatives that provide stipends for the community organization's expertise and time.

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Likewise, students involved in service learning and community engagement projects provide their own expertise, time, data and skills. Annually our students contribute the economic equivalent of \$100,000,000 in service to organizations in marginalized communities within the two counties served by the College.

Additionally, the College makes resources available to community organizations that would otherwise have not been affordable or available to them such as meeting rooms, library privileges, donations, used computers, parking privileges, professional development courses, technical assistance like grant writing. Successful activities help to build capacity and increase the partner's ability to attract outside resources. Leadership development is another commonly used philanthropic tool that helps address gaps, especially within the nonprofit sector in marginalized communities.

For example, College facilities and services are offered free to the following groups:

- ☐ Somerset County Child Assault Prevention, Branchburg Girl Scouts, Branchburg Rotary Club, One Stop Career Center, Somerset County United Way, CASA, Division for Youth and Family Services, Department of Labor, Somerset Treatment Services.
- ☐ The computer lab in the RVCC conference center serves as a VITA Tax site for AARP and the United Way of Somerset County to train volunteers who provide free tax services for low-income populations.
- ☐ Teen Arts program for more than 1,200 middle and high school students.
- ☐ Paul Robeson Youth Achievement Awards dinner for more than 100 middle and high school low-income, minority students.
- ☐ Historically Black College University (HBCU) fair with a motivational speaker and college readiness workshops for over 1000 high school students from across the state of New Jersey connecting them with over 45 HBCUs from across the US.
- ☐ Free English and math college placement testing for high schools.
- ☐ Continuing education offerings for personal enrichment and employment skills through workshop development programs.

SECTION 4: Academic Community-Campus Partnerships

Describe at least five but no more than eight representative examples of partnerships (i.e., institutional, centers, departmental, and faculty/staff) that illustrate both the breadth and depth of community engagement during the most recent academic year.

Partner #1

Grant funding, if relevant	N/A
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Purpose of the Community-Campus Partnership	The Service Learning and Community Outreach Program enables RVCC students to do community service as part of their academic course work and to receive credit for their experience. The Program partners with 250 community organizations in the two counties served by the College. More than 25 of the organizations include those that help underserved populations. Following are some examples: Martin Luther King Youth Center - an afterschool program helping to meet the educational, recreational, cultural, developmental, social and nutritional needs of underserved school-aged children and youth in grades K -12. ARC of Somerset Jerry Davis Child Care Center - provides a lifetime of comprehensive, services, supports and advocacy to individuals with intellectual and developmental disabilities and their families to promote growth, achievement and ongoing involvement in the community. Harvest Family - administered by Prevention Resources with funding from the NJ Department of Children and Families, provides a welcoming, family-friendly and safe environment to all community members. Positive Development - works with children with autism spectrum disorder and their families, supporting children and their siblings, as well as learning about safety and set up in a therapeutic environment. Safe Harbor Child Access Centers - provides court ordered supervised parenting time, therapeutic parenting time, monitored custodial exchanges and programs for children who are healing from trauma. The Martin Luther King Youth Center is listed as a representative example and contact but the service learning community organizations mentioned above and many more are also examples of placements where students serve as tutors and mentors bringing one-on-one academic assistance in all subject areas to underserved children and youth. Mentoring, personal attention, recreation and companionship are also provided to keep children and youth in school and focused on productive, healthy behavior. Service learning activities also provide at-risk children and youth with opportunities for career exploration and skills training for a future occupation and college pathway. Projects help RVCC students understand pressing needs of disadvantaged populations, learn about diversity, increase communication and interpersonal skills, enhance academic understanding of subject matter.
Length of Partnership	26 years
Campus Partner (person, program, department, center, etc.)	Lori Moog, Director of Service Learning and Community Outreach
Number of faculty involved	16
Number of staff involved	5
Number of students involved annually	450
Community Partner Contact	Ms. Ranji Chopra, Executive Director. Email: mlkychopra@aol.com

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Impact on the campus	<p>Students met people in alternative settings and from different lifestyles. Student leadership development was an important outcome and evidenced by the many students who used their own knowledge and resources to design service learning projects. Many students continued to volunteer after course requirements were met and received job offers as a consequence of volunteering. Learning about intercultural communication helped students become more knowledgeable in dealing with complex issues facing children from diverse backgrounds. Activities raised awareness and understanding of other cultures while decreasing negative stereotyping, raising confidence in learning and increasing skills. Students learned about the problems faced by disadvantaged populations seeking access to higher education, such as disabilities, English as a Second Language proficiency, and financial literacy. This exposure helped students become more aware of the role in which community organizations play in the life of citizens. For example, the students who provided tutoring, mentoring, and enrichment activities, helped the children and youth from disadvantaged backgrounds improve their academic success. Students engaged the at-risk children and youth in positive activities to improve both their academic and behavioral performance and involved their parents in the learning process. Students planned and delivered workshops on college financial and career planning; collaborated with staff to improve student learning for those with disabilities; and provided peer advising on available college and community resources for at-risk youth. Students learned about their ability to make a difference, explored unfamiliar roles, gained an appreciation of people with diverse backgrounds and life situations and realistic ideas about the work world, and enhanced learning of subject matter. A student's reflective journal poignantly described these reactions: Taking part in Service Learning Program at Raritan Valley Community College (RVCC) changed my life! It was my first sense of accomplishment and my first act of community involvement during college. It offered the opportunity to work with children, who I love, and to gain experience as an education major. Both were an immense blessing. The service learning experience instilled a level of confidence in my capabilities to pursue a career in education. Thank you RVCC for the incredible opportunity! Student in Education course</p>
Impact on the community	<p>Assistance lessened some of the pressures in dealing with students of varying skill levels helping the organization meet its objectives. Students provided much needed assistance without financial cost, helping the organization meet goals and improve services to clients and the community. The Executive Director of 26 years remarked: "Service learning has been incredible! The children at Martin Luther King Youth Center received so much help that their grades and homework have become so much better. The RVCC students are awesome and ready to help and put in longer hours if there is a need. Even after they complete their service learning hours, they come back—amazing." (Martin Luther King Youth Center, serving disadvantaged children)</p>
Community Partner Name	<p>Martin Luther King Youth Center</p>
Provide one example as to how reciprocity is enacted through the partnership	<p>One example is our partnership with Martin Luther King Youth Center which is an afterschool program serving at-risk, disadvantaged students in grades K-12. RVCC students enrolled in many different classes that offer service learning for credit are able to help the children and youth develop and enhance their reading, writing and math skills through tutoring and homework assistance. Projects increase volunteer assistance, help the organization and their young clients learn about college resources and services, provide literacy and life skills training to disadvantaged populations. RVCC students increase their understanding of the population served and gain a stronger focus on career planning. In-class reflection activities ensure the integration of the service experience with academic content enhancing a greater understanding of the subject matter. The reciprocal nature of the activities helps the organization improve its services to their clients and expands community outreach efforts for the College.</p>

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Titles of Courses Linked to Partnership	words English Composition II, Current Moral and Social Issues, Introduction to Psychology, Human Behavior and the Social Environment, Introduction to Engineering, Cultural Anthropology, Human Anatomy and Physiology I and II, Human Biology, Introduction to Nutrition, Trends in Nursing (day and evening sections), Occupational Therapy, Medical Assisting, Foundations of Education, Number Systems.
Project/Collaboration Title	K-12 Service Learning Tutoring and Mentoring for Underserved Populations

Partner #2

Impact on the campus	Students learned about the problems faced by diverse populations such as the disabled, disabilities, ESL learners, and elderly. This exposure helped students become more aware of the role in which community organizations play in the life of citizens. Students learned about their ability to make a difference, explore unfamiliar roles, gain an appreciation of people with diverse backgrounds and life situations and realistic ideas about the work world, and enhance learning of subject matter.
Grant funding, if relevant	N/A
Project/Collaboration Title	Collaborating with Social Service and Government Agencies to Enhance the Quality of Life for the Community
Number of students involved annually	450
Impact on the community	The advantages to the community organizations are numerous. Projects improved agency efficiency and volunteer resources. Students offered assistance without financial cost, helping organizations improve services to their clients and the community as well as lessening the work load of the responsible staff. For example, tutoring, mentoring, recreation, and companionship were provided to help children and youths in school stay focused on productive, healthy behavior. Students also assisted with classroom projects, guidance and college information, serving in afterschool programs that provide academic instruction, English as a Second Language classes, and enrichment activities. Students served at various organizations engaging at-risk middle and high school youth in positive activities to improve both their academic and behavioral performance and involve their parents in the learning process. Students planned and delivered workshops on disabilities, and provided peer counseling on available college and community resources for at-risk youth.
Number of staff involved	5
Number of faculty involved	14

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Provide one example as to how reciprocity is enacted through the partnership	Safe Harbor Child Access is listed as a representative example and contact but the other organizations listed above are also examples of placements for the Service Learning program. Reciprocity is enacted by linked service projects among various disciplines that have expanded community outreach activities for the college and community as well as broadened opportunities for students to learn about important community issues from different perspectives. Projects also helped the college addresses the need to remove barriers preventing diverse populations from attaining lifelong success. This has proven to be successful with many projects that target the nutritional and health needs of children and the elderly. Following are examples. For example, students from education, nursing, nutrition, science, and sociology courses helped children and youth at many different organizations with understanding nutrition basics, choosing healthy foods, and eating nutritious meals. Service learning students developed lesson plans and games that included creating a food guide pyramid to eat nutritionally balanced meals and snacks, handling food safely, reading food labels, and understanding the role of nutrition in disease and illness such as obesity and diabetes. Students involved children and in fun environmental projects by having them create and help maintain an edible garden; i.e., pizza garden with tomatoes and basil. Service learning students shared projects and materials with families to help them identify the interrelatedness of nutrition, health, and performance. Students also developed and implemented low-impact cardiovascular exercise programs and instructed children and youth in understanding and enjoying the benefits of physical fitness and wellness to improve health.
Length of Partnership	25
Titles of Courses Linked to Partnership	: Foundations of Early Childhood Education, Introduction to Engineering, Human Behavior and the Social Environment, Current Moral and Social Issues, Introduction to Communication, English Composition II, Human Anatomy and Physiology I and II, Trends in Nursing (day and evening sections), Introduction to Nutrition, Medical Assisting Occupational Therapy, Introduction to Marketing, Business Administration.

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Purpose of the Community-Campus Partnership	<p>The Service Learning and Community Outreach Program enables students to do community service as part of their academic course work and receive credit for their experience. The Program partners with 250 community organizations in the two counties served by the College. As part of this project, students serve over 100 different kinds of non-profit agencies that include English as a Second Language centers, after-school programs, nursing homes, adult day care centers, museums, court houses, homeless, domestic violence, animal shelters and government agencies. Some examples include the following: Safe Harbor Child Access Centers - provides court ordered supervised parenting time, therapeutic parenting time, monitored custodial exchanges and programs for children who are healing from trauma – we have the assistance of local teens for the children’s programs. Service learning students assist with the children’s program, planning activities, research supervise, visitation programs, help with data entry and social media posts. Rock Steady Boxing - a non-contact fitness program designed specifically for people with any stage of Parkinson’s to assist them in fighting back against their disease. The program is led by certified coaches who are also licensed physical therapists with extensive experience working with people with Parkinson’s disease. Somerset County Public Defender’s Office - provides legal defense and advocacy on behalf of all defendants who cannot or will not provide their own defense. Elijah’s Promise Soup Kitchen - provides nutritional meals to the homeless and those in need. Safe and Sound - domestic violence agency providing free services to individuals and families impacted by domestic abuse, including individual and group counseling, a safe house, transitional housing, financial empowerment, prevention and education programs, and a 24-hour call/text hotline. Refugee Assistance Partners - a partnership of religious communities and non-affiliated individuals concerned for the plight of refugees who have been resettled in Central NJ. Students learn about important community issues while helping diverse populations that include minorities, low-income, immigrants, incarcerated, disabled, homeless, elderly, at-risk children, animal welfare, youth, families, and single parents. The partnerships with social service and government agencies help to: expose students to pressing needs of diverse populations; learn about diversity, increase communication and interpersonal skills; gain exposure to career opportunities; enhance academic understanding of subject matter and quality of life for residents of the community. Some examples of service learning projects include the following. Students enrolled in different classes provide mentoring and enrichment activities at social service agencies, helping minorities, immigrants, homeless, abused, displaced, physically and emotionally handicapped children and youth at-risk of poor school performance learn important strategies to achieve success academically, socially and personally. Students address juvenile delinquency, truancy, lack of proficiency in English, poor motivation and communication skills through a holistic approach by engaging youth in positive activities to improve both their academic and behavioral performance, as well as involving their parents in the learning process. Students plan and deliver workshops on nutrition and exercise at homeless shelters; provide reading and writing instruction to improve student learning for those with disabilities; teach problem solving and communications skills.</p>
Community Partner Contact	Ms. Carol Dvoor, Director/President, Email: safeharbor17info@gmail.com
Community Partner Name	Safe Harbor Child Access Centers
Campus Partner (person, program, department, center, etc.)	Lori Moog, Director of Service Learning and Community Outreach

Partner #3

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Titles of Courses Linked to Partnership	Trends in Nursing (day and evening sections), Introduction to Occupational Therapy Assistant, Medical Assisting, Human Behavior and the Social Environment, Ophthalmic Science, Exercise Science and Health Information Technology.
Grant funding, if relevant	N/A
Number of faculty involved	8
Impact on the community	Annually, 270 students x hours 30 hours = 8,100 total service to more than 25 nursing homes, adult day centers, senior centers, assisted living facilities, disability programs, afterschool programs, donating the economic equivalent of \$202,500 in services based on Independent Sector's estimate of \$25 an hour. The projects increased volunteer assistance for many organizations, helping them learn more about college resources and services for future partnerships. Collaborative efforts greatly increased the impact of each entity's effort through service learning; and as such, the relationship brought together the campus needs and resources with those of the community to enhance each other's effectiveness. Service learning students shared their expertise learned in the classroom, helping community partners improve their services to clients. Undoubtedly, the resulting partnership improved the quality of education while improving the quality of life in the community. Numerous populations benefitted that included seniors, elderly, disabled children and adults, teachers, community members and high-risk groups. In line with public health community-based work, a key aspect of the service learning projects were the intentional development of community partnerships to ensure that students are filling the needs defined by the communities themselves.
Community Partner Contact	Mr. Bob Hult, Curriculum Coordinator. Email: bobh@thearcofsomerset.org
Project/Collaboration Title	Caring for our Communities: Service Learning Health and Wellness Projects for Special Populations
Number of staff involved	3
Length of Partnership	10 years

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Provide one example as to how reciprocity is enacted through the partnership	<p>Students provided direct service to diverse populations at many different organizations. They also shared their projects with community organizations using power point presentations, brochures, pamphlets, fact sheets, workshops, self-assessment questionnaires, You Tube videos, community resource booklets, social media and trainings. One example is the Achievement Center at Raritan Valley Community College which is a certificate based, post-secondary program for students with intellectual and developmental disabilities interested in developing their education or continue to gain skills to enter the workforce. It is a partnership between The Arc of Somerset County, The Arc of Hunterdon County, and Raritan Valley Community College. The Achievement Center recognizes that every student learns and processes information differently. Through the use of student-centered curriculum and individualized strategies, the Achievement Center provides a bridge and support to help students achieve their individualized goals. Their college-level classes and student-centered approach empowers the students to find the right learning tools for them. RVCC students serve as peer mentors which is a well-established tool that enables students to work with undergraduate students who serve to help students navigate the daily challenge of college life. The Peer Mentors work with the students on a weekly or biweekly basis and help facilitate their needs that range from academic support; learning the college support system (library, campus environment, special interest groups, Academic Support Center), and the Lion's Den website for academic information. Peer Mentors help the student prioritize their academic and personal interest needs and help facilitate person-centered planning and self-determination. Service learning volunteers work with students in class and learn how to work individually and in groups with students with intellectual and developmental disabilities and with guidance, create role play scenarios, icebreakers and lesson plans.</p>
Community Partner Name	Achievement Center at Raritan Valley Community College

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Purpose of the Community-Campus Partnership	<p>Service learning projects address health and wellness issues in the community such as disabilities, alcohol and drug rehabilitation, physical and occupational therapy, homelessness, nutrition, domestic violence, obesity and diabetes that affect diverse populations. Examples of service learning placements: Achievement Center at RVCC - a certificate-based, post-secondary program for students with intellectual and developmental disabilities interested in developing their education or continue to gain skills to enter the workforce. A partnership between The Arc of Somerset County, The Arc of Hunterdon County, and Raritan Valley Community College. Spring Reins of Life- an Equine Assisted Growth and Learning Association) Model program offering Equine Assisted Psychotherapy (EAP) and Equine Assisted Learning (EAL) services to trauma survivors including, but not limited to veterans and at-risk youth. Rehab at River's Edge - short-term rehabilitation and long-term care facility. Freedom House - empowers the chemically dependent person to live a sober, disciplined, and independent lifestyle and to carry the message of recovery from alcoholism and drug dependency through recovery-oriented services. Quail Brook Senior Center - 1 of 6 centers operating under the Somerset County Office on Aging & Disability Services and supported by the Somerset County Board of Chosen Freeholders. Spina Bifida Resource Network - a small nonprofit organization serving children and adults with spina bifida and other disabilities. Wallynzayn's Autistic Kids - supports families that have autistic and special needs through advocacy. Compassionate Care Hospice - a community-based hospice organization committed to the highest quality of hospice care for patients, families, and close friends. Students in nursing, science, medical assisting, occupational therapy and nutrition classes have the opportunity to assist the community in serving their clients. Examples of service learning projects in the Allied Health curriculum include the following activities: provide blood pressure, scoliosis, vision and hearing screenings for low income populations, elderly, disabled; promote education about occupational health hazards in the workplace and health care settings; offer workshops on cancer screening and prevention; conduct nutrition, weight management, exercise programs for teens; organize trainings on domestic violence and suicide prevention; assist with drug awareness and recovery services; promote knowledge and awareness of sexually transmitted diseases at high schools; raise awareness about birth defects prevention to immigrant groups; mentor adolescent and young adults about harmful effect of steroids and acquaintance with date rape; assist with education, fund raising and coordination of special events for people with disabilities; organize food and clothing drives for shelters and food pantries; prepare and serve meals to the homeless and homebound.</p>
Campus Partner (person, program, department, center, etc.)	Lori Moog, Director of Service Learning and Community Outreach
Impact on the campus	<p>Service learning projects and curricula pushed students to think critically about their perspectives and provided supported opportunities to apply their academic learning. In addition, projects developed and nurtured students' sense of civic responsibility. Service learning projects provided opportunities for students to interact with populations with a range of needs and different perspectives. The projects taught students what they needed to learn to ensure that they are adequately prepared to enter the workforce or to begin graduate education upon degree completion. A formal assessment using qualitative and quantitative measures was incorporated in classes to evaluate students' learning outcomes that is part of national project. Findings were shared locally and nationally. Assessment determined program development, staffing needs and prioritizing services to community.</p>
Number of students involved annually	270

Partner #4

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Number of students involved annually	100
Number of staff involved	4
Impact on the community	RVCC students in environmental studies and science courses and students doing co-curricular volunteering have addressed environmental issues through recycling and reuse, beach and stream clean-ups, endangered plant species conservation, land and open space preservation; invasive species removal; tree plantings; assembled and collected well test kits; prepared data for well testing programs; conducted stream assessments; volunteered at farms preparing the soil, planting trees, tilling and watering gardens, harvesting vegetables and clearing land which produced vegetables donated to food banks and soup kitchens. People of all generations learned about environmental issues and sustainability, hunger and ways to help. The work of the Center aligns with the RVCC Strategic Plan and enhances the quality of life for the community in a number of ways that include the following: • Implements a strategic enrollment management plan: As the Center's focus and work manifest—and recognition of it grows through active outreach and education activities in the schools—so too will interest in RVCC throughout the educational pipeline. • Increases strategic external partnerships: The Center builds on existing relationships as well as creates new ones—with individuals and organizations alike—in an area of high relevance, importance, with abundant opportunity upside. • Increases equity, sustainability, collaboration, and civic engagement: A thriving Center serves the community as an independent resource, focusing on topics of growing relevance, and inviting our neighbors to play active role in its development. Key Program Components: RVCC Water Quality Laboratory (Research & Analysis) Endangered Species (Research) Coastal Conservation (Research & Consulting) Forest Ecology and Conservation (Research & Consulting) Student Centered Components: RVCC Campus Sustainability Internships Water Quality Service Learning Marine Debris Research and Coastal Clean-Ups Environmental Studies Field Trips
Community Partner Contact	Ms. Debbie Newcomb, Volunteer Coordinator. Email: dnewcomb@raritanheadwaters.org
Provide one example as to how reciprocity is enacted through the partnership	The research activities for endangered plant species conservation have been supported by Duke Farms through use of their orchid greenhouse and native plant propagation areas for growing rare plants for reintroduction into the wild. The native plant propagation program at Duke Farms has also donated surplus stock to RVCC for use in campus stewardship. RVCC biology and environmental science classes frequently visit Duke Farms, and staff there have given numerous lectures to students on orchids, invasive plant species, native plant propagation, and other topics. The RVCC Forest Ecology Project has installed 11 study plots at Duke Farms, which is an exclosures and intensive deer management on forest restoration.
Grant funding, if relevant	Grants, Awards, Consultative Work for Payment: • Forest Ecology Research - \$80,000 from National Science Foundation, \$5,000 from Highlands Coalition, \$10-25,000/year local contracts, \$5,000-10,000/year RVCC Foundation; • Coastal Conservation Project - \$80,000 NJ SeaGrant, \$200,000 National Fish and Wildlife Foundation, \$5,000/year NJDEP Office of Natural Lands Management, \$5,000-10,000 RVCC Foundation; • Endangered Species Research - \$12,000-25,000 US Fish and Wildlife Service, \$5,000-10,000/year NJDEP Office of Natural Lands Management, \$500-10,000/year consulting contracts.
Number of faculty involved	9
Project/Collaboration Title	Environmental Projects for 21st Century Education and Outreach
Length of Partnership	15 years

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Titles of Courses Linked to Partnership	Environmental Science and Sustainability; Environmental Studies: Energy, Environment and Climate Change; Environmental Science Applications; Ecology; Plants, Humans and the Environment; Field Botany.
Community Partner Name	Raritan Headwaters Association
Purpose of the Community-Campus Partnership	<p>The Service Learning and Community Outreach Office coordinates projects with numerous environmental community partners where students can volunteer as part of their academic course work and receive credit. Service learning projects serve multiple purposes: • Provides volunteer assistance helping organizations meet their goals. • Builds capacity for positive social change. • Offers new energy and creativity. • Adds more personal attention for clients. • Strengthens and expands organizational services and programs. • Creates connections to college resources. Additionally, the RVCC Center for Environmental Studies (CES) functions as an interdisciplinary center within the college to facilitate collaboration among RVCC faculty and staff and with external partners to apply environmental knowledge and research to addressing environmental concerns on campus and in the local community. The CES provides the following benefits to our students, the college, and the local community: • Professional training and educational opportunities for students and alumni pursuing degrees in Environmental Science/Studies, Biology and related STEM fields through paid internships, independent research projects, integrated curricula and service learning. • Technical assistance to community organizations in addressing environmental concerns through environmental research and monitoring, stewardship and restoration, sustainability and green infrastructure. • Public outreach and education programs for the community to increase awareness and understanding about environmental issues. • Platform for highlighting RVCC's innovative environmental programs, curricula and facilities to the campus and community, serving as a recruitment tool for enrollment in our Environmental Studies/Science programs, and attract both community partnerships and funding opportunities to support education, research, stewardship, and civic engagement. • Increased efficiency, capacity and coordination of administrative functions related to environmental and sustainability activities at RVCC. Examples of placements include: America's Grow-a-Row - volunteer effort of planting, picking, rescuing, and delivering free fresh produce to underserved communities. Educates people of all generations about hunger and ways to help; introduces youth to farming and healthy eating; cultivates tomorrow's leaders to give back; and contributes to the sustainability of agriculture. Grow It Green Morristown's Urban Farm - an educational center for the community and the 5,200 children of the Morris School District, making this opportunity distinct from many typical farm jobs. They operate a Farm Stand each Saturday and grow 1000 of pounds of produce to provide to local residents, food banks and soup kitchens. Musconetcong River Watershed - environmental restoration such as dam removals, tree plantings, and trash clean-ups; outreach, such as public educational presentations, in-school education programs, and a summer camp for children; scientific monitoring of the Musconetcong and its tributaries; and policy work relevant to the health of the river and surrounding lands. Raritan Headwaters Association - a nonprofit conservation organization that protects water in our rivers, our streams, and our homes. Volunteers help with stewardship, well testing, education, development, and assisting with seasonal events. Woodlands Wildlife Refuge - dedicated to the care and release of orphaned and injured wild animals. Woodlands handles hundreds of animals a year comprised of many native mammal and reptile species.</p>
Campus Partner (person, program, department, center, etc.)	Lori Moog, Director of Service Learning and Community Outreach: Lori.Moog@raritanval.edu. Dr. Emilie Stander and Dr. Jay Kelly, Co-Directors of Center for Environmental Studies. Emilie.Stander@raritanval.edu. Jay.Kelly@raritanval.edu

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Impact on the campus	<p>Service learning environmental projects are a strong component of the College's environmental curriculum and consistent with the College's commitment to the environment. ¶ The RVCC Campus Sustainability Internships have served as a pipeline to staff Duke Farms' Visitor Education seasonal employee positions. This unintentional and organic process has inspired Duke Farms and RVCC to consider more formal means of partnership to actively facilitate mutually beneficial educational and stewardship activities and opportunities for RVCC students.</p> <p>¶ A three-student RVCC team developed and delivered Firefly Simulators for use by the public at Duke Farms' annual "Firefly Festival." The simulators were required to be "green" and sustainable using natural materials and no batteries. The RVCC team developed simulators for five Firefly species. The project created a hands-on step-by-step Professional Development Seminar where campus and community teachers and the as well as the public learn the principles of electromagnetic energy generation and become knowledgeable and capable to bring these concepts and hands-on demonstrations back to their classrooms, families, and friends.</p>
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Partner #5

Grant funding, if relevant	<p>As part of RVCC's high school outreach, the College Readiness Now grant partners with over 200 students from 4 schools designed to provide resources and additional academic support to students who are underserved. Teachers are given professional development and other classroom resources to assist students with increasing math and English literacy. The aim of the College Readiness Now initiative is to increase student college readiness in English and/or math by the time the students graduate from high school. Juniors and seniors who are not college ready, as determined by Accuplacer, PARCC, SATs, and school data, are targeted for the program.</p>
Community Partner Name	<p>Delaware Valley Regional School District</p>
Impact on the community	<p>CEP offers numerous advantages for students, faculty and parents. Some of them include benefitting from enriching and expanding high school course offerings; allowing for the exploration of college curricula; earning credits toward a college degree; paying a significantly reduced tuition of \$175 each for all CEP courses; and fostering a seamless transition between high school and postsecondary education. The application fee is waived for all CEP courses. Students participating in service learning projects through the Concurrent Enrollment Program increase the volunteer capacity for many community organizations. For example, during the spring 2022, students enrolled in RVCC's CEP Environmental Studies course offered to juniors at Delaware Valley Regional High School returned to America's to Grow-A-Row, a long-time Service Learning Program partner. The high school teacher reported that students had very positive experiences during their fall visit, and were eager to continue volunteering with this organization in the spring term. Another benefit is that service learning projects raise the school's visibility of helping the community. For example, the CEP high school students participated in service learning projects on water quality and human survivorship, including a trip to the wastewater treatment plant in early March 2022. Students also worked on brochures for the Hunterdon Land Trust on topics they requested. The Hunterdon Land Trust is another RVCC Service Learning Community partner that supports the students taking our college courses at the high schools. For the fall 2022, the Delaware Valley Reginal high school teacher is collaborating with Rutgers Cooperative extension again, as well as resuming work with the Hunterdon County Department of Health to see what can be accomplished at these organizations. Both placements were developed by the teacher. Students from the CEP Pathways to College Success courses at other high schools provided service to many service learning community partners that include the RVCC Resource Center/Food Pantry, Somerset Regional Animal Shelter and local elementary schools.</p>

Re-Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by Raritan Valley Community College on 3/16/2022. Last modified on 5/16/2023.

Impact on the campus	RVCC's assessment for service learning courses, based on the Teagle assessment highlighted in this application, has expanded to include its courses taught at participating high schools through the Concurrent Enrollment Program. For example, in the CEP Environmental Studies course offered at Delaware Valley Regional high school, students write an essay as part of their final exam to connect the service learning experience to some of the main concepts of the course. Topics include sustainability, related to food security or invasive species. Students are given a guide for writing the essay (prompts that require students to connect the service learning and are also given the rubric for the essay ahead of time (modeled after the RVCC Teagle rubric). The assessment component ties the service learning project to some aspect of the curriculum; it is not something additional to grade but can replace a traditional assessment such as a test. The assessment conforms to standards in the RVCC course. The service learning project is a whole-class assignment, so that all students have the opportunity to complete the assessment component. The goal as educators is to tie content and the standards taught to the real world. The results of the assessment are shared and evaluated by RVCC faculty and are made a part of the College's assessment plan and processes.
Number of students involved annually	400
Project/Collaboration Title	Concurrent Enrollment Program Service Learning Partnerships
Number of staff involved	3
Provide one example as to how reciprocity is enacted through the partnership	RVCC's Concurrent Enrollment program (CEP) expanded opportunities for disadvantaged high school students to earn college credits. The program provides scholarships for high school students and funding in support of CEP courses at high schools aligned with courses on RVCC's campus and taught by a high school teacher qualified as a college adjunct. CEP courses in select high schools with ethnic diversity and relatively high proportions of low-income students receive free or reduced lunch such as Bound Brook High School, Franklin High School, North Plainfield High School, Manville, Central Jersey Prep Charter High School, and Somerville High School. In efforts to sustain the program, the financial needs of students are addressed by continuing to fund the Concurrent Enrollment Program Scholarship Account. A portion of the tuition from each CEP enrollment is set aside to support students with financial needs. This account also supports CEP activities including stipends to RVCC faculty liaisons for curriculum alignment and stipends to new high school CEP teachers. The College expanded offerings to include courses in Dance, History, Languages, Environmental Science and college readiness Pathways to Success courses. Each year CEP courses are added. Service learning is a component in the Pathways to Success and environmental science classes. Recently, Hunterdon Preparatory School has partnered with Raritan Valley Community College and now offers a two credit college Pathways to College Success course during the spring semester to 11th and 12th grade students. The course was developed by RVCC and Hunterdon Prep personnel and introduces the skills and strategies necessary to successfully transition from high school to college, and practices those skills in a supported classroom environment.
Number of faculty involved	10
Community Partner Contact	Stacy Grady, Science Supervisor. Email: stacygrady@dvrhs.k12.nj.us
Length of Partnership	10 years
Titles of Courses Linked to Partnership	Pathways to College Success, Environmental Studies, Energy, Environment and Climate Change.

Re-Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by Raritan Valley Community College on 3/16/2022. Last modified on 5/16/2023.

Purpose of the Community-Campus Partnership	<p>The Concurrent Enrollment Program (CEP) is a partnership between Raritan Valley Community College and 16 area high schools. Through this program, high school juniors and seniors meeting appropriate academic requirements take courses on their local high school campus and earn academic credit that simultaneously fulfills high school graduation requirements and college credit requirements. RVCC offers introductory level courses that typically satisfy basic requirements in a broad range of majors that have an excellent record of transferability. Each high school, in conjunction with RVCC, determines the course(s) that will be offered through the Concurrent Enrollment Program. These are rigorous college courses using the same course outlines, assignments and examinations as those courses taught on the RVCC campus. In order to participate in the Concurrent Enrollment Program, a student must have at least a B average, parental consent, guidance counselor approval, and appropriate RVCC Placement Test scores if enrolling in an English, Math, or foreign language course (or a course requiring these as a prerequisite). The placement test may be waived with suitable levels on the SAT or ACT. The Concurrent Enrollment Program is a low-cost, scalable model that brings RVCC college courses to high school students. Students gain exposure to the academic challenges of college while having the supportive high school environment and earning transcribed college credit at the time they successfully pass the course. Participating high school students significantly save on the cost of tuition. The credits earned can stay at RVCC or transfer to another college or university. The high school instructors teach RVCC college courses under the supervision of college faculty. This helps to facilitate close collaboration between high school teachers and college faculty that fosters alignment of the secondary and postsecondary curriculum. Service learning is a required component in all the Pathways to College Success courses offered at area high schools as well as environmental science courses offered at Delaware Valley Regional High School and Central Jersey Prep Charter School. This past year, Delaware Valley Regional High School received assistance from the RVCC Director of Service Learning and Community Outreach to help establish their own service learning program.</p>
Campus Partner (person, program, department, center, etc.)	Lori Moog, Director of Service Learning and Community Outreach

Partner #6

Re-Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by Raritan Valley Community College on 3/16/2022. Last modified on 5/16/2023.

Impact on the community	Hunterdon Preparatory School (HPS) and Raritan Valley Community College (RVCC) each have long-standing traditions of supporting their local communities. HPS has for decades supported and contributed to their local communities through student volunteer work, fundraising for local causes, and environmental stewardship programs. RVCC, through its Service Learning program and Resource Center, connects students, staff, and faculty with local communities and organizations providing them with support and resources. Together, HPS and RVCC have been able to make substantial contributions to the communities of students they serve. An example of this occurred recently in September of 2021, when Hurricane Ida devastated local communities and displaced countless individuals and families from their homes. HPS, whose office and classroom on the RVCC campus lie adjacent to the Resource Center, engaged their students to volunteer at the RVCC Resource Center. For two days, students, staff and faculty from both HPS and RVCC worked together to sort through and organize waves of donations of food, clothing, and children's toys for those displaced by the storm. These items were collected by local fire departments and distributed to those in need. This type of focus on community outreach is something that HPS and RVCC infuse throughout their academic and social programs on both of their school campuses. By bringing together students, staff, and faculty from both schools and subsequently connecting them to outside organizations and causes, opportunities develop for those involved to be a part of something bigger than themselves and contribute to the greater good. This connection between HPS and RVCC is maintained through the Service Learning Program and Pathways to College Success course. The course works with the Service Learning program to introduce students to community outreach opportunities and once established, guides the students in how to contribute and support those causes.
Project/Collaboration Title	Pathways to College Success Course Development
Provide one example as to how reciprocity is enacted through the partnership	Hunterdon Preparatory School (HPS) and Raritan Valley Community College (RVCC) have benefitted from a collaborative partnership over the years. One specific example is the support and guidance to and with RVCC faculty. Specifically, HPS has been discussing and sharing their educational methodology. At HPS, we know that what is needed to help students who struggle with complex academic profiles and mental health challenges is a relational and nuanced approach. This is the best way to create a positive and successful learning experience. As such, HPS has created a universal methodology and skill set that can be used to help instructors at the college level understand how to work with students who have complex learning profiles. They have been in discussion with RVCC faculty for years, offering strategies and approaches to help professors teach the Pathways to College Success course. As such, students who enroll in this class experience receive a relational and individualized course. Their success in this course leads to an increase in confidence and aptitude and subsequent enrollment in more RVCC courses. HPS, in turn, benefits as their high school students are able to enroll in and immerse themselves in the community college experience at RVCC, with faculty who know how to individualize instruction and approach teaching in the nuanced way they (the students) are familiar with. As a result, HPS students who successfully completed the Pathways to College Success course have been making a natural transition to become matriculated RVCC students after their high school graduation. The students also participate in service learning as part of the Pathways to Success course and the RVCC Resource Center/Food Pantry is one of the placements where they volunteer.
Titles of Courses Linked to Partnership	Pathways to College Success
Campus Partner (person, program, department, center, etc.)	Lori Moog, Director of Service Learning and Community Outreach

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Submitted by Raritan Valley Community College on 3/16/2022. Last modified on 5/16/2023.

Impact on the campus	The most profound impact this collaboration has on campus is the normalization of community outreach and service as part of the college experience. Often students entering and progressing through college focus more on the responsibilities related to their academics and finances. HPS and RVCC allow students to be connected and involved as citizens of their communities. It is through these connections that the students are able to share their talents and further their education, not just through the classroom, but by enhancing their growth and learning by nurturing the growth and well-being of their own communities. The community organizations and businesses to which the students connect align with their interests and field of study. This is a meaningful connection as it serves to reinforce for students the path, they have chosen for themselves. These community and outside organization outreach and service programs in turn help to bolster the students' resolve and motivate them to complete and achieve the academic goals they have set for themselves.
Purpose of the Community-Campus Partnership	Hunterdon Preparatory School (HPS) identified an issue their students were having despite possessing the academic ability to function and flourish in a college environment. They were struggling to make a successful transition from the HPS-supported environment to a more independent learning environment in college. The issues students faced were not primarily academic, but were also related to emotional regulation, campus navigation issues and organization. The HPS students, who have complex learning profiles, are also impacted by mental health issues such as anxiety and depression. As such, they require nuanced accommodations in order for their transition to and through college to be successful. In order to provide these students with the same opportunity for a successful transition to college as anyone else, faculty and administrators partnered with Raritan Valley Community College to create a class that would introduce their students to college-level rigor and an independent learning environment. But they understood that this approach needed to provide individualized transition support as well. This resulted in the creation of a college course, Pathways to College Success, which was initially taught by an RVCC faculty member and supported by one of the instructors on the HPS campus. After two years, the course was moved to the campus of RVCC and continues to be taught by RVCC faculty. After a few years of success with the Pathways to College Success course, RVCC expressed an interest in expanding nuanced transition services to their present and future population of students who were struggling similarly to students at HPS. The students with similar profiles to students at HPS were increasing in number and often struggled without success. In turn, this led to an unacceptable level of attrition at RVCC. The decision was then made to begin to design HPS' brand of transition support to college and apply it to a wider cohort of students enrolled at RVCC who had no previous experience at HPS. Subsequently, this led to an on-campus RVCC classroom and office for HPS staff and also an increase in collaboration between HPS and RVCC personnel to the benefit of the students that were and continue to be slipping through the cracks.
Grant funding, if relevant	N/A
Community Partner Name	Hunterdon Preparatory School
Number of students involved annually	79
Length of Partnership	7 + years
Number of staff involved	1
Number of faculty involved	6

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Community Partner Contact	Alisa Kopacz - Executive Director: akopacz@hunterdonprep.org and Eric Petrik - Work-Based Learning Coordinator: epetrik@hunterdonprep.org
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Partner #7

Titles of Courses Linked to Partnership	None at the college level; NGSS Summer Institute for K-12 Educators; NGSS Workshop Series for K-12 Educators
Campus Partner (person, program, department, center, etc.)	Lori Moog, Director of Service Learning and Community Outreach
Purpose of the Community-Campus Partnership	The Next Generation Science Standards (NGSS) District Partnership Program is an innovative program within the RVCC Science Education Institute's overall professional development offerings. It is designed to support K-12 school teams as they implement the Next Generation Science Standards (NGSS) in their classrooms. These teams consist of four teachers (one Teacher Leader and three colleagues) from the same school supported by an administrator (principal or science supervisor). The goal of this program is for teachers to deepen their understanding of and ability to implement the NGSS in the classroom. This is accomplished through: <ul style="list-style-type: none"> • participation in a series of three workshops held at RVCC and focused on connecting real world phenomena to core science ideas and developing NGSS-aligned instructional tasks that support students in their sense-making of phenomena. • guided modification of lessons to integrate new understanding; • classroom-based coaching and feedback to support implementation; • classroom visits and examination of student work to analyze impact of instructional changes, and • engagement of colleagues and administrators in professional learning to drive school-wide engagement with the NGSS. Each school year five new schools from different New Jersey school districts are invited to participate in this program. Towards the end of the program year, the school teams invite additional colleagues to join their teams and make plans to continue their work after the termination of the program.
Community Partner Contact	Dr. Wil Der Veen, Director Science Education Institute. Email: Wil.Vanderveen@raritanval.edu
Length of Partnership	7 + years
Provide one example as to how reciprocity is enacted through the partnership	The Next Generation Science Standards (NGSS) District Partnership program provides teachers with the opportunity to immediately apply what they have learned in their own classroom while receiving coaching and feedback. Teachers and administrators learn leadership skills and collaborative strategies so that they can share what they have learned with their colleagues in order to drive improvement school-wide. The District Partnership Program has a multiplier effect. As these experienced classroom teachers collaborate with each other, their administrators and higher education experts, they build their capacity to support other teachers in their own and neighboring school districts. For every school district participating in this program, thousands of students ultimately benefit. Through visiting a variety of classrooms each year staff at the RVCC Science Education Institute gain a better understanding of the reality of K-12 classrooms and the needs of K-12 teachers and administrators. This in turn informs future workshops and other programs that supports teachers as they implement new learning in their classrooms.
Number of faculty involved	2
Number of staff involved	2

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Submitted by Raritan Valley Community College on 3/16/2022. Last modified on 5/16/2023.

Community Partner Name	Science Education Institute
Impact on the community	The success of the District Partnership Program is measured by the following program objectives and outcomes: 1. Teachers gain an increased understanding of how to support students in using core science ideas to make sense of real-world phenomena through the use of NGSS-aligned instructional tasks. 2. Teachers leave the workshop with lesson plans that meaningfully integrate science ideas, science practices, and crosscutting concepts. They can directly use these lesson plans in their classroom. 3. Teachers continue to modify additional lessons that they have created, using the online resources and tools that the SEI provides as well as feedback from their peers and mentors during the collaborative classroom visits. 4. Teachers learn how to engage students in hands-on and minds-on science investigations that ignite an interest in STEM disciplines and promote student achievement in science and engineering and readiness for higher education. 5. Administrators learn how to best support their teachers as they implement the NGSS in their classrooms. 6. Teams learn how to collaborate more effectively and support each other with NGSS implementation.
Number of students involved annually	3,000 k-12 students
Project/Collaboration Title	Next Generation Science Standards (NGSS) District Partnership Program
Grant funding, if relevant	The cost of this program is \$5,000 per school for the school year. Since its inception the program has been supported by grants from the New Jersey Space Grant Foundation and the Sanofi Corporation at the rate of \$10,000 per year, which has lowered the cost to school districts to \$3,000 per district.
Impact on the campus	As teachers and administrators attend three full-day workshops at RVCC, they become familiar with its services and begin to see RVCC as a community resource. They may learn about the planetarium or the theatre and bring their classes for a visit. High school teachers may suggest RVCC as a first step into higher education for the graduates. Through visiting a variety of classrooms each year, the college gains a better understanding of the reality of K-12 classrooms and the needs of K-12 teachers and administrators. This informs other programs that supports K-12 teachers and K-12 students.

2. In comparing the partnership responses from your previous classification with the responses above, please reflect on what has changed in the quality, quantity, and impact of your partnership activity.

Service Learning Program partnerships have increased by number of years as well as the depth and breadth of the work. More faculty are offering service learning in different courses creating greater opportunities for students to enhance their academic, personal and career goals. More community organizations have developed new and exciting placements for students connected to specific courses and projects enabling them to apply real world applications to their learning experience. For example, the Science Education Institute has moved away from international and national partnerships to focus more on partnerships within the state of New Jersey to meet the challenges related to implementation of the New Generation Science Standards. Funding from a donor provided stipends for students to be trained as poll workers creating new service learning placements and components in history and political science classes.

New partnerships include the Center for Environmental Science and Sustainability, Achievement Center, Concurrent Enrollment Program and Hunterdon Preparatory 12+ Program providing opportunities to support engagement with environmental issues, diversity, equity and inclusion, and outreach to high schools.

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The new partnerships help to focus on several strategies that deliver on the College's goals supporting students getting to and through college. This includes becoming a more engaged campus that develops 21st century skills with students solving community engaged projects together in teams; building institutional capacity to join the growing number of community organizations that tackle food insecurity, mental health, and other challenging factors in determining student persistence; supporting efforts to expand or deepen the impact of K-12 students to increase high school completion and college access; developing and expanding the institutions' efforts focused on environmental stewardship.

The impact has been enormous. Students see a campus-wide 'groundswell' of community engagement opportunities and have shown both a remarkable passion for service learning and an impressive recognition of the benefits of their activities. Many students are now reaching out to their faculty members to offer service learning in their courses. Their enthusiasm is part of the campus culture in which service learning and community engagement is a valued part of the college's educational vision. Service learning has increased to varying degrees into every department. It is also strongly supported by the President and Executive Staff with resource allocation and acceptance as an institutionally-supported pedagogy. This shared culture and ideological coordination among parties is fostered by the work of the Service Learning and Community Outreach Office which has expanded its staff to maintain the new growth.

Through our community partnerships, every area of the RVCC curriculum is engaged, and many faculty members view service learning as an integral part of course design helping to build capacity for community partners. When the College drafted a new strategic plan, it elevated engagement, one of the signature concerns, and the entire faculty endorsed this approach. It's remarkable to see senior faculty remain so involved with service learning over many years as well as all new faculty every year. The College has received many national awards for this work which is described throughout the application.

3. What actions have you taken since the last classification to deepen and improve partnership practices and relationships—in initiating, sustaining, and assessing partnerships? How did these practices encourage authentic collaboration and reciprocity with community partners?

A thorough review and assessment of all service learning and community outreach opportunities has taken place to identify areas of need. One outcome determined that more community partners were needed for engineering and environmental science placements. The Director of Service Learning and Community Outreach reached out to all the municipal offices within Somerset and Hunterdon Counties to request participation in the Service Learning Program. Many new placements were created that are sustained by the continuous placement of students majoring in engineering and environmental science seeking service learning opportunities and doing great work. Greater collaboration and reciprocity with all new and existing community partners has created a richer learning environment for students serving the community and assisting the organizations with human, technical and intellectual resources from the campus.

To sustain new and existing placements, all faculty are apprised of service learning options through forums, new faculty orientation, professional development workshops, individual and department meetings thus encouraging more faculty to offer the opportunities. Additionally, the College has provided more financial support for service learning and community engagement work through staffing and funding raising.

Ongoing assessment of service learning and community engagement opportunities includes surveys, meetings, reports and workshops. As a result, RVCC has witnessed a notable increase in community partner and faculty confidence in this work. For example, the Science Education Institute holds dozens of meetings with district

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administrators, teacher leaders, and coaches to better understand the changing needs of K-12 teachers and their students. During the pandemic this has been critical in supporting K-12 educators. Additionally, a robust list of remote service learning placements was created and now sustained.

Another example is our RISE Program. Since 2010, the College has been offering courses leading to an Associate degree in Liberal Arts to people who are incarcerated in the state correctional facilities in New Jersey. We began this work in the sole women's facility in the state, the Edna Mahan Correctional Facility for Women, and then established programs in the youth and adult male facilities. Our early endeavors were in partnership with Drew University and later with Rutgers University as part of a consortium called the New Jersey Scholarship and Transformative Education in Prison (NJ-STEP). Since our last reclassification in 2015, RVCC became the sole matriculating associate degree institution for the NJ Department of Corrections (NJDOC). In addition to our partnership in NJ-STEP, we have worked with Monmouth University to offer accredited courses on an experimental basis in New Jersey's most secure and restrictive carceral facility, which was previously excluded from higher education opportunities.

Additionally, the College has implemented multiple initiatives that establishes clear strategic goals for recruitment and retention to support a diverse population of students; strategic external partnerships with K-12, four-year institutions, business and industry, government agencies, and community-based organizations to provide transfer opportunities, internships, cooperatives, and employment opportunities and to promote leadership, professional, and personal growth; and programs targeted at increasing equity, sustainability, collaboration, and civic engagement, part of our institutional effort to help promote engaged and ethical citizenship.

SECTION 5: Institutional Identity and Culture

1. Provide a letter from the President/Chancellor or Provost (Vice President for Academic Affairs) that:

- Indicates their perception of where community engagement fits into their leadership of the institution,
- Describes community engagement's relationship to the institution's core identity, strategic direction, and practices, and
- Discusses how engagement is institutionalized for sustainability in the institution.

Please EITHER copy and paste the text of the letter in the following textbox

-- empty or did not respond --

OR upload a PDF copy of the letter below:

- [Carnegie Foundation Community Engagement Re-Classification.pdf](#)

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2. In addition to the letter, provide evidence of recent statements of affirmation of community engagement. In the grid below, provide excerpts from the relevant documents and a web link to the full document if it exists.

Annual addresses/speeches (maximum word count 500):

Campus Compact Eduardo J. Padron Impact Video <https://drive.google.com/a/ranxmedia.com/file/d/13pR817EL0tFpD45IQDHLUVNhUIVGDDbu/view?usp=sharing>

Raritan Valley Community College is one of six colleges and universities in the country to be recognized by Campus Compact for outstanding work in pursuit of the public purposes of higher education. RVCC is one of only two community colleges in the U.S.—and the only New Jersey college—to receive the first Eduardo J. Padrón Award for Institutional Transformation. “Raritan Valley Community College is honored to have been selected by Campus Compact for the prestigious Eduardo J. Padrón Award for Institutional Transformation. The award celebrates RVCC’s commitment to the civic purposes of higher education through its nationally recognized Service Learning Program, in which students serve the community as part of the classroom experience and receive academic credit for their efforts. By working with community organizations to help address their vital needs, students gain valuable experience and develop a lifelong commitment to learning and good citizenship,” said Dr. Michael J. McDonough, President of RVCC.

The College was honored for its longstanding commitment to providing all students with access to civic and community-based learning experiences. According to Campus Compact, “Service learning opportunities are deeply embedded in student life and in [RVCC’s] curriculum, with service learning courses offered in every academic department. Not only has this enhanced learning and provided professional development opportunities for students, but it has also been integral to addressing the major challenges facing communities in their region.”

For the past 25 years, the College’s Service Learning Program has collaborated with diverse community organizations and has flourished to include over 250 community partners to help address their growing needs. Through participation in RVCC’s Service Learning Program, students gain the opportunity to address many critical issues of public concern, including hunger, homelessness, literacy, the environment, disabilities, domestic violence, substance abuse, child care, health, nutrition, animal welfare, and legal aid/law. Students also serve the community through their participation in student clubs, athletics, student government, honor societies, internships and political/democratic engagement. In addition, RVCC faculty and administrators serve the community through their participation on non-profit boards. Annually, RVCC students contribute 45,000 hours of service, donating the economic equivalent of \$1 million in service to Somerset and Hunterdon counties. In a five-year period, students have contributed the economic equivalent of approximately \$5 million to the community, making the College widely regarded as an important and reliable partner.

The Richard Guarasci Award for Institutional Transformation and the Eduardo J. Padrón Award for Institutional Transformation recognizes four-year institutions and community colleges, respectively, that have successfully implemented institution-wide efforts to address issues of public concern by aligning teaching, research, practice, and values in service of the common good. The awards are named for higher education leaders whose efforts have transformed their institutions to contribute to the goal of full participation in our communities and our

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democracy. "The individuals and institutions we celebrate through these awards demonstrate the extraordinary impact colleges and universities can make when they commit themselves to strengthening our communities and our democracy," said Campus Compact President.

Published editorials (maximum word count 500):

Raritan Valley Community College awarded ALL IN Highly Established Action Plan Seal for efforts to increase nonpartisan voter engagement AY 2022 - 2023:

<https://wrnradio.com/raritan-valley-community-college-awarded-all-in-highly-established-action-plan-seal-for-efforts-to-increase-nonpartisan-voter-engagement/>

Student receives Raritan Valley Community College Nonprofit Civic Engagement Award AY 2022 - 2023:

<https://wrnradio.com/student-receives-raritan-valley-community-college-nonprofit-civic-engagement-award/>

Criminal Justice Major receives Raritan Valley Community College Service Learning Leadership Award for AY 2022 - 2023:

<https://raritanneighbors.town.news/g/raritan-nj/n/151578/criminal-justice-student-receives-service-learning-leadership-award>

Medical Assisting Major receives Raritan Valley Community College Service Learning Leadership Award for AY 2021 - 2022:

<https://www.tapinto.net/towns/somerville/sections/education/articles/somerville-student-receives-rvcc-leadership-award>

Campus publications (maximum word count 500):

Center for Environmental Studies Publications:

<https://www.raritanval.edu/Environmental-Studies>

The RVCC Center for Environmental Studies engages approximately 100 students each year in real-world learning experiences, both inside and outside the classroom. These experiences empower students to transform their academic knowledge into real-world research and problem solving skills that prepare them to pursue successful careers in environmental science, sustainability, ecology, natural resources management, and related fields.

Members of the Center, including faculty, staff, interns, and students, work together with the college and community organizations to address environmental concerns through research, monitoring, stewardship, restoration, public outreach, and educational programs. These activities benefit the community by raising public awareness and understanding about environmental issues and by helping community members implement evidence-based practices to address those issues while working towards a more sustainable future.

Sample DEI Newsletter:

https://drive.google.com/file/d/1DLJzY2h0Z99TpJMOL-_SPsndCG0Y21ZE/view?usp=share_link

This is a monthly newsletter developed by the Office of Diversity, Equity & Inclusion. The intention of this newsletter is to offer awareness, community building and resources.

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Other (maximum word count 500):

National Awards for Community Engagement

2022. STARS Gold rating by the Association for the Advancement of Sustainability in Higher Education (AASHE). STARS, the Sustainability Tracking, Assessment & Rating System, measures and encourages sustainability in all aspects of higher education. This is the eighth year in a row that RVCC was recognized nationally for its sustainability efforts by AASHE.

<https://www.raritanval.edu/general-information/newsroom/rvcc-earns-gold-rating-nationally-sustainability-initiatives>

2022. Highly Established Action Plan Seal by the ALL IN Campus Democracy Challenge. The seal is awarded to campuses that have worked to increase nonpartisan democratic engagement and graduate engaged voters by building a strong nonpartisan action plan. RVCC is one of 121 campuses that earned this inaugural recognition for the 2022 election cycle. It is the only college in New Jersey and one of only six community colleges nationally receiving the award. RVCC's Action Plan was supported by the Service Learning Program through by offering voter registration campaigns, training and serving as poll workers, presenting at workshops, sharing election information, and social media messaging.

<https://www.raritanval.edu/general-information/newsroom/rvcc-awarded-all-in-highly-establish-action-plan-seal-efforts-increase-nonpartisan-voter-engagement>

2021. ALL IN Campus Democracy Challenge's 2020 Best Action Plan Award for the New Jersey Campus Voting Challenge – Community College. RVCC was honored for its action plan increasing student civic engagement on campus. Also was honored in the New Jersey Campus Voting Challenge for the Highest Voter Registration for two-year colleges and the Highest Voter Turnout and the Most Improved Voter Turnout for two-year colleges.

<https://www.raritanval.edu/general-information/newsroom/rvcc-recognized-nj-campus-voting-challenge>

2020. Inaugural Eduardo J. Padrón Award for Institutional Transformation from Campus Compact. RVCC is one of only two community colleges in the U.S, the only New Jersey college and one of six colleges and universities in the country to be recognized by Campus Compact for outstanding work in pursuit of the public purposes of higher education

2019. Gold Seal in the 2019 ALL IN Challenge Awards for student voter engagement. The awards recognize colleges and universities across the country that are committed to increasing college student voting rates. Institutions that earn a gold seal have achieved a student voting rate between 40-49 percent. The project was a collaboration with Service Learning, Student Life and Student Government Association.

2018. Received and coordinated a \$1,850 mini-grant from the Democracy Commitment to participate in Engage the Elections: a program that aims to advance non-partisan electoral engagement on community college campuses. RVCC is one of only 14 community colleges in the country—and the only New Jersey college—to be awarded the mini-grant. The project was a collaboration with Service Learning, Student Life and Student Government Association.

National Awards:

🔗 Service Learning Program awards: https://drive.google.com/file/d/1blxQZtcjzePacSMIcuQieVPI-NLvASyL/view?usp=share_link

🔗 Other engagement awards: <https://www.raritanval.edu/general-information/national-recognition>

Community Engagement Donations and Grants:

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🔗 Center for Environmental Studies donation:

<https://www.raritanval.edu/general-information/newsroom/rvcc-receives-300000-gift-staff-environmental-studies-center>

🔗 Grant to Offer Free Adult Literacy:

<https://www.raritanval.edu/general-information/newsroom/rvcc-receives-grant-offer-free-adult-literacy-english-language-education-program>

Raritan Valley Community College has been awarded \$20,000 from the New Jersey Community College Consortium for Workforce and Economic Development to plan for the College's participation in the New Jersey Pathways to Career Opportunities initiative.

Workforce Education Initiative for Advance Manufacturing:

<https://www.raritanval.edu/general-information/newsroom/rvcc-lead-statewide-workforce-initiative-advanced-manufacturing>

🔗 Nursing Scholarship:

https://www.raritanval.edu/general-information/newsroom/rvcc-receives-historic-gift-somerset-hills-community-health-foundation-10-nursing-scholarships?fbclid=IwAR12fJotjmcxKHZ_dJSROB6V6RenRvozEPEZaiu1YTJB8Tr1QixTI3mSZy8

3. Describe how your campus mission and vision reflect an institutional commitment to community engagement. Provide a quote from the mission and/or vision statement that best represents your institution's commitment to community engagement.

Raritan Valley Community College's inclusive mission provides the underpinnings of its identity and shapes the ever-changing goals of its strategic initiatives. The mission supports the institutional vision, values, and priorities; serves as the ethos for its employees, students, and other stakeholders; and is the bedrock for planning, assessment, and institutional renewal. It embodies the College's unwavering commitment to improving students' lives through open access and preparing them to accomplish future academic, career, and personal goals while creating connections with the multiple communities served by the institution.

Raritan Valley Community College's Mission Statement, approved in 2021:

An inclusive college community inspiring excellence in education, creating opportunity, and transforming student lives.

As well as supporting a new mission statement, the Board of Trustees also approved a set of central value statements. RVCC's values reflect an effort to define both the character of RVCC and the framework for collective work.

RVCC Values:

Learning and Growth

Diversity, Equity, and Inclusion

Integrity and Dignity

Engagement and Collaboration

Creativity and Innovation

Excellence and Achievement

For example, service learning and community engagement are the cornerstones of Raritan Valley Community College's institutional purpose and educational mission which is reflected in the College's core values, strategic

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plan, accreditation goals, promotional materials, annual reports, website and publications. A centralized Service Learning and Community Engagement Office as well as permanent full-time and part-time staff support academic service learning and co-curricular volunteering in partnership with faculty, Academic Affairs, Student Life, Internships, Workforce Education and other campus departments. Additionally, external funding is dedicated to supporting institutional engagement with the community through grants and scholarships.

Service learning is offered in multiple courses within all academic departments as well as credit and non-credit Workforce Education courses, giving students multiple opportunities to do service learning in their general education, transfer and career curriculum with over 250 community partners.

Additionally, students provide community service through Student Government, Honor Societies, and Internships. Co-curricular and cultural programs support the educational, civic and cultural needs of the community. The programs also prepare students for leadership and social responsibility and offer enrichment activities to broaden the depth and breadth of the learning experience at RVCC.

Upon successful completion of their projects, students receive a Student Engagement Transcript with the official seal of the College documenting their participation in service learning and community engagement activities to enhance their resumes and transfer applications. The Student Engagement Transcript is an official college transcript that is an endorsement of service learning and community service hours, leadership positions, civic engagement events attended, study abroad, internships, field experiences, research projects, and more. The transcript is given to students alongside the traditional academic transcript which students provide to prospective employers, transfer colleges or graduate schools. The transcript helps students demonstrate how they were engaged in their chosen field while learning about responsibilities of citizenship and service in the global world. Combined with the academic transcript, a comprehensive account of education, from inside and outside of the classroom, is created enhancing resumes, portfolios and college applications.

4. Specify changes in executive leadership since your last classification and the implications of those changes for community engagement.

The President has the assistance of qualified administrators and has made several changes since the last reclassification in order to advance the College. For example, when President McDonough arrived at RVCC in 2014, there was no Provost, and the configuration of the Executive Staff was different from the seven positions it now includes. Early in his tenure at RVCC, President McDonough advocated for the creation of the position of Provost, someone who would simultaneously serve as Senior Vice President of Academic Affairs and also help lead the Executive Staff. The President also added leadership positions from Workforce Development and the Foundation to the Executive Staff (though the Workforce position was the only one on the Executive Staff that did not report directly to the President). Leadership from Facilities and Finance, Human Resources, and Technology were all originally on the Executive Staff and continue to be. With the recent resignation of the Director of Workforce, the six positions on the Executive Staff (as of Summer 2021) include the Provost, and the leaders of the following areas: Facilities and Finance, Human Resources, Technology, the Foundation, and Student Services. The President has expressed satisfaction at both the decision to create the Provost position and the changes made to the membership of the Executive Staff. With the resignation of the Director of Workforce at the end of the Spring 2021 semester, the Dean of Student Affairs joined the Executive Staff.

The Provost leads campus-wide transformations, supports student success, and promotes a culture of innovation and advocacy. The Service Learning and Community Outreach Program has been moved to Academic Affairs under the Provost. Since that time the change has helped to secure a service learning graduation requirement for the Honors College.

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The Dean of Student Affairs was promoted to the Executive Staff in December 2021. The Dean oversees the Student Life Office, Student Government, Advising and Counseling, Enrollment Services. The Student Life Office coordinates student clubs and Student Government.

The new changes in the Executive positions are helping to support the new, four-year strategic plan, "2021-2025 Strategic Plan: Creating Opportunities," focusing on four key areas: Programs, Learners, Experiences, and Operations.

5. Describe the formal recognitions provided by your institution through campus wide awards and/or celebrations for community engagement.

The Service Learning and Community Outreach Office provides a robust student award and scholarship program. All award and scholarship recipients are highlighted by the College through their marketing and social media endeavors.

Academic Award for Service Learning

Recognizes excellence for academic work that is related to service arranged through the College's Service Learning Program.

My Brother's Keeper Service Award

Intended for a male student who identifies as African American or Black to help mitigate the dearth of Black male educators.

Campus Compact Newman Civic Fellowship Award

Recognizes and supports community-committed students who are changemakers and public problem-solvers at Campus Compact member institutions.

Raritan Valley Community College Service Learning Leadership Award

Honors a student(s) annually for their outstanding leadership and personal development attained through their service learning project and reflection activity.

Raritan Valley Community College Non-Profit Civic Engagement Award

Intended to enhance the learning experience and community involvement of Service Learning students and/or Co-Curricular service students who have shown active participation in community engagement activities.

Raritan Valley Community College Sustainability Service Award

Recognizes exceptional student achievements in the field of environmental sustainability and celebrates student accomplishments in sustainability-based community service initiatives.

Raritan Valley Community College Trends in Nursing Service Learning Award

Award focuses on groups that have worked together to create a well-researched, relevant project and effectively disseminated their findings to their peers and the community.

Robert Sydney Needham Scholarship

The recipient must demonstrate a commitment to community service by participation in the RVCC Service Learning Program or as a volunteer in the community. The student also needs to be a campus leader, demonstrated through participation in SGA and/or other clubs and student activities.

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President's Volunteer Service Award

Civil award bestowed by the President of the United States. Depending on the amount of service hours completed, individuals can receive the Bronze, Silver, or Gold award. Honorees receive a personalized certificate signed by the President of the United States, a letter from the President, and a medallion.

Additional faculty and community partners are recognized in the following ways:

- ☐ Involvement in service learning and community engagement is used as a criterion in tenure and promotion reports.
- ☐ Travel is provided for making presentations at regional and national conferences on service learning and community engagement work.
- ☐ Stipends are provided for securing grant funding for community-based projects.
- ☐ Release time is provided for assuming leadership roles related to community engaged teaching and special projects and initiatives such as campus-wide assessment, Strategic Planning and Accreditation committees.
- ☐ Mini-grants are offered to develop new service learning courses.
- ☐ Awards and celebrations are given for special achievements with community engagement.
- ☐ Sabbatical leaves are offered on the basis of service learning, civic engagement and related professional development interests.
- ☐ Thank you notes are sent from the President and Executive Staff for service learning and community engagement work.
- ☐ Recognition breakfasts and luncheons are provided annually.

6. Describe how community engagement is defined and planned for in the institutional strategic plan and provide quoted examples from the strategic plan that demonstrate a clear definition and specified steps for achieving deep and pervasive community engagement at your institution.

During 2015-2016 and 2020-2021 academic years, President McDonough convened a Strategic Planning Committee. This committee, composed of representatives from across the College, was charged with assessing shifts in the educational landscape, performing a Strength, Weakness, Opportunity, and Threat (SWOT) Analysis and, in conjunction with the President, shaping the direction of the new strategic plan.

During both strategic planning processes, the Committee hosted a number of strategic planning feedback sessions with external members of the community: government officials, K-12 partners and home-schooled representatives, non-profit agencies and other service providers, business and industry representatives, and general community members.

Examples of partnerships: RVCC maintains a wide range of dynamic external partnerships through the award-winning service learning program and through a variety of clubs, organizations, and extracurricular activities. RVCC has become a national leader in Service Learning, providing an opportunity for our students to serve their communities (external constituents) with experiences integrated into the curriculum. More than 250 community organizations provide service learning and co-curricular placements for students in the two counties served by the College.

The final strategic plan focuses on four key “pillars” that will direct the College’s resources for the next four years; each includes a goal and strategies with a focus on community engagement to help achieve it:

Pillar 1 - Programs

Goal: To offer relevant, innovative, and inclusive educational programs that foster success for all students and serve the needs of the greater community.

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Strategies:

- Transforming the curriculum and adopting inclusive pedagogies that close the opportunity gap.
- Ensuring currency and integrity in course content, pedagogy, and delivery.
- Aligning workforce training programs with in-demand occupations that lead to rewarding careers.
- Increasing transfer pathways to maximize student opportunity and academic success.

Pillar 2 - Learners

Goal: To attract and welcome diverse learners who choose RVCC for educational pathways that enrich their lives.

Strategies:

- Promoting access to academic and workforce training programs through collaborative enrollment processes.
- Leveraging data and market segmentation strategies to develop communications and recruitment plans that increase enrollment.
- Strengthening community partnerships to promote access to higher education and workforce development.

Pillar 3 - Experiences

Goal: To create a culture of belonging, equity, and engagement for our students, employees, and community.

Strategies:

- Improving student access and success by removing barriers.
- Creating an inclusive and welcoming campus by incorporating diversity and representation into RVCC's academic and social environments.
- Supporting the whole student's physical, emotional, intellectual, and social health.
- Providing outreach that enhances community involvement and alumni engagement.

Pillar 4 - Operations

Goal: To secure a sustainable future through flexible and innovative operational strategies.

Strategies:

- Diversifying funding streams through public/private partnerships, grants, and donations.
- Embracing collaboration and communication strategies that promote accountability and transparency.
- Being active stewards of the human, fiscal, technological, and physical resources of the College to promote sustainability.
- Making equity-focused, evidence-based decisions using data analytics and improved data governance.

7. Describe how community engagement is emphasized as part of the institution's brand message identity or framework.

Service learning and community engagement are reflected in the College's core values, strategic plan, accreditation goals, diversity work, promotional materials, annual reports, website and publications. A centralized Service Learning and Community Engagement office with permanent full-time and part-time staff support academic service learning in partnership with faculty, academic affairs staff, and other community outreach programs. Additionally, external funding is dedicated to supporting institutional engagement with the community through grants and scholarships.

Service learning is offered in all academic departments giving students multiple opportunities to do service learning in their general education and career curricular. It is also offered in the Honors College, Workforce Education, First-Year Experience and Concurrent Enrollment Programs.

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Additionally, students provide community service through Student Government, Phi Theta Kappa Societies, Internships and Workforce and Allied Health practicums. Co-curricular and cultural programs support the educational, civic and cultural needs of the community. The programs prepare students for leadership and social responsibility as well as offer enrichment activities to broaden the depth and breadth of the learning experience at RVCC.

Service learning and community engagement related activities are communicated to the campus and community in the following ways.

- Including it as part of the College's new Strategic Plan.
- Being a member of national and regional networks that include Campus Compact's Community Colleges for Democracy network, EngageNJ, formerly New Jersey Campus Compact, Carnegie Community Engagement Classification, American Association of Colleges and Universities; All IN Challenge with Civic Nation; New Jersey Governor's Office of Volunteerism; Somerset County Non-Profit Business Partnership.
- Recognizing student contributions with awards and a Service and Leadership Award Ceremony.
- Recognizing faculty contributions for their service through videos, write-ups to the campus and community, press releases highlighting their work and service which is considered in promotion and tenure reports.
- Promoting engagement opportunities through the Service Learning Office, Student Life Office, department meetings, faculty orientation, faculty handbook, monthly College Forum meetings and College websites.
- Introducing students to the concepts and skills necessary for community-based work early on in their academic careers through the First-Year Experience Program.
- Developing mechanisms to help faculty mentor and support each other in learning to design and implement service learning courses.
- Providing faculty access to curriculum development grants and travel to attend regional and national conferences focused on engaged work.
- Representing community partners on all relevant college-based committees, i.e., advisory boards, strategic planning.
- Working with the Center for Teaching and Learning to provide professional development opportunities around engagement and scholarship.

SECTION 6: Infrastructure and Finance

1. As evidence for your earlier classification, you provided a description of the campus-wide coordinating infrastructure (center, office, network or coalition of centers, etc.) to support and advance community engagement and you reported how it is staffed, how it is funded, and its reporting line.

For re-classification, describe what has changed, if anything, with this infrastructure, its mission, staffing, funding, and reporting since the last classification. If the campus has more than one center coordinating community engagement, describe each center, staffing, and purpose and indicate how the multiple centers interact with one another to advance institutional community engagement:

Provide any relevant links that support the narrative.

As the central coordinating structure for community engagement, the Service Learning and Community Outreach Office works closely with departments in Academic Affairs and Student Services to develop opportunities locally, regionally and nationally.

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2021 – Academic Affairs:

- ☐ Director of Service Learning and Community Outreach helped form the new non-profit, EngageNJ launched on July 1, 2022 created after the New Jersey Campus Compact disaffiliated from the national Campus Compact. EngageNJ serves 20 colleges and universities in NJ helping to advance and deepen community engagement work. RVCC is a founding member of the NJ Campus Compact originally housed on its campus. The College President serves on the Advisory Board.
- ☐ Service Learning Program Coordinator position was created and funded after the two-year AmeriCorps position ended to continue the work that was developed.
- ☐ Director of Diversity, Equity and Inclusion position created and funded.
- ☐ Diversity, Equity and Inclusion Committee was created and represented by all the directors of from Academic Affairs and Student Services.

2020 – Academic Affairs:

- ☐ Director of the Honors College was created and funded. Faculty Council overseeing the Honors College voted to require that all Honors College students take a service learning course before graduation.

2020 - Student Affairs:

- ☐ Part-time Program Specialist position was created and funded to oversee the Paul Robeson Institute for Ethics, Leadership, and Social Justice.

2019 - Academic Affairs:

- ☐ AmeriCorps Community Engagement Coordinator was created and funded to help advance and sustain service learning and community engagement initiatives using the online data tool, GivePulse. RVCC was the only NJ community college in the AmeriCorps grant program.

2018 – Academic Affairs and Student Affairs:

- ☐ Director of Service Learning and Community Outreach became a co-facilitator for Campus Compact's Community Colleges for Democracy network. The director helps to engage more community colleges nationally in conversations and work around service learning and community engagement including participation in the Carnegie Community Engagement Classification.
- ☐ Directors of Service Learning and Community Outreach and Student Life created the RVotes Matter project to develop democratic and political engagement initiatives for the campus and community with a small grant from the Democracy Commitment, now called the Campus Compact Community Colleges for Democracy.

2017 – Academic Affairs:

- ☐ Director of Service Learning and Community Outreach position was moved from College Advancement to Academic Affairs to create stronger partnerships with faculty and the community.

Collaborative project examples include:

- ☐ 2023 - Highly Established Action Plan Seal by the ALL IN Campus Democracy Challenge. The seal is awarded to campuses that have worked to increase nonpartisan democratic engagement and graduate engaged voters by building a strong nonpartisan action plan.
<https://www.raritanval.edu/general-information/newsroom/rvcc-awarded-all-in-highly-establish-action-plan-seal-efforts-increase-nonpartisan-voter-engagement>

- ☐ 2022 - RVCC Recognized Nationally by “ALL IN Campus Democracy Challenge” for Student Voting Engagement 2022. Institution wide engagement effort: https://docs.google.com/document/d/1TsiQ9jWmR0gACou3_R_YkqBiqw_acLsW/edit?usp=share_link&ouid=102777561834582832518&rtopf=true&sd=true

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2021 - ALL IN Democracy Best Action Plan created through the offices of Service Learning and Community Outreach, Student Life and Student Government: <https://www.raritanval.edu/general-information/newsroom/rvcc-recognized-nj-campus-voting-challenge>

2020 - RVCC All IN Challenge Action Plan: https://docs.google.com/document/d/101W0e_ks5MmzIHAKQOvkSGxFj1W9kFYQ/edit?usp=sharing&oid=102777561834582832518&rtpof=true&sd=true

2. As evidence provided for your earlier classification, you described internal budgetary allocations dedicated to supporting institutional engagement with the community and whether these funds were permanent or temporary.

For re-classification, describe the most recent internal budgetary allocations dedicated to supporting institutional engagement with the community, and what has changed, if anything, with the budgetary allocations since the last classification. Describe whether the sources of these funds are permanent or temporary. Describe how budget shortfalls may have impacted funding for community engagement.

Internal Budgetary Changes:

During AY 2018 – 2020, the Service Learning and Community Outreach Office received College funds to hire an AmeriCorps Community Engagement Coordinator to help advance and deepen service learning and community engagement activities in the community. A centralized Service Learning and Community Engagement Office as well as permanent full-time staff supports academic service learning and co-curricular volunteering in partnership with faculty, Academic Affairs, Student Life, Internships, Workforce Education and other campus departments. Additionally, external funding is dedicated to supporting institutional engagement with the community through grants and scholarships.

In 2020, after the AmeriCorps two-year grant position ended and based on a demonstrated need, the College created a permanent part-time Service Learning Program Coordinator position to continue the expansion of engagement work and ensure its sustainability. The positions were/are housed in the Service Learning and Community Engagement office reporting to the Director of Service Learning and Community Engagement.

During AY's 2018 – 2020, RVCC's Resource Center/Food Pantry received an AmeriCorps two-year grant position from the Meals-on-Wheels Program to support their work.

In 2020 when the AmeriCorps position with the Resource Center/Food Pantry ended, the College hired a permanent part-time person to help expand and sustain its work.

In 2021, a \$300,000 gift from an anonymous donor is funding the first Staff Scientist for Ecological Research and Restoration position at the Center for Environmental Studies. The Center offers opportunities to conduct research and engage in outreach efforts to address environmental concerns on campus and in the community.

In 2021, a \$80,000 federal grant to the RVCC Children's Campus Preschool and Childcare Center is helping student parents remain in college and achieve their educational goals. The Department of Education's "Child Care Access Means Parents in School" (CCAMPIS) grant offers support to single and lower-income student parents—from registration to graduation. The grant helps student parents pay for childcare services for infant-toddlers and preschoolers at the Children's Campus while they are enrolled at RVCC.

No budget shortfalls impacted funding for community engagement.

3. As evidence provided for your earlier classification, you described strategic fundraising efforts

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and/or external funding (grants) specifically undertaken to support community engagement. For re-classification, describe the most recent strategic fundraising efforts and/or external funding (grants) specifically undertaken to support community engagement and identify any specific endowments earmarked for community engagement.

Recent grants allow RVCC to expand its mission of access and community engagement. ☐ \$3,000 to RVCC Foundation for three scholarships supporting students: Emerging Heroes Nursing Scholarship, Evelyn S. Field Scholarship, and Paul Robeson Scholarship. ☐ \$122,000 Workforce Innovation and Opportunity Act (WIOA 2014) federal grant to assist local adults in gaining necessary literacy and English skills to participate in workforce training programs and employment. Coordinated by RVCC's Workforce Training Center, the Integrated English Literacy and Civics Education Program provides free adult literacy and English language education for non-English speakers. ☐ \$500,000 from a local couple to the College supporting a number of civic initiatives including the College's Center for Environmental Studies, Galileo Scholarships, Honors Capstone Research, Authentic Engineering Experience and other RVCC programs. The donation helps sustain student involvement in seven environmental areas of concern, including Forest Ecology, Wildlife Research, Coastal Conservation, Rare Plant Research and Recovery, Open Space Stewardship and Native Plant Propagation, Water Quality Research, Campus Sustainability and interdisciplinary campus collaborations in workforce development and environmental justice. ☐ \$5,000 grant from The Pray Foundation to support five service learning student awards, Civic Engagement Student Ambassadors to serve on regional and national committees and required training for poll workers at General Election. ☐ \$5,000 from the New Jersey Council for the Humanities for virtual discussion, "When Community Becomes the Classroom, Everyone Wins," a program focusing on the College's nationally recognized Service Learning Program and part of the NJ Council for the Humanities' program, The Democracy Conversation Project. ☐ \$100,000 grant from Provident Bank Foundation to The Achievement Center at RVCC. In operation for six years and now serving over 100 students, the Center provides access and education and career pathways for students with intellectual and developmental disabilities. The grant funds will be used to hire additional teaching staff and to expand STEM offerings. ☐ \$100,000 has been designated from the Greater Raritan Workforce Development Board to fund RVCC Career Scholarships and summer youth employment programs. The RVCC Career Scholarships will support three specific career pathways: healthcare, advanced manufacturing, and business. ☐ \$120,000 in approved funds for the Center for Workforce Innovation – Cyber Security. This grant is part of the NJCCC's Pathways to Career Opportunities and supports collaborative partnerships designed to provide industry-valued credentials in critical industry clusters. ☐ \$146,000 in approved funds for the Center for Workforce Innovation – Advanced Manufacturing. RVCC is the lead institution for this Center and working with K-12 partnerships, other community colleges, and leading business and industry partners, hopes to develop new curricular pathways and credentials in advanced manufacturing and find more accelerated and dynamic ways to meet critical labor market need. ☐ \$306,833 in approved funding from Title II: Adult Literacy Grant. ☐ \$159,000 application for the Pre-Apprenticeship in Healthcare program. ☐ \$250,000 in approved funding from the newly establish OSHE initiative Centers for Adult Transition, a program that asks community colleges to launch programs to better serve students with intellectual and developmental disabilities. Link to other recent grant activity at

4. Describe any specific community investments made by the institution and/or the business practices adopted by the institution that complement and align with community engagement efforts. Provide at least two but not more than four examples from the following practices (maximum word count 1000):

- a. Description of how the business operations of the campus align with local economic and community development agendas through hiring, purchasing, and procurement.**

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- b. Description of the specific mechanisms that are employed to assure community benefit when the campus is involved in local property acquisition and real estate development.**
- c. Description of the campus's participation in a local Payment in Lieu of Taxes (PILOT) program.**

☐ The College has provided land near its front entrance to the local volunteer fire Department/EMT squad under a no cost 50-year lease (just extended). The facility primarily serves the Township of Branchburg in which the College is located.

☐ The College frequently hosts non-profit organizations in its conference center, theater, or other facilities at no charge. Most of these entities have a strong service mission for the surrounding communities. Organizations have included Safe & Sound (abused women support services), Rotary, Somerset County Library, Robeson Youth Achievement Awards, Congressman holding annual financial aid availability workshops.

☐ The theater and planetarium hold many very low cost events for K-12 school districts to introduce the excitement of cultural experiences and global sciences to young students.

☐ The New Jersey Water Supply Authority has recertified RVCC as a "River-Friendly Business," celebrating the College's efforts to promote clean water and a healthy ecosystem in New Jersey's Raritan River Basin. <https://www.raritanval.edu/general-information/newsroom/rvcc-recertified-river-friendly-business>

☐ RVCC takes sustainability very seriously. Since 2005, and despite the addition of several new buildings, the College has reduced greenhouse gas emissions from energy by 53%, achieving NJ's goal to reduce emissions 50% by 2030. RVCC has a cogeneration plant and three solar arrays; upgraded boilers, lighting, and HVAC equipment; and uses an energy control system and occupancy sensors.

a. Business procurement

☐ The College is required to competitively bid most of its purchases of goods and services. Local businesses meet these requirements from time-to-time. We frequently rely on local food establishments for on-campus catering. Our primary architect (SSP - Somerville) and civil engineering firms (Van Cleef -- Hillsborough) are local.

☐ RVCC continues to help students who are residents of the community reduce their educational costs by providing free instructional materials in a growing number of classes. Since 2018, the use of free Open Educational Resources (OER) has saved RVCC students \$3,076,844.19 in textbook costs. <https://www.raritanval.edu/general-information/newsroom/rvcc-students-receive-significant-costs-savings-free-educational-resources>

b. Property acquisition – community benefit

The College has been active in this area recently. Three years two adjacent houses for current use and/or future development were purchased. One of the homes – a historically significant structure – has become the new center for the Foundation, the College's fundraising entity. The College has endeavored to maintain its special characteristics which date back to the late 18th century.

The College is working closely with the Township of Branchburg in creating and implementing a redevelopment plan which includes the front of the College bordering Route 28.

Future College facilities includes student housing, specialized program center(s), and retail

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space – would complement a particular character yet to be developed by both parties.

c. Payment-in lieu of taxes

The College is not currently required to participate in this kind of program but we have demonstrated shared support in two significant ways: the no cost lease for the volunteer fire department/EMT squad and no cost facility access for municipal events.

In addition, fifteen years ago, we gave a property to the township of Branchburg in an exchange for an easement providing an additional emergency exit from the campus. A few years later the Township sold this property for \$250,000 – a considerable value that would satisfy a request for PILOT participation for many years to come.

5. Describe the ways that your campus provides unencumbered financial resources to local communities of color and/or other historically marginalized communities.

The College provides access to facilities for many community organizations at no cost or significantly reduced rates. Much of the annual programming for Black History month, LatinX or Women's issues is available to public at no cost. We host an annual recognition event for the Paul Robeson Student Achievement Awards and provide free space to The Achievement Center and Hunterdon Prep 12+ Program serving adults with disabilities. Our Service Learning and Community Outreach Program counts many of these communities as partners for extensive student engagement. The program partners with more than 250 community organizations in the two counties served by the College. Service learning students help low-income, minority populations and address critical issues of public concern including hunger, homelessness, literacy, environment, disabilities, domestic violence, substance abuse, child care, health, animal welfare, and legal aid/law, to name a few. Students also provide co-curricular service through Student Clubs, Honor Societies, Internships. Additionally, faculty and administrators serve on non-profit boards.

RVCC has been awarded a \$75,000 grant from the National Institute for Innovation in Manufacturing Biopharmaceuticals (NIIMBL) to create a free, weeklong summer immersion program focusing on exploring careers in the biopharmaceutical manufacturing industry. The residential 2023 NIIMBL Summer eXperience program will serve African-American/Black, Latinx, and Native American college students.

RVCC recently joined the New Jersey Department of Labor and Workforce Development in celebrating the 8th Annual National Apprenticeship Week. As part of the celebration, the College offered a special day of programming for high school students that focused on RVCC's Automotive, HVAC, and Healthcare apprentice programs for low-income, underserved populations.

A February 2022 report released by Emsi Burning Glass of Boston and Moscow, ID, The Economic Value of Raritan Valley Community College, details the role that RVCC plays in promoting economic development, enhancing students' careers, and improving the quality of life for residents in Somerset and Hunterdon counties. Many of these students represent first-generation and low-income learners: 23.3% are Hispanic, 10.6% are African American, 6.7% are Asian, 20.1% are first-time college students, and 24.7% are aged 25 or older

For students, an RVCC education produces a lifetime of higher earnings. The study found:

- Average student's income increased by \$3.80 for every \$1 invested in their education;
- Students enjoy a 14.5% rate of return on their RVCC educational investment;
- Average student receiving an Associate Degree from RVCC will see an increase in earnings of \$11,200 each year, compared to someone with only a high school diploma working in New Jersey

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As RVCC students are educated, they are statistically more likely to develop healthier lifestyles that lead to reduced government-supported services. This leads to \$19.2 million in social savings for society as a whole.

Data sources for the study included the College's fiscal year 2019-2020 academic and financial reports, industry and employment data from the U.S. Bureau of Labor Statistics and U.S. Census Bureau, outputs of Emsi Burning Glass' Multi-Regional Social Accounting Matrix Model, and a variety of studies and surveys relating education to social behavior.

SECTION 7: Institutional (Campus-Wide) Tracking, Monitoring, and Assessment

1. Describe the mechanisms for systematic assessment of community perceptions of the institution's engagement with community. Who is responsible for gathering data, how is the data managed, how often is it gathered, and how is the data used? What changes are apparent in this data since the last classification? What mechanisms for assessment of community partner perceptions does the campus still need to develop? Provide relevant web links.

RVCC uses various mechanisms for community outreach programs: Service Learning, Student Life, Career Services, Holocaust/Genocide, Center for Environmental Studies, Theater and Planetarium:

- ☐ Community organization surveys
- ☐ Letters of recommendation
- ☐ End-of-semester meetings
- ☐ Community partner annual reports highlighting service learning projects
- ☐ Feedback on presentation of student projects
- ☐ Forums
- ☐ Interviews/focus groups
- ☐ Annual meetings

Following is an example of the feedback from the Service Learning Program based using the above mechanisms and reported by community partners.

Students provide assistance without financial cost, helping the organization improve services to their clients and the community as well as lessening the workload of the responsible staff. For example, tutoring, mentoring, recreation, and companionship are provided to help children and youths in school stay focused on productive, healthy behavior. Students assist with classroom projects, guidance and college information, serving in school programs that provide academic instruction, English as a Second Language classes, and enrichment activities. The projects increase volunteer assistance for organizations, helping agencies learn about college resources and services for future partnerships.

Program Directors are responsible for developing the instruments, collecting and analyzing the data. The data is used for program development and improvement.

Program goals are aligned with one or more of the Pillars of the College's Strategic Plan, and used to support budgetary requests during the annual budget hearing process which takes place in the Fall. Anticipated impediments to reaching goals are included in the Annual Report to alert the administration of any early concerns. In terms of closing the loop, goals are implemented and assessed through a one-year cycle. The template changes periodically to better connect the Strategic Plan with each program's operational goals.

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For example, Administrators responsible for budgets received the following message from the VP of Finance. “The budget process for the fiscal year 2023 is underway. Middle States will be requiring us to provide documentation of how we align budget requests to the college’s Strategic Plan and Priorities. In order to accomplish this high-ranking task, we are asking everyone to complete their Budget Links to Strategic Plan Form justifying all Operating Budget funds requested on that form and tie them to the Strategic Plan. The following documents are included as attachments.”

New Budget Links to Strategic Plan Form:

https://drive.google.com/file/d/1eEX4-2quNfKJMF99LoUhpogJqR_pBNF6/view?usp=share_link

Following are changes since the last reclassification:

- Several professional development events and activities have been hosted by the Assessment Committee that assisted faculty with learning more about the process and guiding them to successfully complete assessment of student learning in their courses and programs.
- The mission is more explicitly connected with learning outcomes for all programs.
- Given the labor- and data-intensive nature of assessment, the College is exploring acquiring assessment management software or hiring a full-time assessment administrator.

2. Describe how the institution maintains systematic campus-wide tracking or documentation to record and/or track engagement with the community. Who is responsible for gathering data, how is the data managed, how often is it gathered, and how is the data used? What changes are apparent in this data since the last classification? What tracking or documentation mechanisms does the campus still need to develop? Provide relevant web links.

The Directors of each program are responsible for developing the instruments and analyzing the data. The data is recorded in an Annual Report that is tied to strategic drivers and budget. Data collected becomes part of an assessment plan that provides a continuous process of improvement.

Steps include:

1. Collecting the data; i.e., transcripts, surveys, enrollment numbers, etc.
2. Analyzing collected data using various rubrics that identify civic engagement and New Jersey General Education learning outcomes.
3. Identifying competencies that have been learned and that do not meet expected achievement levels.
4. Making changes that will improve learning outcomes and program development.
5. Reassessing to see if the changes were adequate to remove gaps and improve outcomes.

Assessment takes place on a yearly basis, with plans built from the prior year’s successes and furthering the implementation of the College’s Strategic Plan. Engagement programs use an annual report template that aligns program goals with the Strategic Plan.

Assessment outcomes are reported to the Office of Institutional Research for further long-term analysis and tracking that are included in annual reports, program review reports, strategic planning, Middle States Accreditation Self-Study report, forums, focus groups, department and executive staff meetings, presentations to the community and budget allocations. The process is used to determine program development, funding, staffing needs, and prioritizing services.

Since the last reclassification, all budget forms have been revised to ensure greater documentation and assessment. The campus is working to develop greater use of the Student Engagement Transcript that documents service learning, co-curricular activities, democratic engagement outreach, internships and community-based research.

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Sample Environmental Science Student Engagement Transcript:

https://drive.google.com/file/d/1tBzW9tcdbc8n_uXnSScngJ_o7d2bNxGX/view?usp=sharing

Sample Co-Curricular Student Engagement Transcript:

https://drive.google.com/file/d/1_Tv_Fd8y1ZyWli1tj6OYTLaGSCKqK9WM/view?usp=sharing

3. For your institution, what are the standards of high-quality community engagement that the campus aspires towards and how were those standards determined (who was involved, what was the process, and how are they implemented)?

RVCC uses the following standards for service learning and community engagement: • Apply disciplinary knowledge (facts, theories, experiences, etc.) to one's own participation in civic life, politics, and government. • Effectively communicate (e.g., express, listen, and adapt to others) in a civil manner (i.e., courteous and respectful regardless of differences). • Demonstrate attitudes of social responsibility (i.e., individual and collective obligation to act for the greater good). • Develop a results-oriented institutional culture to provide programs and services that engage students, track and document internal data to inform ongoing improvement. As part of an explicit effort to further develop learning outcomes from service learning and community engagement experiences, the Service Learning program responded to a request to participate in a three-year, multistate grant project among six community colleges supported by the NY-based Teagle Foundation. RVCC was one of six community colleges that was nationally awarded a service learning grant from the New York-based Teagle Foundation during AY 2014 - 2016. The three-year grant enabled the six community colleges to work together to assess students' learning outcomes from their service learning projects. The Teagle Foundation extended the grant award to Raritan Valley Community College for dissemination of its best practices. The additional funding supported training workshops that were held at national conferences during AY 2017 and 2018. As part of the protocol, essay questions and a scoring rubric to assess students' service learning outcomes were developed and based on five variables, as well as findings and reflections on the assessment process. All students participating in the project answered the "Big Question" in their essays: "How do we build our commitment to civic and moral responsibility for diverse, equitable, healthy, and sustainable communities?" Students also answered the following questions and were scored against a rubric: Statement of the Issue/Activities; Academic/Applied Learning; Change; Moral and Civic Engagement; Commitment/Action. The project began in six disciplines (Environmental Science, Nursing, Early Childhood Education, Secondary Education and Business). After one year, it expanded to other disciplines as a result of the positive outcomes. The essay and rubric are also now used by student clubs. Project faculty worked collaboratively over the three-year grant period during which time they developed the standards mentioned above. The protocol and standards represent the first attempt to develop a large-scale model for defining and assessing student achievement across the institution. It did so by relying on assignments that students have completed throughout their classes and across disciplines. The results were encouraging and our faculty regard the initiative as offering promise for improving student learning while addressing issues of quality in undergraduate education. Raritan Valley Community College is making advanced commitments to service learning and assessing the level of commitment to community engagement, exploring the alignment of the commitment to organizational structure and policies, identifying and addressing need for organizational changes. Assessment provides a valuable mechanism for communicating the value of one's work. In particular, when documenting service learning or other community engagement, one must be able to provide evidence that the approach is

4. Describe any campus-wide assessments or self-study of community engagement (not including this application) that has taken place in the last five years and how it was used to advance the depth and pervasiveness of community engagement at your institution.

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As part of annual reports and preparation for RVCC's 2022 Self-Study Report, various assessments were used to capture the challenges and opportunities that shape and will continue to evolve the institution. The assessment involved systematically collecting and analyzing evidence to determine how well the department/program is accomplishing its intended purposes and using the findings to improve performance. The assessment also measured the quality and impact of services to its stakeholders and fulfilling the College's mission.

For example, student support department/programs defined their mission, established goals, and how to measure outcomes associated with those goals so that key processes that meet the needs and expectations of students, parents, employers, faculty and other stakeholders can be improved on a continuous basis. The purpose of assessment was to understand how well it is advancing college mission/goals and to improve the department/program's effectiveness.

Examples of changes:

- ▣ Substantial growth in the number of students in our state-wide prison program that offers our courses with many students enrolling in the college after they leave prison. RVCC was one of the Second Chance Pell pilot sites.
- ▣ Significant growth at Achievement Center at RVCC, a three-year residential program for students with intellectual and developmental disabilities. Enrollment grew by 18% in 2021-2022; the attendance rate for fall 2021 was 97%. The Center offers 22 classes, adding 6 new ones for 2022-2023. The Center is a service learning placement and many RVCC students received job offers after their volunteer hours were met.
- ▣ Adoption of a new strategic plan and a new mission statement, part of the institution's aggressive effort to better serve students and residents, and part of a much broader effort to reimagine and sustain this community institution that includes a focus on community engagement.
- ▣ Creation of new Center for Environmental Studies: <https://linktr.ee/RVCCCES>
- ▣ Fully funded corporate mentorship program with Sanofi with a focused effort to recruit underrepresented students into the pharmaceutical industry with a service learning component. <https://www.raritanval.edu/general-information/newsroom/students-selected-sanofi-corporate-mentor-program>
- ▣ Significant growth in dual enrollment, engaging over 1,100 local high students in early college programs that includes a service learning component in many courses;
- ▣ Continued growth in RVCC's Honors College that now includes a service learning requirement for graduation as of fall 2022.
- ▣ Creation of an Adult Learners' College Awarding Credit for Prior Learning, also known as Prior Learning Assessment. Students are encouraged to apply prior learning to future learning and become a partner in the realization of her or his own academic aspirations.
- ▣ Lead for NJ Pathways to Career Opportunities – Manufacturing & Supply Chain Management Collaborative. Meeting September 21, celebrated RVCC's—and all NJ's community colleges'—commitment to workforce training. <https://www.raritanval.edu/general-information/newsroom/rvcc-celebrates-role-lead-college-advanced-manufacturing-center-workforce-innovation>
- ▣ ExxonMobil's Technology Center in Clinton has donated 17 gasoline test engines to RVCC's Automotive Technology program, which educates and trains students to become qualified automotive technicians. <https://www.raritanval.edu/general-information/newsroom/exxonmobil-donation-enhances-education-training-rvcc>

5. Describe how the institution aggregates and uses all its assessment data related to community engagement. Who is responsible for gathering data, how is the data managed, how often is it gathered, and how is the data used? What changes are apparent in this data since the last classification? What mechanisms for aggregating assessment data does the campus still need to

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develop? Provide relevant web links.

RVCC uses annual assessments for effectiveness of programs providing student learning and engagement opportunities. Several programs provide opportunities beyond the traditional classroom experience, such as, but not limited to: Tutoring Center, Honors College, Holocaust Center, Service Learning, Paul Robeson Institute, Resource Center & Food Pantry, Testing Center, Sanofi, Internship Services, Transfer & Career Services, Concurrent Enrollment Program, RISE program, and Student Life (Student Clubs & Organizations). As part of an assessment in 2021, the Directors of the programs/departments listed above were asked to provide the following information: • The department's goals and services • How their department assesses itself • What the assessment results show regarding their department's progress • How well they feel the assessment tools are working Results showed the ways each program assesses itself varies. For example, the Honors College assesses its program through institutional data; the Tutoring Center uses attendee surveys; and the Holocaust Center assesses surveys that go to many constituents (e.g., attendees, teachers, community members) and through oversight of the Institute for Holocaust and Genocide Studies Advisory Board. Some programs, such as Service Learning, use a wide range of assessment tools (enrollment numbers, student and community organization feedback, student engagement transcripts, student awards, Teagle Foundation protocol, etc.) Assessment results indicate that the programs are meeting many of their goals. For example, formal and informal assessments documented that service learning and community engagement experiences provide many positive effects. Benefits to students, faculty, staff, and community include an increase in professional collaborations, stronger advising and coaching of students, innovative support strategies developed for at-risk, minority and first-generation student populations, deeper, sustained relationships with community partners, and increased knowledge of and access to student success stories for marketing and donor relations. The impact on the community has been significant; students have created a better place to live and work for its citizens. Since the last classification, some needs were identified. For example, the RVCC Foundation found through student feedback: • A lack of knowledge on the role of the Foundation and general accessibility (and visibility) of Foundation staff and its services. In response to this feedback, the Foundation made these and other improvements: • Created "emerging class" consisting of two seats for RVCC student representatives on the RVCC Foundation Board of Directors, giving students a direct knowledge of fundraising and a channel for real time feedback. • Created greater visibility by presenting numerous times to student clubs and SGA on the role of the Foundation and the role of students in creating a culture of philanthropy. • Featured students prominently in fundraising events and showcase opportunities, providing students a chance to experience their direct impact on donors and supporters. Another example is developing a reformed Committee to Diversify and Internationalize the Curriculum, promoting a more focused and integrated effort to present a global perspective. This has already begun with Student Affairs hiring a part-time Program Specialist to oversee the Paul Robeson Institute for Ethics, Leadership, and Social Justice. The Institute is integral in developing diverse and inclusive

SECTION 8: Outcomes and Impacts

1. Provide an example of institutional, departmental, and/or programmatic learning outcomes for students who participate in for-credit courses that are community engaged, and describe one key finding. How have the results of student learning outcomes changed since your last classification? Provide relevant links.

Based on feedback using the Service Learning Program Teagle Foundation essays and rubric reflections, surveys and interviews, students reported learning new skills that helped them prepare for future careers and gain valuable job experience employers seek as noted by the following service learning students.

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"The Service Learning program at Raritan Valley is wonderful; I thoroughly enjoyed my experience with the program. Service learning afforded me the opportunity to network within my professional community, establish career expectations, and increase my understanding of my personal values. It is remarkable I was able to achieve all of those things while receiving college credit! Service Learning has had a lasting impact on me, as I am now employed by the school district where I completed my service learning."

"My service learning was the best method for a career introduction. I was placed in a 1st grade class room for six weeks, and then a high school setting for another six. The time there gave me the necessary network of future colleagues, a look at students, and some insight into teaching. This works for any job setting: you meet possible employers, "customers" and "clientele", and see whether you will enjoy your profession. It's especially crucial now that work experience has become so difficult to attain. It's the new internship!"

As a result of these experiences, each semester 8% of our students receive job offers because of their service learning experiences. According to feedback from surveys, approximately 70% of the students continue to serve at the organization long after their required service learning hours have been met.

Since the last reclassification, a new service learning career development reflection tool was created between the Service Learning and Career Services Offices. The College is also using Digital Portfolium where students can build their portfolios and add their courses, service learning and co-curricular experiences, various campus involvement activities, jobs, internships. etc.

Sample Digital Portfolios: <https://portfolium.com/vuveenauppalap>

Service Learning Career Development Reflection:

<https://drive.google.com/file/d/1xXUjgOuBNbPgSNuqHYhViRNeccVYTZz/view?usp=sharing/>

2. Describe how institutional, departmental, and/or programmatic learning outcomes for students who participate in for-credit courses that are community engaged are systematically assessed. Include the strategy and mechanisms for assessment in your description. How have the strategy and mechanism for assessment of curricular student learning outcomes changed since your last classification? Provide relevant links.

The Service Learning and Community Outreach Office is the coordinating infrastructure for the Service Learning Program. The office uses various tools for faculty to assess student learning outcomes from students' service learning projects. Some examples include reflections such as essays, journals, Power Point presentations, videos and art work. Many faculty members also use the Teagle Foundation assessment that includes essay questions and a rubric. The Teagle Foundation assessment requires that students answer the "Big Question" in their essays: "How do we build our commitment to civic and moral responsibility for diverse, equitable, healthy, and sustainable communities?" Students include the following questions as part of their essay and are scored against a rubric: Statement of the Issue/Activities; Academic/Applied Learning; Change; Moral and Civic Engagement; Commitment/Action.

Faculty members also use other reflection questions provided through the Service Learning and Community Outreach office. Faculty offering service learning adhere to the highest standards of assessment and evaluation, employing effective qualitative and quantitative methodologies, as appropriate, to gauge student learning and development. Examples of other tools used include:

❑ Student surveys

❑ Community organization surveys

❑ Community College Survey of Student Engagement (CSSE) Report

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- ☐ Student research
- ☐ Student engagement transcripts
- ☐ Presentation of student projects
- ☐ Student awards
- ☐ Interviews

The Service Learning and Community Outreach Office is responsible for collecting and analyzing the data which is recorded in an Annual Report that is tied to Strategic Drivers and Budget. Data collected becomes part of an assessment plan that provides a continuous process of improvement.

Steps include:

1. Collecting the data; i.e., transcripts, surveys, etc.
2. Analyzing collected data using various rubrics that identify civic engagement and New Jersey General Education learning outcomes.
3. Identifying competencies that have been learned and that do not meet expected achievement levels.
4. Making changes that will improve learning outcomes and program development.
5. Reassessing to see if the changes were adequate to remove gaps and improve outcomes.

Assessment outcomes are reported to the Office of Institutional Research for further long-term analysis and tracking that are included in annual reports, program review reports, strategic planning, Middle States Accreditation Self-Study report, forums, focus groups, department and executive staff meetings, presentations to the community and budget allocations. The process is used to determine program development, funding, staffing needs, and prioritizing services.

The strategies have not changed since the last Classification but their use is more widespread and improved upon by faculty.

Sample Transcript: https://drive.google.com/file/d/1tBzW9tcdbc8n_uXnSScnGj_o7d2bNxGX/view?usp=sharing

Teagle Essay: https://docs.google.com/document/d/1Eo3Opo8oPGfrlJL4BomJT2UNDLr_dIMf/edit?usp=sharing&oid=102777561834582832518&rtpof=true&sd=true

Teagle Rubric: <https://docs.google.com/document/d/1Ay5Vv13wL0KRqmbaJGGzSPGNfrb-eMbd/edit?usp=sharing&oid=102777561834582832518&rtpof=true&sd=true>

3. Provide examples of changes made to for-credit courses that are community engaged based on the results of institutional, departmental, and/or programmatic learning outcomes assessment since your last classification. Describe the process for making the changes. Provide relevant links.

Following is an example of how a faculty member uses the Teagle Foundation assessment tool and the changes that took place.

On Integrating Civic Engagement/Service Learning in the ENVI 102 Curriculum
From Dr. Emilie Stander, Associate Professor of Environmental Science
Email Communication March 22, 2022.

"Several years ago, I had the opportunity to design a new introductory course on environmental issues called Environmental Science and Sustainability (ENVI 102). This lab science course utilized the lecture content from an existing lecture-only course (ENVI 101) and added a brand new lab component. During the process of designing the lab curriculum from scratch, I knew I wanted to include hands-on activities so that the students

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could engage in active learning as a means of developing a deeper understanding of the lecture content. Through this active learning, I also wanted to cultivate a culture of civic engagement among students early in their college careers, in the hopes that at least some would be inspired to continue volunteering and participating in their communities throughout their education and beyond. In the ENVI 101 course I had offered service learning as extra credit, but was not totally satisfied with the results. The few students who participated reported positive experiences and outcomes, but from an instructor perspective, I felt that these experiences were not well integrated with course material and student learning objectives. Also, there was no interaction between the community partners and me, so there was little opportunity to better align the student experiences with course content. To address these limitations, I integrated service learning into the lab component of the new ENVI 102 course so that students were required to participate in these activities. The service activities are structured around specific course topics and learning objectives, and students participate in these activities collectively, with support from the community partners and me. I have used service learning assessment tools, including reflective essay prompts and an associated scoring rubric, which were previously designed by a group of community college faculty (including several at RVCC). These tools have allowed me to quantitatively evaluate the degree to which my students have achieved learning objectives through their service activities. Where I identified lower rates of attainment, I have been able to adjust existing, and create new, activities and assignments in order to better address the objectives that were not adequately met."

4. Provide an example of a systematic, campus-wide, mechanism for assessing student achievement of institutional community engagement learning outcomes for students who participate in co-curricular experiences that are community engaged, and describe one key finding of each. What has changed in the results of student achievement of co-curricular community engagement outcomes since your last classification? Provide relevant links.

Student Life coordinates co-curricular activities with Clubs, Honor Societies and Student Government using multiple assessments of learning outcomes including work study competencies, student leader performance and various program evaluations.

Student Life challenges and trains students to develop co-curricular activities or educational programs that support the purpose of their individual club/organization.

From their co-curricular experiences, students learn critical thinking, intellectual curiosity, and creative ways to incorporate in-class learning into practical applications. The most common is through discussion at meetings such as the Philosophy Club, Cru Club, and Math Club which engage in conversations ranging from the meaning of life to exploring practical applications for math in our lives. For example, the Math club engaged in a friendly competition with the engineering Club to develop and manufacture from scratch an operational drone.

Student Life also provides students with the opportunity to create a Student Engagement Transcript. This document lists co-curricular engagement outside of the classroom and is presented as an official document from the College. The Student Engagement Transcript is created in the College's main database called Banner. The transcript is also used by the Service Learning Program that enables students to use community service as part of their academic coursework. Housing all co-curricular and curricular engagement in the main database provides the opportunity to do specific assessments such as time to completion, transfer, retention, etc. Employers and college admission staff are using the transcript as part of the hiring/admission process.

Student Life is exploring more technologically advanced approaches to assessment, one of them being the electronic portfolio, Portfolium, that allows students to develop a multi-media documentation of their engagement, allowing for photo, video, and audio components. This type of portfolio is a more robust system to

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display skills and experiences to potential employers or transfer colleges and can include the Student Engagement Transcript.

Sample Digital Portfolium: <https://portfolium.com/vuveenauppalap>

Sample Co-Curricular Student Engagement Transcript:

https://drive.google.com/file/d/1_Tv_Fd8y1ZyWli1tj6OYTLaGSCkqK9WM/view?usp=sharing

Since our last reclassification, more co-curricular activities have been created and examples include the following.

RVotes Matter campaign developed by students participating in various clubs and Student Government Association (SGA). The RVotes Matter campaign is a comprehensive civic engagement project that includes voter registration, voter education, community service, and general civic engagement both on campus and in our surrounding community.

Chosen Name Policy and Procedure was developed in Spring 2020. This change supports the College's goal of creating a culture of belonging.

Coffee & Connect is an educational outreach program developed from the need to stay connected virtually at the start of the pandemic. Throughout the year, the program served to inform and connect with parents/family; raise awareness of services on campus such as the library, tutoring, advising and career services; provide education on necessary skill sets such as studying, time management, stress management, and finances; and connect students to clubs/organizations and student life in general. Participants complete an evaluation after each program that assesses the content and delivery of the material, the future content needs requested by the participants and what they have learned.

5. Provide an example of a systematic, campus-wide, assessment mechanism for assessing community engagement outcomes and impacts on community indicators and describe one key finding of each. How have the results of impact on the community changed since your last classification? Provide relevant links.

The Student Engagement Transcript is an official college transcript that is an endorsement of service learning and community service hours, leadership positions, civic engagement events attended, study abroad, internships, research projects, and more. The transcript is given to students alongside the traditional academic transcript, which students provide to prospective employers, transfer colleges, or graduate schools. The transcript helps students demonstrate how they achieved excellence in their chosen field and learned the responsibilities of citizenship and service in the global community. Combined with the academic transcript, a well-rounded representation of education, both inside and outside of the classroom, is created, which enhances resumes, portfolios and college applications. The transcript is created in the College's main database, Banner. The information entered into the database is stored permanently and can be used for other assessments, comparisons and benchmarking.

Findings: Students appreciate having the transcript to showcase all of their engagement work and the feedback from employers and colleges have been extremely positive. It has helped students with their admission to colleges upon transfer, as well as providing exemption from pre-requisites for certain programs of study. Employers also have used the transcript as part of the interview and hiring process.

Since the last reclassification, beginning Fall 2018 RVCC hired an AmeriCorps Community Engagement Coordinator to work in the Service Learning and Community Outreach Office under the supervision of the Director of Service Learning and Community Outreach. The new position was created to research, collect, document and organize all civic engagement activities on campus that were being completed through various

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programs and departments using Give Pulse. This included outreach activities through the Service Learning Program which coordinates academic service with all academic departments and Workforce Education; Student Life which oversees student clubs, Honor Societies, National Society for Student Leadership and Success (a new initiative in Student Life); Career Services which oversees internships, Co-operative Education and Sanofi Mentorship Program.

The AmeriCorps two-year grant position and work that resulted demonstrated a great need at the College to make the engagement efforts more sustainable by having a dedicated person and position for this collective engagement work. As such, the College hired a part-time Service Learning Program Coordinator in July 2021 to continue this work after the AmeriCorps two-year grant position ended. The position is part of the Service Learning and Community Outreach office.

There have been many positive outcomes that resulted from the new position that includes the following:

- ☐ Service learning requirement for graduation added in the Honors College.
- ☐ Service learning component added to 10 more courses from various departments.
- ☐ Over 25 community organizations added as service learning placements.
- ☐ New partnership developed with 21 municipal townships in Somerset County served by the College.
- ☐ Joint engagement programming developed among the Service Learning Program, Student Life and Career Services.
- ☐ Digital Portfolium being offered to help students document their service learning and community engagement activities that includes the Student Engagement Transcript.

Sample Transcript for New Faculty Development Workshops:

<https://drive.google.com/file/d/1AmoOi9oBdD31GKllaPjjsvZn9fO1uul3/view?usp=sharing>

6. Provide an example of a systematic, campus-wide, mechanism for assessing community engagement outcomes and impacts on faculty and describe one key finding of each. How have the results of impact on faculty changed since your last classification? Provide relevant links.

As part of an explicit effort to further develop student learning outcomes from service learning and community engagement experiences, Raritan Valley Community College's Service Learning program participated in a three-year, multistate assessment grant project among six community colleges supported by the New York-based Teagle Foundation. RVCC faculty leads worked with faculty from five other colleges around the country to develop the following protocols for their campuses.

- ☐ Essay questions and a scoring rubric to assess students' service learning outcomes were developed and based on five variables, as well as findings and reflections on the assessment process.
- ☐ All students participating in the project answered the following "Big Question" in their essays: "How do we build our commitment to civic and moral responsibility for diverse, equitable, healthy, and sustainable communities?"
- ☐ Students essays required the following responses to the Big Question and were scored against a rubric: Statement of the Issue/Activities; Academic/Applied Learning; Change; Moral and Civic Engagement; Commitment/Action.

Key findings: The project presented a set of well-tested strategies for assessing the impact of service learning and community engagement activities. The improvement and sustainability of service learning experiences and partnerships were enhanced through formal assessment activities that involved the community, faculty, and students (including legislative changes at the municipal level). The assessment process proved important for its

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role in communicating the value of service learning and community engagement to many different audiences. Learning how to document the impact of service learning and community engagement supported its institutionalization and facilitated its ability to translate community-based learning into scholarship.

The resulting impacts and changes on faculty since the last classification includes the following:

- ☐ Helped faculty document the impact of service learning on student learning.
- ☐ Demonstrated the value of service learning toward student learning.
- ☐ Used data driven information for continuously improving the service learning pedagogy
- ☐ Demonstrated the rigor of this teaching method among colleagues.
- ☐ Helped faculty respond to students' questions of why they need to be involved in this type of learning to teach students about the larger questions that lie outside boundaries of classroom work.
- ☐ Assisted faculty with improving the quality of student learning.
- ☐ Aided faculty to facilitate students' reflection on their service learning experiences enabling them to recognize and view issues of social concern from multiple perspectives.
- ☐ Helped faculty relate academic classroom work to practical applications on issues of social concern.

Since the last classification, The Teagle Foundation assessment project fostered greater faculty collaboration on how to develop service learning courses and assessment practices, while strengthening community partnerships. The Faculty Leads in the project now serve as mentors to other faculty members on campus and at other colleges and universities. As a result, many other service learning courses are using the Teagle assessments in different disciplines to build students' commitment to civic and moral responsibility.

Teagle Essay: https://docs.google.com/document/d/1Eo3Opo8oPGfrJl4BomJT2UNDLr_dIMf/edit?usp=sharing&oid=102777561834582832518&rtpof=true&sd=true

Teagle Rubric: <https://docs.google.com/document/d/1Ay5Vv13wL0KRqmbaJGGzSPGNfrb-eMbd/edit?usp=sharing&oid=102777561834582832518&rtpof=true&sd=true>

7. Provide an example of a systematic, campus-wide, mechanism for assessing community engagement outcomes and impacts on the campus and describe one key finding of each. How have the results of impact on the campus changed since your last classification? Provide relevant links.

Based on meetings and conversations among the Honors Council faculty, the Provost and the Director of Service Learning and Community Outreach, it was determined that service learning experiences should be incorporated into the Honors College as a graduation requirement for the following reasons. The activities teach students how to become active, caring citizens and leaders in confronting important social issues while helping students achieve a greater understanding of the course content where they learn how to make connections between course theories through a practical application in a community setting.

In spring 2022, the Honors Council approved a required service learning experience for all students participating in the Honors College beginning fall 2022. The requirement must be met by graduation. This new programmatic outcome is the result of multiple conversations and work with the Honors Council during AY 2020 – 2021. The Honors Council also agreed to use the Teagle Foundation essay questions and rubric (described in this application) as part of the students' required service learning reflections in Honors classes.

The Teagle Foundation assessment project proved to be a high-quality assessment protocol. The assessment presented a set of well-tested strategies for measuring the impact of service learning and community

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engagement activities. Improvement and sustainability of service learning experiences and partnerships were enhanced through the formal assessment that involved the students, faculty and community. The assessment process proved important for its role in communicating the value of service learning to many different audiences. Learning how to document the impact of service learning supported its institutionalization, facilitated its ability to translate community-based learning into scholarship, and fostered trust and communication among the various involved constituents.

In addition to assessment of student learning outcomes, RVCC uses a Student Engagement Transcript and the Carnegie Community Engagement Classification as tools for institutional benchmarking, self-assessment, and self-study. Most recently, the College used the 2015 Carnegie Community Engagement Classification as a campus-wide assessment.

Key findings include the following:

- ☐ Provided a framework for understanding all service learning and community engagement activities/initiatives on campus.
- ☐ Documented the College's impact and value to the community which led to broader participation in programming.
- ☐ Characterized the college as being civically engaged which helped with future grant funding, branding and community outreach efforts.
- ☐ Served as a self-study assessment, first to learn what has been done, and second to articulate the learning to others.
- ☐ Demonstrated leadership with other colleges and universities which has important implications for the work of community colleges.

Changes since the last reclassification include the following:

- ☐ Helped improve teaching and learning through curricular/co-curricular connections to community-based problem solving.
- ☐ Established a campus wide assessment that was intentional and used for ongoing assessment.
- ☐ Legitimized activities related to service learning and community engagement and demonstrated the institution's accountability to these efforts.
- ☐ Created a positive institutional identity that everyone shared and celebrated.

Teagle Essay: https://docs.google.com/document/d/1Eo3Opo8oPGfrlJL4BomJT2UNDLr_dIMf/edit?usp=sharing&oid=102777561834582832518&rtpof=true&sd=true

Teagle Rubric: <https://docs.google.com/document/d/1Ay5Vv13wL0KRqmbaJGGzSPGNfrb-eMbd/edit?usp=sharing&oid=102777561834582832518&rtpof=true&sd=true>

8. Describe how the institution uses and disseminates data from the mechanisms described in questions 4-7 above and provide an example.

The Service Learning and Community Outreach Office, Student Life, Career Services, Holocaust and Genocide and Paul Robeson Centers, Workforce Education as well as other community outreach programs in collaboration with faculty and administrators plans processes to meet internal and external accountability expectations for student learning and development outcomes. This includes regular assessment and evaluations. Assessments include qualitative and quantitative methodologies as appropriate, to determine whether and to what degree the stated mission, goals, and student learning and development outcomes are being met. The process employs sufficient and sound measures to ensure comprehensiveness. Data collected includes responses from students and other affected constituencies.

Examples:

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- ☐ All Directors of outreach programs in collaboration with faculty and administrators evaluates regularly how well data complements and enhances the institution's stated mission and educational effectiveness.
- ☐ Results of evaluations are used in revising and improving programs and services, identifying needs and interests in shaping directions of program and service design, and recognizing student performance.
- ☐ All outreach programs maintain accurate documentation on program data such as learning outcomes, student satisfaction, and value-contribution.
- ☐ Both internal and external evaluations and assessments are used.
- ☐ Periodic reports, outside reviews, and other tools measuring student needs and opinions are utilized.
- ☐ A representative cross-section of qualified people from campus communities are involved in reviewing data.
- ☐ All outreach programs generate and disseminates an annual report identifying overall goals, program data, changes in services provided, contributions, regular feedback from participants, and opportunities that contribute to the overall effectiveness and quality of the program and institution.

For example, data used and disseminated enhanced service learning opportunities for all constituents with new placements and projects both in person and virtual and created more high-quality service learning courses and projects. Specifically, it was identified that there was a great need for more engineering, computer and business placements for courses. As a result, a new partnership was developed with the 21 municipal township offices throughout Somerset County, an area served by the College. Additionally, a new partnership was developed with the Somerset County office that includes multiple agencies. The new partnerships developed more service learning courses in science, computer science and business disciplines.

9. According to data from the National Survey of Student Engagement (NSSE), community engaged teaching and learning (service learning, community-based learning) is the only “high impact” practice in which students of color have higher participation rates than white students. Provide an example of how your campus disaggregates student data by race, ethnicity, gender, and other identity-based demographics to understand who is participating in community engaged courses and how their outcomes may differ.

Example: RVCC has a rich history in student democratic engagement practices. RVCC joined the National Study of Learning, Voting and Engagement (NSLVE) in 2012, 2014 and 2016, 2018 and 2020. NSLVE is a signature initiative of the Institute for Democracy and Higher Education (IDHE) at Tufts University's Jonathan M. Tisch College of Civic Life. The mission of IDHE is to shift college and university priorities and culture to advance political learning, agency, and equity.

The voter registration and voting rates in the report below reflects the percentage of RVCC's students who were eligible to vote, who actually voted in the 2016, 2018, and 2020 elections and differences by race/ethnicity, sex and age. These results are based on enrollment records at the institution submitted to the National Student Clearinghouse (NSC) and publicly available voting files collected by L2Political. Enrollment lists are adjusted by deducting students under age 18 (at the time of the election), people identified as non-degree seeking and those identified by campuses as “nonresident aliens” (NRAs) (the federal government's category for mostly international students).

RVCC's campus voting rate by race/ethnicity:

Asian 2016: 27%, 2018: 27%, 2020: 45%

American Indian/Alaskan Native N/A

Black 2016: 37 %, 2018: 29 %, 2020: 49 %

Hispanic 2016: 35 %, 2018: 27 %, 2020: 53 %

Native Hawaiian/Pacific Islander 2016: N/A, 2018: N/A, 2020: 63 %

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Two or More Races 2016: 40 %, 2018: 40 %, 2020: 66 %
White 2016: 54%, 2018: 47 %, 2020: 71%

RVCC campus voting rate by sex:

Female 2016: 47%, 2018: 40%, 2020: 63 % up by 16%

Male 2016: 42%, 2018: 40%, 2020: 59% up by 17%

RVCC campus voting rate by age:

18 - 21 2016: 47%, 2018: 40%, 2020: 66%

22-24 2016: 44%, 2018: 36%, 2020: 61%

25-29 2020: 41%, 2018: 31%, 2020: 52%

30-38 2016: 35%, 2018: 30%, 2020: 49%

40-49 2016: 38%, 2018: 34%, 2020: 44%

50+ 2016, 49%, 2018: 43%, 2020: 50%

The above numbers were the result of RVCC's ALL IN Challenge Action Plan developed by the Director of Service Learning and Community Outreach, the Director of Student Life, and Assistant Director of Student Life in conjunction with Student Government Association members. Initially, a campus-wide team was convened that also included Student Clubs, Academic Affairs, Library and other campus members. The plan formalizes RVCC's commitment to:

- Helping students develop civic literacy and self-awareness as citizens.
- Promoting intentional service activities for college students to become democratically engaged in political processes.
- Enhancing dialogues about issues affecting students, the community, and the world.
- Providing opportunities for students to affect positive change in their communities through knowledge, advocacy, and action.

In 2021, RVCC won the ALL IN Campus Democracy Challenge's 2021 Best Action Plan Award for the New Jersey Campus Voting Challenge – Community College. RVCC earned a “gold seal” in the 2019 ALL IN Challenge Awards for its student voter engagement and in 2018 we received and coordinated a \$1,850 mini-grant from the Democracy Commitment to participate in Engage the Elections: 2018.

10. Research indicates that the academic success of minoritized students is enhanced by increased opportunities to take courses with faculty who share a minoritized social identity because of the potential of shared experiences in learning - faculty who represent ethnic, racial, gender, and cultural diversity. Further, research shows that women and faculty of color are more likely to bring active and collaborative teaching approaches into their courses, such as community engaged courses. Provide an example of how your campus disaggregates faculty and student data by race, ethnicity, gender, or other identity-based demographics to understand who is participating in community engaged courses and the effect of community engagement.

As a college, we regularly disaggregate student data for reporting on the overall student enrollment outcomes like retention and graduation. Disaggregating data race/ethnicity, gender, and other identity-based demographics such as the NSLVE report will be even more important for some programs and initiatives in the years ahead.

A number of opportunities will help with this work. Our outreach programs champion the experience of underrepresented students to ensure an enriching community engagement experience. In partnership with

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Academic Affairs, Student Services and senior leaders we identify and create signature programs across campus to actively address the representation, engagement and success of underrepresented students. The Directors of Service Learning, Student Life, and Diversity, Equity and Inclusion developed multicultural programs and events to create community such as the Diversity Committee. These efforts helped to improve the campus climate, academic success and social experience of our underrepresented students including students of color, transfer students, students with disabilities, international students, LGBTQ+ students, low-income students and first-generation college students.

A service learning student led project serves as an example. A group of service learning students participated in a project to help disadvantaged children and youth with nutritional planning. The students completed surveys with the purpose of collecting disaggregated racial/ethnic data to better customize support to the children and youth. For example, the project strived to assist immigrant children and youth as soon as possible upon their arrival in the county with community resources. Access to disaggregated racial/ethnic data enabled the students to more expediently connect new immigrants with helpful organizations and services in the community such as the Refugee Assistance Program. The students used the data to make decisions about enhancing programming. In particular, the disaggregated data helped a child from their target population who was absent for over a week following a death in his family. The project students were puzzled by the long absence and accessed disaggregated racial/ethnic data for the child, which identified him as a member of an ethnic group in which long funeral rituals were customary. This information helped the students improve their understanding of what might be happening in the child's life and enabled them to adjust plans to serve his educational needs. Moreover, the students realized that this disaggregated racial/ethnic data could help them to better prepare for similar extended periods of excused absences within this particular group of students in the future. Using disaggregated racial/ethnic data, will help the Service Learning and Community Outreach Office provide a more strategic plan that includes connecting placements and service learning courses that promote cross-cultural understanding. Having access to disaggregated racial/ethnic data for targeted populations will provide important information about the participating students, allowing staff to improve programming. RVCC does disaggregate employee data by race/ethnicity, gender, full-time/part-time status, and role (faculty, staff, administrator). Several of our community engagement programs have hired people of color. RVCC continues to focus on the need to increase the representation of people of color in the full-time faculty and senior administration to better reflect the student body.

SECTION 9: Faculty and Staff

1. As evidence provided for your earlier classification, you described the ways the institution offers professional development support for faculty in any employment status (tenured/tenure track, full time non-tenure track, and part time faculty), staff, and/or community partners who seek to develop or deepen community engaged approaches and methods. For re-classification, describe what currently is in place and what has changed, if anything, with professional development for community engagement. How have the content, program, approaches, or audience for professional development changed since the last classification? What have been the results?

RVCC continues to support faculty, administrators and community partners interested in enhancing their skills, knowledge, and critical commitments in ways that emphasize equity and provide better outcomes for students, institutions, and communities.

Since the last reclassification, the Service Learning and Community Outreach Office made the following

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changes.

☐ Developed a toolkit for fulltime and adjunct faculty to ensure they are provided with effective curricular and teaching-related support for developing or improving their service learning or community-based learning course experience. The topics covered include: Understanding Service Learning; Establishing Community-Campus Partnerships for Service Learning; Establishing and Assessing Course Objectives, Learner Outcomes, and Competencies; Planning Course Instruction and Activities; Selecting Reflections and Other Learning Resources; Designing Course Evaluation; Building Course Infrastructure; Sustaining a Service Learning Course; Practicing Culturally Competent Service Learning; Pursuing Opportunities for Service Learning Scholarship.

☐ Created a strong partnership with the Center for Teaching, Learning and Scholarship (CTLS) to offer professional development opportunities to fulltime and adjunct faculty. This partnership promotes collaboration across disciplines and between faculty, provides support and insight into cutting-edge practices, creates opportunities for faculty to pursue scholarly activities, collaborates on research projects, shares the results of scholarship, and responds to new and emerging ideas and trends in service learning and community engagement. The Co-Directors are strong proponents of service learning and experienced practitioners.

☐ Collaborated with the CTLS's Faculty Interest Groups (FIGs), one of which, the Research Writing Workshop, enabling faculty to discuss and explore scholarly research and creative endeavors in varying stages of development with other faculty members. This feature provides a helpful and encouraging environment that promotes peer feedback on service learning and community engaged learning.

☐ Provided educational programming to students, faculty, staff, and the community to raise awareness and promote social justice through RVCC's Institute for Holocaust and Genocide Studies, Paul Robeson Institute for Ethics, Leadership, and Social Justice and Office of Diversity, Equity and Inclusion.

Results:

☐ Helped faculty learn effective ways to connect service learning and community engagement activities to their area of scholarly expertise, teaching philosophy, and understanding of diversity and/or other values attached to research/scholarship/teaching.

☐ Created a database of service learning syllabi from a variety of disciplines.

☐ Shared resources to help publish faculty's community engaged scholarship; attend webinars, conferences, and workshops that promote excellence in teaching; and resources to document service learning and community-engaged research.

☐ Developed more service learning courses within different disciplines.

☐ Created a cohort of new faculty who are mentored by experienced faculty in the service learning pedagogy.

☐ Developed new structured reflection activities centered on student experiences, creating additional opportunities for faculty to guide student learning.

☐ Documented by faculty that service learning invigorates teaching methods; increases student contact through greater emphasis on student-centered teaching.

☐ Connected the campus and community with curriculum and becoming more aware of current societal issues as they relate to academic areas of interest.

☐ Provided opportunities to use expertise of community agencies as co-teachers.

2. In the context of your institution's community engagement support services and goals, describe at least two but not more than four examples from the following practices, as they specifically relate to community engagement (maximum word count 1000):

- Professional development programs
- Facilitation of partnerships
- Remote/on-line community engagement
- Student teaching assistants
- Planning/design stipends

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- Support for student transportation
- Eligibility for institutional awards
- Inclusion of community engagement in evaluation criteria
- Program grants
- Participation on campus councils or committees related to community engagement
- Research, conference, or travel support
- Support for peer-reviewed publishing about community engagement
- Training to understand diversity, inclusion, and equity related to community engagement

☐ Professional Development: The Service Learning and Community Outreach Office, Student Life, Center for Environmental Sustainability, and Diversity, Equity and Inclusion programs collaborate with the Center for Teaching, Learning and Scholarship with an annual Summer Institute which effectively serves as an in-house conference for faculty to share their scholarly work and pedagogical expertise. The Service Learning and Community Outreach program also works with the Center's C2 Summit for Pedagogical Advancements in STEM which celebrates best practices in teaching Science, Technology, Engineering & Math (STEM) at the community college. This annual summit is open to both internal and external communities. Service learning and community engaged research and learning are included in these events.

☐ Training: The Service Learning and Community Outreach Office has developed a workshop to help faculty understand how diversity, inclusion, and equity relates to community engagement and how to incorporate a service learning component in their courses. Additionally, during summer 2022, the Director of Diversity, Equity and Inclusion hosted seven workshops on various topics to help faculty and administrators learn about and support the College's DEI work.

☐ Facilitation of Partnerships: Annually, the Service Learning and Community Outreach Office hosts a faculty and community partner gathering to connect key community organization staff with faculty in specific disciplines who work together to design new service learning projects. During the pandemic, the event was virtual. Additionally, during summer 2022, the Director of Service Learning and Community Outreach joined the Somerset Business Partnership Non-Profit Round Table monthly meetings that includes over 30 non-profits thus providing the opportunity to connect them to all outreach programs at the College for greater participation.

☐ Remote Volunteering Projects: During the pandemic, the Service Learning and Community Outreach Office prepared a robust list of volunteer placements with community partners so that students could continue serving the community. The remote placements are still used and help many students who would not be able to volunteer due to child care, transportation and health issues. Also, the remote list has been shared with other colleges and universities as well as high school helping them with remote service learning projects for their institutions.

3. Describe any search/recruitment policies or practices designed specifically to encourage the hiring of faculty in any employment status and staff with expertise in and commitment to community engagement and cite at least one example.

Recruitment policies include: A demonstrated ability to work collaboratively and effectively with diverse students, faculty, staff and community partners in a multicultural environment. Commitment to cultivating social responsibility, cultural awareness and an ethic of civic engagement, both personally and professionally. Knowledge and experience with training programs that develop participants' skills in social justice approaches to service learning and civic engagement.

Example: In 2021, several new faculty members and the Director of Diversity, Equity and Inclusion were hired and have prior experience with service learning and community engagement work at other higher education institutions and non-profit organizations. The new Director of DEI designed and facilitated a Coffee & Inclusion DEI Series in summer 2022 comprising seven inclusive modules as follows:

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☐ Developing Community Standards for Safer more Inclusive Dialogue

June 8th, 10:00 – 11:30 am or 2:00 – 3:30 pm

☐ Everyone Has Cultural Identity; Learning about my own Social/Cultural Lens: Building our Own Identity Development through Story

June 15th, 10:00-11:30 am or 2:00-3:30 pm.

☐ Implicit Bias: Understanding Our Unconscious Attitudes and Stereotypes

June 22nd, 10:00 -11;30 am or 2:00-3:30 pm.

☐ Communication Across Cultures

June 29th, 10:00-11:30 am or 2:00-3:30 pm.

☐ Microaggressions and Racial Fatigue

July 6th, 10:00-11:30 am or 2:00-3:30 pm.

☐ Leadership for Best Practices

July 13th, 10:00-11;30 am or 2:00-3:30 pm.

☐ A Supervisory Series through a DEI Lens

July 20th, 9:00 -11:50 am.

4. Indicate the campus approach to faculty tenure and promotion: (Check all that apply)

My campus has a tenure and promotion structure defined at the institutional level.

5. Describe the policies for faculty promotion (and tenure at tenure-granting campuses) from any level of the institution (campus, college or school, department) that specifically reward faculty scholarly work that uses community engaged approaches and methods. If there are separate policies for tenured/tenure track, full time non-tenure track, part time, research, and/or clinical faculty, please describe those as well.

At the institutional level, an interest in community based learning and experience are criteria in faculty recruiting and hiring. Recruitment materials include information about Service Learning Program and community engagement activities. This has been a successful recruitment strategy that is evidenced by many new faculty members who have reported being interested in teaching positions at RVCC because of the opportunities to include service learning in their courses. The policies are the same for fulltime and adjunct faculty.

6. Provide the text of the policy for faculty promotion, reappointment, bonuses and/or merit pay (and tenure at tenure-granting campuses) from any level of the institution that specifically reward faculty for the following. Specify if these policies are different for faculty of different employment statuses (adjunct, full-time contract, tenure track, tenured, etc.):

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a. Community engaged teaching and learning (maximum word count 500):

Fulltime and adjunct faculty offer service learning in their courses and report on their work for tenure and promotion. All faculty regardless of rank are rewarded for community engaged teaching and learning; community engaged research, creative activity and community engagement as a form of service.

☐ Tenure Application: In the application process for tenure and promotion, faculty members describe their activities in teaching and assigned responsibilities, service and professional development and academic service learning activities are included in these areas. Community-engaged work is treated equally as rigorous as traditional forms of scholarship and assessed with the same criteria as traditional forms of scholarship. Evidence of scholarly work that is considered in tenure and promotion reports includes the following:

- Securing funding for service learning and community engagement projects.
- Designing and teaching service learning components for courses.
- Descriptions of service learning courses and projects completed.
- Assessment of service learning student work from reflections
- Open letters from community partners who benefited from the service learning work of the faculty member and students.

☐ Self-Evaluation: Also used in promotion and tenure. Toward the end of each academic year every faculty member is required to write a self-evaluation which discusses efforts made that year to improve teaching, develop professionally, contribute to the college community and serve the larger community and service learning is considered in the criterion.

Faculty Contract Agreement

July 1, 2019 - June 30, 2022

ARTICLE II DEFINITIONS All members of the bargaining unit are referred to as "faculty members" for the purpose of this Agreement only. The term "teaching faculty" when used hereinafter in this Agreement shall apply to full-time classroom teachers with academic rank. Definitions covering non-teaching faculty members of the Federation are as follows:

ARTICLE VII PERFORMANCE REVIEW FOR REAPPOINTMENT, TENURE AND PROMOTION

A. Purposes:

1. To acknowledge teaching effectiveness, professional achievement and department/college/community contributions.
2. To strengthen faculty development and promote quality instruction.
3. To provide a sound and reasonable basis for recommending faculty for reappointment, tenure and promotion

Materials for Performance Review:

1. The following materials are permanently placed in the faculty member's professional file. Materials shall include: a. Self-evaluations b. Student evaluations c. Teaching observations d. Academic Department Review Committee Reports e. Professional Standards Committee Reports f. Professional Growth Plans g. Administrative reviews.

b. Community engaged research and creative activity (maximum word count 500):

Fulltime and adjunct faculty offer service learning in their courses and report on their work for tenure and promotion. All faculty regardless of rank are rewarded for community engaged research, creative activity and community engagement as a form of service.

☐ Tenure Application: In the application process for tenure and promotion, faculty members describe their

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activities in teaching and assigned responsibilities, service and professional development and academic service learning activities are included in these areas. Community-engaged work is treated equally as rigorous as traditional forms of scholarship and assessed with the same criteria as traditional forms of scholarship. Evidence of scholarly work that is considered in tenure and promotion reports includes the following:

- Preparing and delivering papers, presentations and publications on academic service learning activities.
- Contributing to technical reports for community organizations or grants.
- Involving and leading students in research projects for the community.
- Leading classroom community-based research projects in collaboration with non-projects.

☐ Self-Evaluation: Also used in promotion and tenure. Toward the end of each academic year every faculty member is required to write a self-evaluation which discusses efforts made that year to improve teaching, develop professionally, contribute to the college community and serve the larger community and service learning is considered in the criterion.

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c. Community engagement as a form of service (maximum word count 500):

Fulltime and adjunct faculty offer service learning in their courses and report on their work for tenure and promotion. All faculty regardless of rank are rewarded for, creative activity and community engagement as a form of service.

☐ Tenure Application: In the application process for tenure and promotion, faculty members describe their activities in teaching and assigned responsibilities, service and professional development and academic service learning activities are included in these areas. Community-engaged work is treated equally as rigorous as traditional forms of scholarship and assessed with the same criteria as traditional forms of scholarship. Evidence of scholarly work that is considered in tenure and promotion reports includes the following:

- Organizing community forums.
- Leading workshops for faculty development and/or student leadership.
- Taking on leadership roles for special service learning and community engaged projects;
- Mentoring other faculty on service learning, student leadership development seminars on community engagement.
- Serving on advisory committees for non-profits.

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Self-Evaluation: Also used in promotion and tenure. Toward the end of each academic year every faculty member is required to write a self-evaluation which discusses efforts made that year to improve teaching, develop professionally, contribute to the college community and serve the larger community and service learning is considered in the criterion.

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1. The following materials are permanently placed in the faculty member’s professional file. Materials shall include: a. Self-evaluations b. Student evaluations c. Teaching observations d. Academic Department Review Committee Reports e. Professional Standards Committee Reports f. Professional Growth Plans g. Administrative reviews.

7. Describe the pervasiveness of the policies outlined in question six. For example, are they practiced across the institution? By most departments? By a few?

Policies are institutional. Finalists for full-time faculty positions are interviewed by the Academic Chairperson, President and Vice President of Academic Affairs. A criterion for selection includes experience with student centered and innovative teaching and learning methods, diversity training, collaboration with the community and community involvement.

The practice of community engagement for full-time and part-time faculty is strongly encouraged by offering service learning in courses and being involved in community engagement activities. It is emphasized and considered in both recruitment and promotion decisions for tenure track positions. Like-wise many adjunct faculty members who are actively involved in service learning are selected for full-time positions.

Professional Development Opportunities are provided to help faculty improve their skills and grow professionally. Release time is provided to help faculty to pursue scholarship work related to service learning and community engagement activities. Faculty projects on service learning and community engagement work are showcased internally and externally through organized presentations as well as press releases, annual reports, and departmental meetings.

Faculty members are encouraged to serve on Boards with various community organizations, participate in service activities both on and off campus, serve as advisors to Student Clubs. Faculty members are encouraged and rewarded for using their professional expertise in innovative ways and partnering with community organizations through service learning and community engagement activities to both help students learn and serve the community.

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Faculty members are recognized for their service at an annual awards banquet as well as write-ups to the campus and community, press releases highlighting their work. Their service also is considered in promotion and tenure reports.

Information about these opportunities is provided through the Service Learning Office, Student Life Office, department meetings, faculty orientation, faculty handbook, monthly College Forum meetings and College websites.

Collective Bargaining Agreements set forth the process of evaluation and promotion for all employees. Faculty are evaluated on the criteria of teaching effectiveness, College and community service, and professional development. Several documents create part of the yearly professional file for the faculty member, including the self-evaluation, peer teaching observations, and student evaluations of instruction. Academic Department Committees review this documentation and issue a report indicating whether they recommend the candidate for Reappointment, or tenure in the fifth year. The Academic Department Committees' reports are forwarded to the Divisional Deans for their review, comments, and recommendations.

8. Cite three examples of college/school and/or department-level policies, with text taken directly from policy documents, that specifically reward faculty for community engagement across teaching, research, creative activity, and service.

Taken from Faculty Contract.

ARTICLE VII PERFORMANCE REVIEW FOR REAPPOINTMENT, TENURE AND PROMOTION

A. Purposes:

1. To acknowledge teaching effectiveness, professional achievement and department/college/community contributions.
2. To strengthen faculty development and promote quality instruction.
3. To provide a sound and reasonable basis for recommending faculty for reappointment, tenure and promotion.

Materials for Performance Review: The following materials are permanently placed in the faculty member's professional file. Materials shall include: a. Self-evaluations b. Student evaluations c. Teaching observations d. Academic Department Review Committee Reports e. Professional Standards Committee Reports f. Professional Growth Plans g. Administrative reviews.

D. Procedures: Self-Evaluation: Each faculty member, tenured and untenured, shall submit a completed annual self-evaluation to the Department by May 31 of each academic year. The self-evaluation shall include evidence of teaching effectiveness, professional development, college and community contributions, records of course and/or program development.

9. In the period since your last classification, describe any revisions to the promotion and tenure (at tenure granting institutions) guidelines to reward faculty for community engaged teaching and learning, research, creative activity, and service. Describe when the revisions occurred and the process resulting in the revisions. Describe the involvement of the president/chancellor, provost, deans, chairs, faculty leaders, chief diversity officer, community engagement center director, or other key leaders. Describe any products resulting from the process; i.e., internal papers, public documents, reports, policy recommendations, etc. Specify if these policies are different for faculty of different employment statuses (tenured/tenure track, full time non-tenure track, and part time

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faculty, etc.).

There are no revisions. Policies apply to faculty of different employment statuses.

10. If revisions have not taken place but there is work in progress to revise promotion and tenure (at tenure granting institutions) guidelines to reward faculty scholarly work that uses community engaged approaches and methods, describe the current work in progress, including a description of the process and who is involved. Describe how the president/chancellor, vice presidents/chancellors, provost, vice provosts, deans, chairs, faculty leaders, chief diversity officer, community engagement center director, or other key leaders are involved. Also describe any products resulting from the process; i.e., internal papers, public documents, reports, policy recommendations, etc. Specify if these policies are different for faculty of different employment statuses (tenured/tenure track, full time non-tenure track, and part time faculty, etc.).

Work in Progress from Middle States Self-Study 2022

5. Addressing the inequities that adjunct faculty experience

RVCC employs a significant number of adjunct faculty who offer service learning and participate in community engagement activities. The College is well aware of the national conversations that continue to shape challenges that adjunct faculty face with teaching and has identified this concern as a priority. Based on feedback from the President, Provost, Department Chairs, Deans, Faculty Leaders, Service Learning Program, Student Life, DEI, Community Partner Directors, RVCC seeks to develop strategies that provide better support for adjunct faculty, which, in turn, will provide a better learning environment for RVCC students.

RVCC will:

- ☑ ensure adjunct faculty are provided effective curricular and other teaching-related support that recognizes their responsibility for a significant portion of instruction;

- ☑ provide adjunct faculty effective workspace to meet with students and prepare for classes, including access to appropriate and sufficient technology relative to the number of adjunct faculty employed by the college;

- ☑ strengthen professional development opportunities at times and in formats appropriate for adjunct faculty.

Process includes: During Spring 2017 round of negotiations between the College and the Faculty Federation, the parties (faculty, deans, department chairs) agreed to create an Adjunct Fellow for the Center for Teaching, Learning, and Scholarship. Prior to this addition, Adjunct faculty were only eligible to fill one fellow role, and would need to compete with Full-Time Faculty. With the addition of the Adjunct Fellow role, there is always at least one adjunct on the CTLS leadership and programming team. This created an opportunity to incorporate an adjunct perspective into CTLS leadership and programming and made CTLS more accessible to adjuncts, expanding the reach of professional development and community engagement opportunities.

Outcomes include: Faculty Federation has continued to incorporate adjunct faculty into union leadership at the College. Beginning as a grassroots initiative from the floor of the Federation, and focusing on equality of representation, a Committee of the Federation was formed with the charge to modify the Federation Constitution to provide for more equitable representation on the Federation Executive Council. This Committee included an equal number of Full-Time and Adjunct Faculty. The Committee overhauled the structure of the Federation Executive Committee by rebalancing membership from a distribution of approximately ten Full-Time and two Adjunct Faculty, to an equal number of Full-Time and Adjunct Faculty at seven from each population.

Modeled on the adjunct contracts in place at other institutions, adjuncts now have a “good faith consideration” clause in their contract. This clause allows an adjunct who has taught three semesters over the last three years to make a formal request to a Department Chair for a teaching schedule equivalent to the schedule they received for the same semester, one year prior. If the College is not able to schedule the adjunct, a written

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rationale must be provided to the faculty member. The parties agreed to this new clause to provide income security and reduce the impact of the contingent nature of adjunct employment.

11. Provide 5-10 examples of staff professional activity (conference presentation, publication, consulting, awards, etc.) that has taken place since your last classification - a title may not convey how the example is about community engagement, so please provide a short description of how the activity is related to community engagement (maximum word count 1000).

Sample Presentations by Lori Moog, Director of Service Learning and Community Outreach:

"Developing Experiential Learning Opportunities" (Presentation to faculty and administrators for Title V grant - Experiential Education Workshop), February 28, 2023 and August 16, 2022.

"Community Colleges and the Carnegie Elective Classification for Community Engagement" (Virtual co-facilitator for workshop co-hosted by the California Community Colleges' Success Network,), October 28, 2022.

"A Practical Guide for Integrating Civic Engagement into the Community College Curriculum and Developing a Civic Engagement Guided Transfer Pathway" (Co-presented with Dr. Emilie Stander, RVCC Associate Professor, to faculty and administrators), Compact 22 Virtual Conference, March 30, 2022.

"Strategies for Building a Successful Service Learning and Civic Engagement Program" (Presentation to faculty, administrators and students, Middlesex County College), March 25, 2019.

"Designing Service Learning Courses and Assessments to Improve Learning Outcomes" (Presentation to faculty and administrators at Innovative Strategies to Advance Student Learning Lilly Conference), Ashville, NC, August, 6 - 9, 2018.

"Preparing for the 2020 Carnegie Community Engagement Classification," (Presentation to faculty and administrators at the 2018 Civic Learning and Democratic Engagement (CLDE) Meeting, Hyatt Regency Orange County in Garden Grove, CA), June 6-9, 2018.

"Developing Sustainable Service Learning Courses and Assessment Practices," (Faculty development workshop, Bergen County Community College), May 15, 2018.

"The Power of Service Learning Partnerships in Teaching about Diversity" (Presentation to RVCC faculty, Center of Teaching and Learning, Raritan Valley Community College, NJ), February 20, 2019.

"Preparing for the 2020 Carnegie Community Engagement Classification," (Presentation to faculty and administrators at the 2018 Achieving the Dream national conference, Nashville, TN), February 21- 23, 2018.

"Preparing for the 2020 Carnegie Community Engagement Classification," (Presentation to New Jersey Campus Compact member administrators representing 20 colleges and universities in New Jersey, Rutgers University—New Brunswick, NJ), October 5, 2017.

"Service Learning Strategies for Building Students' Civic and Moral Responsibility and Assessing Outcomes," (Presentation to faculty and administrators at the 2017 International Symposium on Service-Learning), Galway, Ireland, June 15, 2017.

"Service Learning Strategies for Building Students' Civic and Moral Responsibility and Assessing Outcomes," (Presentation to faculty and administrators at the 2017 Continuums of Service Conference, Campus Compact of the Mountain West), Denver, Colorado, April 6, 2017.

Awards:

2022 - Sara Heller, Coordinator of RVCC's Automotive Technology program, was recently honored with a national achievement award as the CCAR/Electude/ASE Instructor of the Year. Heller was among 52

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automotive professionals recognized on November 17, 2022 at the Fall Board of Governors meeting of the National Institute for Automotive Service Excellence (ASE).

2023 - Professor Ji Yong Kim has been selected as one of the ten artists to paint a mural for the NYC Public Hospital system. He has been assigned to paint a mural for the East Harlem Carter Hospital; the funding for the project has been provided by a grant from the Laurie M. Tisch Illumination Grant. The artists will design their murals after hosting design meetings with patients, staff, and neighborhood residents. The Community Mural Project is thought to be the largest public hospital public art project since the WPA-commissioned works of the 1930s. The goals of the project are to create art that enhances the hospital environment, inspires creativity, promotes wellness, celebrates the arts, and engages all. Professor Kim's art is influenced by his roots in both Myanmar and South Korea, combining Buddhist iconography and pop culture.

12. Provide 5-10 examples of faculty scholarship from as many different disciplines as possible that has taken place since your last classification - a title may not convey how the example is about community engagement, so please provide a short description of how the activity is related to community engagement (maximum word count 1000).

Sample Publications

❑ Developing and Assessing High-Impact, Classroom-Integrated Service Learning Projects, (Publication: Campus Compact Colleges for Democracy: Aligning Civic and Community Engagement with Institutional Priorities) Fall 2020.

Authors: Lori Moog, Director of Service Learning and Community Outreach and Dr. Emilie Stander, Associate Professor, Environmental Science.

This chapter discusses how the Raritan Valley Community College (RVCC) Service Learning Program engages students, faculty, administrators, and members of the community-at-large in service learning in order to foster skills and values that contribute to the improvement of society, civic literacy, and students' career resiliency. Building on this mission, RVCC's Service Learning program participated in a three-year multistate grant project to assess students' service learning outcomes. In a project funded by the Teagle Foundation, RVCC faculty and administrators worked with five other community colleges to implement pedagogical, curricular assessment in service learning courses to evaluate the effectiveness of service learning in preparing students to tackle big questions they experience and address important global issues through service learning projects. In addition to assessment of student learning outcomes, RVCC uses a Student Engagement Transcript and the Carnegie Community Engagement Classification as tools for institutional benchmarking, self-assessment, and self-study; the benefits of such an approach will be discussed in the chapter. The chapter also includes a description of how one RVCC faculty member designed and assessed a service learning component in an introductory environmental science course, with an evidence-based discussion of successes and lessons learned from that example.

❑ Toxic Masculinity, Casino Capitalism, and America's Favorite Card Game: The Poker Mindset, (Published in 2020 by Palgrave Macmillan) February 19, 2020

Author: Dr. Andrew Manno

Dr. Manno's intriguing critical study incorporates pop culture, gender studies, and cultural studies to examine what the game of poker reveals about ourselves and our culture. Dr. Manno shares important insights into the intersection of gaming, gender, and capitalism that illuminate how the shift to a casino capitalist economy—combined with a culture of toxic masculinity—impacts workers and how it has led to the rise of populism in the United States that manifested in the 2016 election of Donald Trump. The book ponders such questions as: Why has poker, a centuries-old American game, become so popular in the 21st Century? And what

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does the current interest in the game tell us about some of our most pressing social issues?

Dr. Derek Weber, Professor of Biology and Microbiology, is the winner of the 2022 “Top Author Award” by Top Hat, an active learning platform used by colleges and universities. Weber is being honored for his work creating an affordable, clinically relevant, digital lab manual in microbiology.

Seeing a need for a manual that helps allied health students draw connections between basic microbiology and their future careers, Weber decided to create his own digital lab manual using the Top Hat platform. The manual, which can be updated and adapted by instructors on-demand, includes such features as animations, videos, and integrated assessments that engage students at each step along their learning path. The response has been extremely positive, with increased levels of student engagement and application, as well as improved grades.

His work in the area of microbiology education has resulted in several projects in the academic publishing world. He is the author of *Focusing on Health: Laboratory Exercises in Microbiology* (1st edition, bluedoor/Top Hat), as well as a co-author on the upcoming 14th edition of *Microbiology: An Introduction* (Pearson).

Weber was nominated for the Top Author Award by faculty who adopted his manual at Indiana University and Lone State College in Houston, Texas. Weber’s students at RVCC also were interviewed as part of the award process.

Dr. Carl Lindscoog, Assistant Professor of History, shares his expertise in his new book, *Detain and Punish: Haitian Refugees and the Rise of the World’s Largest Immigration Detention System* (University Press of Florida). 2018

According to Lindscoog, when an influx of Haitian migrants and asylum seekers came to the U.S. in the 1970s, the government responded with exclusionary policies and detention, setting a precedent for future waves of immigrants. Drawing on extensive archival research, including government documents, advocacy group archives, and periodicals, the author provides the first in-depth history of Haitians and immigration detention in the United States.

Charlie Bondhus, Associate Professor of English, is the author of a book of poetry, *Divining Bones* (Sundress Publications). August 2018. Masculinity and its permutations is a recurring theme in the author’s work. In *Divining Bones*, Bondhus uses “magick” and the occult to explore the fluidity of age, gender, and self-perception in this radical and playful book.

Lisa Tucker, Professor of English, has received a Special Projects Grant from the Hunterdon County Cultural and Heritage Commission for her upcoming children’s picture book, *Chessie Dentley Educates Mr. Ashbee*. The \$2400 grant was issued upon the recommendation of the Hunterdon County Cultural and Heritage Commission, July 2022.

Illustrated by Malik Whitaker, *Chessie Dentley Educates Mr. Ashbee* is an historical fiction children's book designed to help youngsters learn about the perseverance of an African American female pioneer educator. The book is based on the life of 95-year-old Mrs. Chessie Dentley Roberts of New Jersey. The story focuses on the educator as a child, when then eight-year-old Chessie Dentley, through her hard work and determination, was able to strengthen the math curriculum at her school.

Fulbright U.S. Scholar Program

Dr. Lauren H. Braun-Strumfels, Associate Professor of History, received a Fulbright U.S. Scholar Program

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award (2019) to Italy to research and teach U.S. History and American Studies. Braun-Strumfels is the first RVCC faculty member in over 10 years to be honored by the prestigious Fulbright Program. Braun-Strumfels researched and lectured at the University of Roma Tre in Italy. Her work is part of a project, "Immigration Restriction in Transnational U.S. History." The RVCC professor taught graduate seminars on U.S. foreign policy and immigration history in the University's Master of Arts program in International Studies. She also mentored graduate students.

13. Describe the ways in which the tenure and promotion process, and the staff reward process, accounts for the often-racialized nature of community engagement that disproportionately impacts faculty, staff, students and communities of color.

Although racial minorities are underrepresented in tenure-track positions, more racial minorities are being hired for academic positions at the College. This is the result of a sustained effort to hire racially diverse faculty and to an increase in the racial and ethnic diversity of doctoral candidates seeking these positions. RVCC continues to focus on the need to increase the representation of people of color in the full-time faculty to better reflect the student body.

RVCC acknowledges that faculty of color face a number of challenges related to tenure and promotion than white colleagues and has taken steps to mitigate the problems. Because there are growing numbers of students of color and underrepresentation of nonwhites in tenure-track positions, nonwhite faculty have been given greater opportunities for mentoring, role modeling and counseling than their white colleagues that is documented as part of their tenure and promotion work. For example, our Access2Success initiative is a mission-based project to support the needs of underrepresented students, particularly Black/African American, Latinx/Hispanic, first-generation, and under-resourced students. This initiative links directly to the Strategic Plan's pillars one and four with the goals of increasing student success rates and closing the opportunity gap. This initiative also is linked to the College's Guided Pathways program to narrow the achievement gap across student cohorts. Faculty of color actively support this initiative.

Additionally, nonwhite faculty members report wanting to interact more with students of color around engagement. Importantly, the work involved in supporting and mentoring this population as well as legitimizing teaching around engagement is formally recognized in the tenure and promotion process at the College. RVCC's student population comes from a diverse range of backgrounds, and the College has a variety of programs to meet their needs and ensures that faculty of color are involved. For example, students from educationally and economically disadvantaged backgrounds, are served through the Educational Opportunity Fund (EOF), which provides a range of services including advising, educational support, service learning and financial assistance to eligible students. Faculty of color consistently document their engagement with students of color in tenure and promotion applications.

Furthermore, in an effort to help address any racial inequity, funding for a Diversity, Equity and Inclusion Office has been created in 2021 with a fulltime director to support and enforce diversity and inclusivity efforts. Additionally, hiring diverse staff in senior leadership and executive positions raises awareness and education for diversity in hiring and promotion. Both positions include people of color.

The Board of Trustees has several policies that guide workplace practices at RVCC. For example, the policy on non-discrimination in the workplace directs the President to ensure that RVCC provides employment opportunity to all qualified persons and prohibits discrimination. The Board policy on diversity and inclusion directs the President to ensure that College practices and policies place a high value on diversity and create a genuine climate of inclusion.

In addition, RVCC complies with all applicable federal and state employment laws to ensure its status as an Equal Opportunity Employer.

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SECTION 10: Curricular Engagement

The questions in this section use the term “community engaged courses” to denote academically based community engaged courses. Your campus may use another term such as service-learning, community-based learning, public service courses, etc.

1. As evidence provided for your earlier classification, you described an institution-wide definition of community engaged courses used on campus. For re-classification, provide the current definition used for community engaged courses, the standard and required components for designation of community engaged courses, and the process through which the institution assures fidelity to the definition in those courses. What, if anything, has changed since your last classification with the definition of community engaged courses? What, if anything, has changed with the process for identifying or approving a designated community engaged course as part of a campus curriculum? Explain the purpose of the revisions.

Institution-wide definition: We consider service-learning to be a course-based, credit-bearing education experience in which students (a) participate in an organized service activity that meets identified community needs and (b) reflect on the service activity in such a way as to gain further understanding of the course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility. (Bringle and Hatcher, 1995) To qualify as a service learning course, a faculty member must submit a proposal to the Service Learning Director of how the component will be incorporated into the curriculum, learning outcomes, start and end dates for the service, and types of organizations from the approved community partner list would be appropriate. To ensure adherence to the definition: ☐ Faculty offering service learning must meet with the Director of Service Learning and Community Outreach the semester before teaching for training and approval on incorporating service learning into their course, including learning goals, assessment. ☐ Faculty orientations on service learning are offered to all new fulltime hires. ☐ Faculty offering service learning must include the definition in their syllabus designating it as a service learning course. ☐ The definition appears in the Service Learning brochure that is used during faculty orientations, professional development workshops, meetings and can also be found on the website which serves as a resource. Evidence of fidelity: ☐ The College continues to maintain the Service Learning and Community Outreach Office created in 1996 as the central coordinating structure for all curricular service learning and community outreach. It has been staffed by a full-time director for the past 27 years. The office is a resource to help faculty with participation in service learning and ensures that activities are curricular based and tied to course objectives. The office explores service ideas, explains the nature and needs of the project, and develops relationships with community agencies. It also serves the important role of capturing, assessing, sharing, and disseminating outcomes, models and best practices internally and externally. ☐ Faculty are recognized and rewarded for their curricular service as part of the promotion and tenure application. It is assessed with the same criteria used with more traditional forms of scholarship, including peer review and measures of its impact. ☐ Faculty offering service learning include their work in annual reports, presentations at department meetings, individual meetings with the President and executive staff. The definition has not changed since the last classification but the work has become more institutionalized. ☐ A fulltime AmeriCorps Community Engagement Coordinator was hired from 2019 – 2021 and in 2021 to the present the College hired a dedicated a part-time service learning coordinator for the Service Learning Office to help with the increase in faculty, student and community partner participation. ☐ Professional development opportunities are offered more widely through the Center for Teaching, Learning and Scholarship to help faculty improve their skills and grow professionally. ☐ Release time is provided to more fulltime faculty to help with work related to service learning and community engagement.

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2. Complete the table below using the most recent complete academic year data. Data should be drawn from undergraduate and graduate for-credit courses and be indicated accordingly:

a.1. Number of for-credit community engaged courses UG/G

95

a.2. Change in number of for-credit community engaged courses since last application UG/G

10+

a.3. Percentage of community engaged designated courses as part of all for-credit courses (UG/G)

15%

a.4. Percent change in community engaged courses since last application UG/G

12%

b.1. Number of departments represented by community engaged courses

9

b.2. Change in number of community engaged departments since last application

No change

b.3. Percentage of academic departments offering for-credit community engaged designated courses as part of all departments

100%

b.4. Percent change in community engaged departments since last application.

No change

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c.1. Number of faculty who taught for-credit community engaged courses

85

c.2. Change in number of faculty who taught for-credit community engaged courses since the last application

5+

c.3. Percentage of faculty teaching for-credit community engaged designated courses as part of all faculty

28%

c.4. Percent change in number of faculty teaching for-credit community engaged courses since last application

6%

d.1. Number of tenured and tenure-track faculty who taught for-credit community engaged courses

75

d.2. Change in number of tenured and tenure-track faculty who taught for-credit community engaged courses since the last application

No change

d.3. Percentage of tenured and tenure-track faculty teaching for-credit community engaged designated courses as part of all faculty

25%

d.4. Percent change in number of tenured and tenure-track faculty who taught for-credit community engaged courses since last application

No change

e.1. Number of full-time, non tenure-track faculty who taught for-credit community engaged courses

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10

e.2. Change in number of full-time, non tenure-track faculty who taught for-credit community engaged courses since the last application

No change

e.3. Percentage of full-time, non tenure-track faculty teaching for-credit community engaged designated courses as part of all faculty

1%

e.4. Percent change in number of full-time, non tenure-track faculty who taught for-credit community engaged courses since last application

No change

f.1. Number of part-time faculty who taught for-credit community engaged courses

10

f.2. Change in number of part-time faculty who taught for-credit community engaged courses since the last application

No change

f.3. Percentage of part-time faculty teaching for-credit community engaged designated courses as part of all faculty

4%

f.4. Percent change in number of part-time faculty who taught for-credit community engaged courses since last application

No change

g.1. Number of students participating in for-credit community engaged courses UG/G

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1300

g.2. Change in number of students participating in for-credit community engaged courses since last application UG/G

100+

g.3. Percentage of total Students participating in for-credit community engaged courses as part of all students UG/G

19%

g.4. Percent change of students participating in for-credit community engaged courses since last application UG/G

8%

2.h. What academic year does this data represent?

2018-19

3. Describe how the data in the table above were derived. How was it gathered, by whom, with what frequency, and for what purpose? Reflect on how the data indicates the levels of pervasiveness and depth community engagement is infused in the curriculum.

Service learning students are required to complete a registration form when they begin their placement which is an agreement amongst the student, community organization and faculty member. Students are also required to submit a service learning time sheet documenting that their required hours were completed and signed by their community site supervisor and teacher. Both forms are filed in the Service Learning office. Upon receipt of the service learning time sheet, students receive a Student Engagement Transcript documenting their service learning by course, placement and hours. Each semester this information is compiled into a report documenting the number of students who participated, the course offering service learning, the organization where they served, the total number of hours completed. Additionally, the Service Learning office maintains a database that houses student enrollment in service learning by course, faculty member, placement and hours.

The Director of Service Learning and Community Outreach compiles the information above in collaboration with the Director of Institutional Research.

Reflections:

An increase in the number of students, faculty and courses offering service learning demonstrate how it has enriched the curriculum and created an understanding of community outreach locally, regionally and nationally. The depth and breadth of this work also shows us how partnerships can and must be nurtured.

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Over the past 27 years, our data indicates that we have become more knowledgeable about the need for preparing students, faculty and community members for a greater commitment and understanding of local communities. We have achieved this by creating meaningful faculty and community partnerships that focus on capacity building and sustainability, and the co-production of knowledge with our community partners.

The teaching and learning related to service learning principles, planned activities, quality outreach, sustainability and reciprocal benefits help to ensure an integrated approach to community engagement. Our benchmarking efforts helps to further institutionalize this work.

Our efforts to grow and expand service learning engagement activities have resulted in many positive outcomes. They have enriched scholarship; enhanced curriculum; prepared educated, engaged citizens; promoted democratic values and civic responsibility; addressed critical societal issues and contributed to the public good.

As an institution, because we have prioritized our service learning and community outreach efforts, they are fully integrated into the fabric of the College. Service learning is accepted as a legitimate pedagogy and philosophy that is supported and institutionalized. It is pervasive across all academic disciplines and departments as well as being deeply integrated into the curriculum and scholarship. The Service Learning and Community Engagement Office supports this work with a specific budget and professional staffing. The College president, chief academic officer, executive staff and trustees visibly support service learning and community outreach work. The president and college's academic leaders play a visible role in helping to institutionalize this work. Our service learning community partners regard the college as an important asset in local community outreach.

4. Describe how community engaged courses are noted on student academic transcripts.

RVCC's Student Engagement Transcript is an official college transcript that is an endorsement of service learning and community service hours, leadership positions, civic engagement events attended, study abroad, internships, field experiences, research projects, and more. The transcript is given to students alongside the traditional academic transcript which students provide to prospective employers, transfer colleges or graduate schools. The transcript helps students demonstrate how they were engaged in their chosen field while learning about responsibilities of citizenship and service in the global world. Combined with the academic transcript, a comprehensive account of education, from inside and outside of the classroom, is created enhancing resumes, portfolios and college applications. Students appreciate having the transcript to showcase all their engagement activities and the feedback from employers and colleges has been extremely positive. It has helped students with admission to colleges upon transfer as well as being exempt from pre-requisites for certain programs of study. Employers also have used the transcript as part of the interview and hiring process.

The transcript is created in the College's main database, Banner. The information entered into the Banner database is stored permanently and can be used for other assessments such as a comparison of service learning participants versus non-service learning participants. The stored data also can be used to assess retention and graduation rates, time to degree completion, grade point average, demographics, etc.

We are currently exploring with Enrollment Services the ability to also document service hours on the academic transcript from courses requiring service learning.

5. Describe how community engagement is integrated into traditional curricular structures by providing at least two but not more than four examples from the following categories. Also, describe

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what has changed since the last classification (maximum word count 1000).

- Core Courses
- Capstone (Senior-level project)
- First-Year Sequence
- General Education
- In the Majors
- In the Minors
- Graduate courses
- Medical education/training/residencies

Service learning is offered as an option or a requirement for course credit in many different courses within all nine academic departments. Following are examples.

Capstone (Senior-level project)

Service learning is a required component of the Trends in Nursing capstone daytime and evening sections. It is 60% of the students' grade. Students work in small groups of 4 or 5 and need to identify a community issue related to health care, work with a service learning community partner to develop a project that requires research as well as a final product to the organizations. Examples of final products include fact sheets, brochures, Power Point presentations, training manuals, exercise and nutritional plans, You Tube videos. Change: many new projects have developed with community partners as well as deepening the work of previous ones.

Change: Trends in Nursing students are now continuing and expanding upon service learning projects created by students in previous semesters. This has deepened and sustained the work with service learning partners providing greater capacity for the organization and helping to meet their goals.

In the Majors

Service learning is offered in Environmental Science and Sustainability which is an introductory environmental issues and upper-level ecology course. Following is an example of one service learning project among many. Early on in the course, the teacher and students discuss water pollution, with a particular emphasis on non-point source pollution caused by stormwater runoff from impervious surfaces, like roads, roofs, and parking lots. Students complete a homework assignment in which they use publicly available databases and internet resources to find information about water quality in their local water bodies and in their drinking water. In sharing their results with their peers, they find many similarities among their towns and local communities and discover that stormwater runoff is an important source of pollution to streams and rivers in the suburban watersheds students live in. Engaging in solutions to this problem through service learning activities then becomes a way to enable students to apply their classroom learning to real-world situations that are meaningful where they live and work.

Students volunteer at two local environmental non-profit organizations on watershed protection and water quality issues with AmeriCorps volunteers embedded in both organizations who are eager to work with students. The AmeriCorps volunteers deliver in-class and field-based trainings on stream assessment and rain garden maintenance techniques. Following these trainings, the students, under the collaborative supervision of the AmeriCorps volunteers and teacher, assess local streams and maintain rain gardens on and off campus. Both sets of actions have water quality implications; stream assessment results are shared with New Jersey's Department of Environmental Protection and are used to prioritize stream and watershed restoration efforts. Properly maintained rain gardens absorb stormwater from roads and roofs and filter out many pollutants through soil and plant functions while allowing the water to slowly drain to groundwater. Students complete 20 hours of service, document their work, and present their findings through both written group reports and poster presentations on campus. They also write individual reflective essays utilizing the standardized Teagle essay prompts.

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Change: this course now has a service learning requirement instead of an option. Also, the Teagle Foundation assessment protocol was developed for this course in 2015 and is used to the present. The partnership between RVCC and the two environmental organizations is new and has led to additional collaborative projects among these institutions, which allow additional service learning and co-curricular activities to emerge in the future. The AmeriCorps volunteers benefited because they were able to earn credit toward their AmeriCorps requirements for the trainings they delivered and the time they spent supervising the students in the field.

First-Year Sequence

Service learning is a requirement for our Pathways to Success course that is part of our First-Year Experience program. This includes the courses that are offered at the RVCC campus and ones at the high schools participating in our Concurrent Enrollment Program, part of the College's Early Credits Program. The students in these classes provide a defined service to the campus and community. They also reflect on their experiences through essays and in-class discussions. Examples of projects include service to food pantries and afterschool programs.

Change: service learning is now a requirement for all Pathways to Success courses offered to both college and high school students.

General Education

In addition to the Pathways to Success course, service learning is offered in an Introduction to Environmental Science course through RVCC's Concurrent Enrollment Program at Delaware Valley Regional High School. Students write an essay as part of their final exam to connect the service learning to some of the main concepts of the course. Topics include: sustainability, connected to food security or invasive species. Students are given a guide for writing the essay (prompts that require students to connect the service learning to course content. Students are also given the rubric for the essay ahead of time (modeled after the RVCC Teagle rubric described in the application). They have time in class to write the essay (approximately 2 periods). The essay is due on the day of their final exam.

Change: service learning has become a requirement in all Pathways to Success courses. Also, the successful outcomes from the Introduction to Environmental Science course have led Delaware Valley Regional High School to start developing their own Service Learning program and the RVCC Director of Service Learning and Community Engagement has offered faculty development workshops to help with this initiative.

6. Describe how community engagement is integrated into the following academic activities offered for credit and/or required by a curricular program by providing one or two examples from the following categories. Also, describe what has changed since the last classification.

- Student Research
- Student Leadership
- Internships, Co-ops, Career exploration
- Study Abroad/Study Away
- Alternative Break tied to a course
- Campus Scholarship Program

Student Leadership: Samantha Edge has proven her dedication to service, demonstrating her passion and leadership skills through her service learning activities. During the Fall 2021 semester, while enrolled in the Administrative Medical Assisting Principles course, Edge worked with All Women's Healthcare in Flemington to develop materials for its Centering Pregnancy Program. Edge worked with the Practice Manager and collaboratively planned a project that would promote an innovative way to conduct prenatal care in a group

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setting. Because of COVID, Edge was not able to find a compatible in-person placement, so she went above and beyond to design a remote project with a local women's center. She demonstrated professional communication with healthcare staff, was receptive to feedback about the materials she designed, and was creative in both her vision and execution of the project.

Upon graduation of the program, Edge plans to continue her studies in the College's RN program and aspires to be a labor and delivery nurse. She recently was recognized for her work in RVCC's Nota Bene exhibit at <https://rvcclibrary.omeka.net/exhibits/show/notabene22/item/46>. Nota Bene celebrates the power of imagination by showcasing outstanding student work from across the curriculum. The students have been nominated by faculty members, and their submissions feature a diverse mixture of literature, videos, demonstrations, and visual artwork.

Change: this project created by the student has become a new community partner for the Service Learning Program.

Career Exploration: Maria Scarpantonio, a first-year environmental science major, was actively involved in career exploration by participating in three service learning projects for different classes during the spring 2022 semester. Through her Environmental Science and Sustainability course she completed over 20 hours of service at the Raritan Headwaters Association; in her Energy, Environment and Climate Change course, she volunteered over 15 hours at Grow it Green Morristown; and through her English Composition II course, she volunteered over 15 hours at the RVCC Resource Center/Food Pantry. According to Maria's class reflections, her service learning experiences have directed her to a career related to watershed management and sustainability. Even after her course requirements have been met, Maria continues to volunteer so that she gains more experience for her chosen career. As a result of her service learning, Maria learned new skills, increased her knowledge of a new profession leading to a change with her academic major. She also reported that her service learning helped her become more interested in solving problems around local environmental issues as part of her future workplace, and as a citizen of the world. Maria plans on transferring to Oregon State University to continue her studies in sustainability, watershed management under the umbrella of agroforestry. Maria received the RVCC Non-Profit Civic Engagement Award for her service learning work with three non-profits.

Since the last reclassification, this award has been created to recognize outstanding service to non-profit organizations.

7. Provide a summary narrative describing overall changes and trends that have taken place related to curricular engagement on campus since the last classification. In your narrative, address the trajectory of curricular engagement on your campus – where have you been, where are you now, where are you strategically planning on going? Provide relevant links.

Where you have been:

RVCC is nationally recognized for its educational excellence, innovative programming, dedicated service to the community, environmental leadership, diversity initiatives, faculty scholarship and student projects.

Since the last reclassification, as evidence of our work and success, RVCC has received additional awards for its exemplary service learning and community engagement work.

2021. ALL IN Campus Democracy Challenge's 2021 Best Action Plan Award for the New Jersey Campus Voting Challenge – Community College. RVCC was honored for its action plan increasing student democratic engagement on campus.

2020. Inaugural Eduardo J. Padrón Award for Institutional Transformation as one of six colleges and universities in the country to be recognized by Campus Compact for outstanding work in pursuit of the public purposes of

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higher education and one of only two community colleges in the U.S.—and the only New Jersey college—to receive the award.

2019. Gold Seal in the 2019 ALL IN Challenge Awards for increasing in student voter engagement.

2018 – New Jersey State Governor’s Jefferson Award for extraordinary volunteer/public service contributed by service learning students.

Link to Awards: https://drive.google.com/file/d/1blxQZtcjzePacSMIcuQieVPI-NLvASyL/view?usp=share_link

Where we are now:

The College has fostered an institutional culture committed to engagement in meaningful civic actions for diverse populations. A new two-year AmeriCorps position was added to increase curricular and co-curricular volunteering to meet the growing demand for these civic engagement experiences and record all engagement activities using Give Pulse, an online tracking tool. This position resulted in hiring a part-time Service Learning Program Coordinator to continue advancing service learning and community engagement work after the AmeriCorps two-year term ended. New service learning courses, clubs and awards for engagement have been developed. Engagement and service-related activities have been effectively coordinated across academic, co-curricular and non-academic programs. A formal committee for political and democratic engagement has been developed called RVotes Matter described in this application.

Where are you strategically going:

Major goals to achieve success for outreach programs and partnerships include:

- ☐ Increasing students’ engagement with campus and community opportunities.
- ☐ Providing career-focused projects for work preparation.
- ☐ Enhancing community engagement grant development.
- ☐ Responding to increasing ethnic diversity in the community.
- ☐ Expanding support of faculty development for community engagement.
- ☐ Continuing to track, document, assess and institutionalize service learning and community engagement.
- ☐ Focusing on important community issues to amplify the number of students who are committed to lives of engagement as citizens, enhance employability especially for marginalized populations, expand and deepen community partnerships.
- ☐ Addressing growing trend of students interested in community service through a co-curricular track when their courses are not offering service learning.
- ☐ Continuing to work with community partners to create new placements and maintain existing partnerships that meet the changing needs of faculty and students.
- ☐ Fostering a results-oriented institutional culture to provide programs and services that engage students, track and document internal data to inform ongoing improvement.
- ☐ Adding service learning as a requirement for graduation in the Honors College.
- ☐ Developing special service learning projects for Honors and Workforce classes.

SECTION 11: Co-Curricular Engagement

1. Describe how community engagement is integrated into institutional co-curricular practices by providing at least two but not more than four examples from the following categories. For each example, describe what has changed since the last classification (maximum word count 1000).

- a. Social Innovation/entrepreneurship
- b. Community service projects - outside of the campus

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- c. Community service projects - within the campus
- d. Alternative break - domestic
- e. Alternative break - international
- f. Student leadership
- g. Student internships/co-ops/career exploration
- h. Student research
- i. Work-study placements
- j. Opportunities to meet with employers who demonstrate Corporate Social Responsibility
- k. Living-learning communities/residence hall/floor
- l. Student teaching assistants (provided the TAs are not receiving credit)
- m. Campus Scholarship Program
- n. Athletics
- o. Greek Life

☐ Student Leadership: In spring 2020, a team of 25 students developed a Census 2020 project. Through virtual social media platforms such as Facebook, Instagram, YouTube, Twitter and RV-Connect (mobile application students use to find out about events and services on campus, and staying connected to other RV students), students contacted over 3,000 RVCC students, raising awareness about the importance of completing the Census and encouraging their family and friends to become involved. The students also sent out targeted email messages to active students, full-time faculty and staff, adjunct faculty, and part-time staff, thereby reaching over 8,000 RVCC community members.

The biggest challenge to this project was the COVID-19 pandemic and having to design the activities so that they worked virtually. The activities and final products that were created included the following.

- Census PowerPoint presentations in English and Spanish explaining the importance of the Census and how to complete it.
- Census Social Media PowerPoint Marketing Strategy plan highlighting important social media platforms that can be used to promote and bring awareness about the Census to a wide range of audiences among campus and community members.
- Targeted email messages to students, faculty, and staff; social media postings.
- Article about the Census.
- Census Art Project.
- Video on the Census utilizing interviews to gain perspectives from students and representatives of the New Jersey Secretary of State's office. 2020 Census Video:
<https://rvcc.hosted.panopto.com/Panopto/Pages/Viewer.aspx?id=4fe927ec-0430-4bf7-80fb-abe4011424fa>

Change: Students created a new Census project that had never been brought to campus. They also encouraged the student body to continue democratic engagement activities through participation in the Colleges' RVotes Matter Campaign and ALL IN Democracy Challenge, both of which are student-led initiatives geared toward increasing voter awareness and registration.

☐ Student Internship: Sydney Lehrer has been volunteering at Safe Harbor Child Access Centers in Flemington since 2020. The organization provides court ordered supervised parenting time, therapeutic parenting time, monitored custodial exchanges and programs for children who are healing from trauma. Sydney always loved learning other languages and wanted to do something where she could share that passion with others in her community. Sydney created a free program offering English classes to their Spanish-speaking community and a multi-week lesson plan focusing on basic English grammar and proper pronunciation. She developed a small but tight-knit group of men and women who simply wanted to learn. Sydney notes that "the most rewarding feeling was not only seeing my students master the basics of the English language, but watching their confidence grow inside and outside the classroom."

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In summer 2022, Sydney volunteered for a month in Oaxaca, Mexico at three hospitals hosting vaccination clinics. She is an active member of the Honors College and President of the Phi Theta Kappa Honor Society with plans to reinstate the RVCC campus fitness club.

Sydney is a recipient of the President's Volunteer Service Gold Award from the White House for volunteering over 300 hours during a one-year period and the Campus Compact Newman Civic Fellowship Award for 2023 – 2024.

Change: Safe Harbor is a new placement for the Service Learning and Community Outreach Program and new opportunities are now available to work with an international population

🔗 Student Career Exploration: Joshua Ian Almazan, a second-year engineering major, has volunteered over 100 hours at the Somerville Township Municipal Engineering Department. Joshua completed the following activities:

- Helped Township engineers with support for mapping, status reports, inspections, and field work.
- Assisted with surveying sites needed for the current drainage situation in Somerville caused by rainstorms.
- Measured bluestone sidewalk and map out on town blueprints and current asphalt projects.
- Worked independently and accurately to input all data into Excel.
- Utilized Project Management Portfolio system and input data from Somerville's power energy into PSEG's site.

Joshua's career goal is to become a structural engineer in an engineering firm and/or a civil engineer in the US Air Force. He is graduating in August 2023 and continuing his education for a B.S. in Civil Engineering at New Jersey Institute for Technology.

Joshua received the President's Volunteer Service Award from the White House for 100 hours of service.

Change: The Somerville Township Municipal Engineering Department is a new placement and this is the first time an RVCC engineering student received the President's Volunteer Service Award.

🔗 Community Service Projects - within the campus: A group of 15 students created a new RVotes Matter Campaign project to raise awareness about the importance of voting, how and where to vote. Students also created an Action Plan for voting. Initially, a campus-wide team was convened that also included Student Clubs, Academic Affairs, Library and other campus members. The plan formalizes RVCC's commitment to:

- Helping students develop civic literacy as well as self-awareness as citizens.
- Promoting intentional service activities for college students to become democratically engaged in political processes.
- Enhancing dialogues about issues affecting students, the community, and the world.
- Providing opportunities for students to effect positive change in their communities through knowledge, advocacy, and action.
- Working to increase awareness of the political process, especially voter registration and voting, is the primary goal of this action plan. Education of our student voters is of paramount importance; the ability to make informed decisions when voting is critical to the functioning of our democracy.

The projects helped the College earn the ALL IN Campus Democracy Challenge's 2021 Best Action Plan Award for the New Jersey Campus Voting Challenge for Community Colleges, the New Jersey Campus Voting Challenge for the Highest Voter Registration for two-year colleges and the Highest Voter Turnout, and the Most Improved Voter Turnout for two-year colleges. The College had a 62% voting rate, which was an increase of 16.6% from 2016. RVCC's voting successes earned the college a Silver Seal (60-70% student voter turnout) from the ALL IN Campus Democracy Challenge.

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Change: this group of students brought the RVotes Matter project to the campus which has been continued by other students every semester.

2. Describe any co-curricular engagement tracking system used by your institution that can provide a co-curricular transcript or record of community engagement.

Co-curricular engagement activities and events are documented on the College's Student Engagement Transcript. RVCC's Student Engagement Transcript is an official college transcript that is an endorsement of service learning and community service hours, leadership positions, civic engagement events attended, study abroad, internships, field experiences, research projects, and more. The transcript is given to students alongside the traditional academic transcript which students provide to prospective employers, transfer colleges or graduate schools. The transcript helps students demonstrate how they were engaged in their chosen field while learning about responsibilities of citizenship and service in the global world. Combined with the academic transcript, a comprehensive account of education, from inside and outside of the classroom, is created enhancing resumes, portfolios and college applications. Students appreciate having the transcript to showcase all their engagement activities and the feedback from employers and colleges has been extremely positive. It has helped students with admission to colleges upon transfer as well as being exempt from pre-requisites for certain programs of study. Employers also have used the transcript as part of the interview and hiring process.

The transcript is created in the College's main database, Banner, either through tracking from the Service Learning Office or Student Life. The information entered into the Banner database is stored permanently and can be used for other assessments such as a comparison of co-curricular participants versus curricular service learning participants. The stored data also can be used to assess retention and graduation rates, time to degree completion, grade point average, demographics, etc.

SECTION 12: Pathways for Student Development and Learning Through Community Engagement

1. Describe the curricular and co-curricular developmental pathways through which students can progress to increasingly complex forms of community engagement over time.

Examples include the following:

Yash Goyal, a second-year business student, has demonstrated how a student can be engaged with seven different programs that provide outreach to the campus and community. Through curricular service learning in an environmental science class and during the challenging times of the pandemic, he helped to guide fellow students and create positive change in the local community. His efforts included volunteering at statewide beach clean-ups; removing invasive plant species in rain gardens; repairing deer enclosures; working to restore gardens for future planting. This led to several co-curricular activities that included writing articles on climate change submitted through the College's Center for Environmental Studies. He also volunteered at Rutgers University packing COVID-19 testing kits sent to neighboring communities and helped the Environmental and Rotaract Clubs, and Phi Theta Kappa Honor Society with service projects. His activities led to his acceptance in the Sanofi Corporate Mentorship Program and Honors College as well as serving as the student representative on the advisory board for the Morris and Dorothy Hirsch Research Library of The Holocaust, Genocide, and Racism at RVCC. Yash was nominated by the RVCC College President and received the Campus Compact 2022 Newman Civic Fellowship Award. The Newman Civic Fellowship recognizes students who stand out for their commitment to creating positive change in communities locally and around the world.

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☐ The RVCC Food Pantry was initially created by members of the Student Nurse Association to address the growing concern of food insecurity among college students as their service project in fall 2016. The students did research on food insecurity and addressed the issue by collecting food for the local Somerset County Food Pantry. In spring 2017 semester, the same students took up this initiative as a service learning project for their capstone course, Trends in Nursing. As part of their required course work and after several months of research, visiting other food pantries and talking with administrators and faculty, the students developed a proposal to start a food pantry on the RVCC campus. The proposal was presented to the Administration and accepted with a space provided on campus for the new pantry. In spring of 2018 a new group of Trends in Nursing students quickly took up the opportunity to develop a website for the food pantry as their service learning project. In spring 2019 semester, a new group of Trends in Nursing students created a uniform exchange program for students because the clothes are very costly and the exchange program will help students in need.

Today, the Food Pantry is wholly supported by students who contribute through their curricular service learning from many different course and co-curricular projects.

Video of the RVCC Food Pantry:

<https://youtu.be/sjuCImuQxZk>

2. Provide a narrative that speaks broadly to involvement of students in community engagement, such as the ways students have leadership roles in community engagement (give examples), or decision-making roles students have on campus related to community engagement (planning, implementation, assessment, or other). How has student leadership in community engagement changed since the last classification? How is student leadership in community engagement recognized (awards, notation on transcript, etc.)? Provide relevant links.

Student leadership development is an important outcome of community involvement and evidenced by many students who use their knowledge and resources to design service projects. Service learning projects are strengthened by opportunities for leadership training and students develop skills for lifelong involvement in service, principally to the communities where they work and reside.

Students also assume leadership roles in shaping the College's commitment to promoting and sustaining community engagement that include the following.

☐ Students participate on major institutional committees including those that make important decisions such as serving as an Alumni Representative on the Board of Trustees. Also, Student Government representatives present their community engagement work at monthly Forum meetings which is a shared governance body of faculty, administrators and staff.

☐ Student Government members help students with pioneering fundraising initiatives, hosting leadership seminars, and allocating funds for awesome and diverse school clubs.

☐ Student Life Activities & Planning (SLAP) Board provides diverse, co-curricular, meaningful, educational, social, cultural-based and fun programs and activities that enrich the student experience.

☐ Students participate in student and faculty orientation programs sharing the College's commitment to service learning and community engagement.

☐ Students participate in the RVCC Environmental Sustainability Committee supporting community engagement, and serving as a resource for members of the community through outreach and educational events.

☐ Students are supported by the College for student-initiated efforts with community organizations. For example, the RVCC Foundation provides funds up to \$1,000 for students to submit proposals for engagement projects that serve the community.

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Since the last reclassification:

- ☐ In spring 2022, a new student position has been created on the Foundation Board and Forum, the shared governance body.
- ☐ In 2018 Student Life created the National Society of Leadership and Success NSLS organization that provides a life-changing leadership program that helps students achieve personal growth, career success, and empowers them to have a positive impact in their communities. As of 2022, students are now required to serve 10 hours at a community organization and to reflect on their experience.
- ☐ In spring 2016, with funding from Sanofi US, RVCC launched the Sanofi Corporate Mentor Program. The program provides a platform for a transformative educational experience outside the classroom by empowering students to realize their full potential, develop self-efficacy, build essential career competencies and forge a path towards their personal and professional goals including service to the community.
- ☐ In Fall 2022, RVCC received funding from the Pray Foundation to support:
Raritan Valley Community College Service Learning Leadership Award; Non-Profit Civic Engagement Award; Sustainability Service Award; Trends in Nursing Service Learning Award; Campus Compact Newman Civic Fellowship Award; RVCC Civic Engagement Student Ambassador Award.

Service learning and community engagement activities are always documented on the Student Engagement Transcript. The transcript is an official college document like the academic transcript that notes all engagement related work and described in detail in this application.

RVCC Students Receive National Honors with President's Volunteer Service Award:

https://drive.google.com/file/d/16mej7jJ1BUljbDqXUqz1iVCoc7_5zSXE/view?usp=share_link

Criminal Justice Student Receives RVCC Service Learning Leadership Award:

https://drive.google.com/file/d/13zyftqvHJ0hTBlvGdsACqS66vDz7Ffa/view?usp=share_link

3. Describe how your campus has designed new programs and initiatives, or re-designed existing ones, to both increase students' access to and participation in community engaged activities (particularly students who are not currently engaged) so that a relatively larger portion of students have the opportunity for developing the cultural competencies, asset-based approaches, and values of reciprocity for engaging with communities.

New:

- ☐ Students interested in the Environmental Sciences can apply to engage in the Ecology Experience Abroad course. After spending a semester learning background information and mastering key concepts related to tropical ecology, the physical geography and flora and fauna of the Brazilian Atlantic rainforest, the history of forest use and destruction in the region, and basic cultural literacy and conversational Portuguese, students travel to the Michelin Ecological Reserve in Bahia, Brazil to learn about tropical ecology, conservation, and restoration while providing service to different organizations.
- ☐ In spring 2022, the Service Learning and Community Outreach Office created a new partnership with the Somerset County Municipal Offices enabling students to volunteer or intern throughout the state at any municipal office. Also, based on the success of an existing partnerships with the Hillsborough Municipal Office, the Service Learning Program is serving as a model for other NJ colleges to develop similar partnerships with the Somerset County.
- ☐ Beginning fall 2022, the Honors College instituted a service learning requirement for graduation.
- ☐ In 2021, the Service Learning and Community Outreach Office received a grant from the New Jersey Council of Humanities to host a live public presentation, "When Community Becomes the Classroom, Everyone Wins," as part of their statewide Democracy Conversation Project.

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☐ In 2018, the RVotes Matter project was created with small grant funds from Civic Nation. RVotes Matter is a comprehensive civic engagement program that includes voter registration, voter education, community service, and general civic engagement both on campus and in our surrounding community.

Redesigned:

☐ In 2019, the NJ Council of Community College Presidents approved an updated unified general education course list for all 18 NJ community colleges. RVCC students have multiple ways to expand their global and cultural awareness (GCA) including enrolling in one of almost fifty GCA-designated courses and study abroad.

☐ The Service Learning and Community Outreach Office provides curricular and co-curricular opportunities for students to expand their cultural and global awareness through initiatives supported by academic departments, Student Government, the Paul Robeson Institute, the Institute for Holocaust and Genocide Studies, the Center for Diversity and Inclusion, the Women's Center, and Study Abroad opportunities. For examples, The Paul Robeson Institute for Ethics, Leadership, and Social Justice offers programs throughout the year that emphasize the core values needed by young adults for leadership roles and civic participation in the 21st Century. The Institute for Holocaust & Genocide Studies provides reference materials for students along with seminars, workshops, and presentations aimed at promoting awareness, understanding, and compassion. The Women's Center hosts academic programming related to the study of women, gender, sexuality, and/or related topics.

☐ A service learning required component has been added to several college courses offered at local high schools through RVCC's Concurrent Enrollment Program.

☐ RVCC's Career and Technical Training grant program now includes a service learning component for the courses that are offered as part of the grant. Course examples include business administration, criminal justice, human services, early childhood education, nursing, medical assisting.

SECTION 13: Community Engagement and other Institutional Initiatives

1. Indicate if community engagement is intentionally and explicitly aligned with or directly contributes to any of the following additional institutional priorities: (Check all that apply)

campus diversity, inclusion, and equity goals (for students and faculty)
efforts aimed at student retention and success
encouraging and measuring student voter registration and voting
development of skills and competencies to engage in dialogue about controversial social, political, or ethical issues across the curriculum and in co-curricular programming
social innovation or social entrepreneurship that reflects the principles and practices of community engagement
the campus institutional review board (IRB) provides specific guidance for researchers regarding human subject protections for community engaged research
efforts that support federally funded grants for Broader Impacts of Research activities of faculty and students
outreach activities
lifelong learning (non-credit)
campus food security programs (internal and external)

2. Describe at least two but not more than four examples from question one, including lessons learned and improvements made over the past two years (maximum word count 1000).

Example # 1: Outreach activities. In 2018, RVCC applied and received a \$1,850 mini-grant from the Democracy Commitment to participate in the project, Engage the Elections: 2018, a program to advance non-partisan

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electoral engagement on community college campuses. RVCC was one of only 14 community colleges in the country—and the only New Jersey college—to be awarded the mini-grant. The project was a collaboration with Service Learning, Student Life and Student Government Association.

Lessons learned:

❑ Developing a campus democratic engagement action plan in 2020 with the assistance of the national organization, ALL IN Campus Democracy Challenge, was a key step in moving us toward institutionalizing nonpartisan democratic engagement. The project also helped to yield ideas, insights, principles and practices that reflect the unique challenges and opportunities for community college campuses in the context of their special ties to their communities and resources useful to our broader network of community colleges.

Improvements and outcomes:

❑ RVCC's Action Plan helped to increase voter registration that resulted in the College being recognized by the ALL IN Campus Democracy Challenge as one of the 2022 ALL IN Most Engaged Campuses for College Student Voting.

❑ An increase in student voting was improved by RVCC signing the ALL IN Campus Democracy Challenge Higher Education Presidents' Commitment to Full Student Voter Participation in 2021. The College committed to encouraging all eligible students to register to vote and cast informed ballots in the general elections and beyond and to fostering a campus culture that supports nonpartisan student civic learning, political engagement and student voter participation.

❑ An Action Plan was prepared that helped the College win the ALL IN Campus Democracy Challenge's 2021 Best Action Plan Award for the New Jersey Campus Voting Challenge – Community College. RVCC was honored for its action plan for increasing student civic engagement on campus – a project coordinated by Service Learning, Student Life and Student Government. The New Jersey Campus Voting Challenge is a nonpartisan competition among NJ higher education institutions, focusing on their commitment to increasing student voter participation and engagement on campuses across the state. Also honored in the New Jersey Campus Voting Challenge for the Highest Voter Registration for two-year colleges and the Highest Voter Turnout and the Most Improved Voter Turnout for two-year colleges. The voting participation was based on the 2020 election.

❑ Efforts to increase student voter registration helped the College earn a “gold seal” in the 2019 ALL IN Challenge Awards for its student voter engagement. The awards recognize colleges and universities across the country that are committed to increasing college student voting rates. Institutions that earn a gold seal have achieved a student voting rate between 40-49 percent.

Example #2: Encouraging and measuring student voter registration and voting. In fall 2022, the College's Service Learning Program created the first RVCC Poll Worker project to recruit college students as poll workers for the General Election on November 8 and receive academic credit for their service. In June 30, 2022, The New Jersey Governor informed the Secretary of Higher Education and the Director of the Division of Elections in the Department of State, to allow a student enrolled in an institution of higher education to earn academic credit for an undergraduate degree program for each one full shift that the student serves as a poll worker during an election held in the State.

Lessons learned:

❑ Encouraged more faculty from different disciplines to include a service learning component in their courses and developed a sequence of service learning courses across disciplines.

❑ Taught students how to become active, caring citizens and leaders in confronting important social issues.

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- ☐ Provided students with the chance to create a better place to live and work for its citizens.
- ☐ Helped service learning, community and democratic engagement become more highly developed and institutionalized at RVCC.

Improvements and outcomes:

- ☐ Established an important awareness on campus and in the community about the alignment of teaching, research and service for greater participation in civic and democratic life.
- ☐ Engagement and service-related activities were effectively coordinated across academic, co-curricular and non-academic programs.

Example #3: Social innovation or social entrepreneurship that reflects the principles and practices of community engagement. In November 2022, RVCC applied and was awarded a \$75,000 grant from the National Institute for Innovation in Manufacturing Biopharmaceuticals. The grant will allow RVCC to run a week-long summer immersion program for underserved students, letting them explore careers in the biopharmaceutical manufacturing industry. The students, freshman and sophomores majoring in STEM subjects, will be housed at a nearby hotel, will receive a \$500 stipend, and will attend a variety of off campus experiences. These experiences will include industry tours, networking events, and one-on-one coaching sessions.

<https://www.raritanval.edu/general-information/newsroom/rvcc-awarded-grant-offer-free-summer-immersion-program-focusing-career-biomanufacturing-life-sciences>

Members of the Society of Women Engineers (SWE) Collegiate Affiliate at RVCC presented their “How to Make Electricity” hands-on demonstration to more than 100 families during the Raritan Valley Science & Technology Showcase, held Oct 1, 2022 at a local mall. Carrying simple copper coils, magnets, and several LED lights, the SWE members showed children how to make electricity by pulling the magnet through the coil of copper wire and causing the LED lights to illuminate.

Lessons learned:

- ☐ Helped students achieve a greater understanding of the course content by creating authentic experiences where students learn how to make connections between course theories through a practical application in a community setting.

Improvements and outcomes:

- ☐ Student Clubs are making stronger efforts to reach out to the community with projects.
- ☐ The College has fostered an institutional culture committed to engagement in meaningful civic actions for diverse populations.

3. Provide a narrative describing and trends that have taken place related to alignment of institutional priorities since the last classification. In your narrative, address the trajectory of alignment of community engagement with the institutional priorities – where have you been, where are you now, where are you strategically planning on going? Provide relevant links.

RVCC has worked to instill a high level of understanding and advocacy for service learning and community engagement initiatives on campus and in the community. There have been many positive institution-wide efforts that include the development of model curricular and co-curricular practices; the promotion of sustainable community partnerships; and the development of good citizenship practices. Service learning and community engagement have become highly developed and institutionalized demonstrated by national honors we have received.

-2020 Campus Compact Eduardo J. Padron Award for Institutional Transformation: <https://drive.google.com/a/ranxmedia.com/file/d/13pR817EL0tFpD45IQDHLUVNhUIVGDDbu/view?usp=sharing>

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-RVCC's President serves on Campus Compact's Community College Network Leadership Board and EngageNJ, formerly NJ Campus Compact.

-The Director of Service Learning serves on the National Advisory Panel for the Carnegie Foundation's Community Engagement Classification and has been a Co-Facilitator for Campus Compact's Community College Network Communities of Practice. This work plays a central role in our commitment to civic engagement helping to build and deepen local, regional and national efforts.

Present: To deliver a rigorous and comprehensive engagement experience for students, the College has implemented multiple initiatives to increase strategic external partnerships with K-12 schools, four-year institutions, business and industry, government agencies, and community-based organizations to provide transfer opportunities, internships, cooperatives, and employment opportunities and to promote leadership, professional, and personal growth; and programs targeted at increasing equity, sustainability, collaboration, and civic engagement, part of our institutional effort to help promote engaged and ethical citizenship. RVCC has made significant investments in workforce education:

- offering workforce programs that provide students innovative practices such as registered apprenticeships, service learning, internships, and industry recognized credential programs;
- developing programs that incorporate entrepreneurship, resiliency, adaptability skills, and soft skills competencies to prepare our students for the workplace;
- using public and private funding streams to develop a talent pipeline with 21st century skills for regional business, focusing on New Jersey in-demand occupations.

Strategic Plan: RVCC is proud of its accomplishments and nationally recognized Service Learning program, community engagement activities and outreach partnerships. The new strategic plan builds on these successes, identifies the challenges facing the College and establishes a framework for continued success. We are committed to setting the highest standards and benchmarking all of our achievements with the most successful institutions in the country and tying our Guided Pathways to the new Strategic Plan: https://docs.google.com/document/d/140o9y3ICDOQIK4eNhQ4s21EyQsu7MQPe/edit?usp=share_link&ouid=102777561834582832518&rtpof=true&sd=true Guided Pathways Chart https://drive.google.com/file/d/1cAHRe_mbGZDEvRLfQDa1gKYSIqzixuMG/view?usp=share_link.

Major goals to achieve success for outreach programs and partnerships include:

- Increasing students' engagement with campus and community opportunities.
- Training students in career-focused programs to be well prepared for work.
- Increasing the level of Foundation support for community engagement.
- Responding to increasing ethnic diversity in the community.
- Expanding support of faculty development to advance teaching and learning.
- Continuing to strengthen RVCC as a local, regional and national leader in the field.
- Building strong models of curricular engagement so that students and faculty from all disciplines would have multiple opportunities for participation, leadership, and scholarship.
- Establishing and maintaining long-term, sustainable, mutually-transformative partnerships across campus and between the campus and community.

SECTION 14: Reflection and Additional Information

1. Reflect on the process of completing this application. What learnings, insights, or unexpected findings developed across the process?

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Our Carnegie Reclassification process has provided us with increased recognition and visibility of our service learning and community engagement efforts that faculty, students and community partners are involved with annually. Importantly, the reclassification process has identified the richness and diversity of our service learning and community engagement partnerships and the myriad ways we are confronting and solving issues of public concern collaboratively.

The process was very important to the College as it emphasized our commitment to building an engaged campus and community focus. As a self-study process, we were able to collect, assess and highlight promising practices, initiate new opportunities and foster alignment of our engagement efforts.

The Carnegie Classification process helped us recognize all of our engaged scholarship, teaching, learning and outreach that are part of our mission as a community college. Furthermore, it provided the chance to continuously share the impact of our engagement work locally, regionally and nationally through conference presentations, professional development trainings and publications.

The information we have gathered will help us facilitate curricular and co-curricular changes as well as continue building our service learning and community engagement work in impactful ways. As we explored and examined the breadth and depth of the opportunities offered to students, faculty and our community partners, we were able to develop more meaningful and mutually successful relationships and improved pathways for engagement.

The Carnegie Community Engagement Reclassification demonstrated our commitment to integrating community engagement into the fabric of the College. It has proven to be one of the best ways to document and benchmark our outreach efforts.

It has been a timely effort because the Carnegie Reclassification aligned with our Middle States Accreditation Self-Study and new Strategic Plan. All of this work has heightened and reaffirmed our commitment to assessing our community engaged teaching, learning and outreach efforts.

2. During the process of completing the application, did your campus work with a consultant, attend a workshop/webinar, or utilize other resources? If yes, what resources were utilized? This is also an opportunity to provide feedback on those resources.

Our campus did not work with a consultant or utilize workshops/webinars or other resources.

The Director of Service Learning and Community Engagement led Communities of Practice (COP) sessions and co-presented at conferences for community colleges that were hosted by ACE/Carnegie and Campus Compact. The Director also provided advice and tips through conference calls with several community colleges interested in applying.

3. (Optional) Reflect on who was around the table, who was missing, representation of the community members, and how might these voices have improved this report.

-- empty or did not respond --

4. (Optional) Use this space to elaborate on any question(s) for which you need more space. Please specify the corresponding section and item number(s).

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-- empty or did not respond --

5. (Optional) Is there any information that was not requested that you consider significant evidence of your institution's community engagement? If so, please provide the information in this space.

Raritan Valley Community College has received numerous awards and recognitions for its service learning, democratic and community engagement work:

https://drive.google.com/file/d/1blxQZtcjzePacSMIcuQieVPI-NLvASyL/view?usp=share_link

National Student Leadership Award from Campus Compact: <https://www.raritanval.edu/general-information/newsroom/liberal-arts-student-na>
<https://www.raritanval.edu/general-information/newsroom/students-receive-national-honors-presidents-volunteer-service-award>
[med-national-fellow-civic-engagement-organization](https://www.raritanval.edu/general-information/newsroom/students-receive-national-honors-presidents-volunteer-service-award)

Students Receive National Honors with President's Volunteer Service Award:

<https://www.raritanval.edu/general-information/newsroom/students-receive-national-honors-presidents-volunteer-service-award>

Criminal Justice Student Receives Service Learning Leadership Award:

<https://www.raritanval.edu/general-information/newsroom/students-receive-national-honors-presidents-volunteer-service-award>

RVCC Student Receives Nonprofit Civic Engagement Award:

https://drive.google.com/file/d/1xRsJNrt9-JRYOIjOf9nIWehsEofS_GiZ/view?usp=share_link

6. (Optional) Please provide any suggestions or comments you may have on the application process for the Elective Classification for Community Engagement.

-- empty or did not respond --

7. Request for Permission to use Application for Research and Training:

In order to better understand the institutionalization of community engagement in higher education, we would like to make the responses in the applications available for research and training purposes for the Carnegie Foundation, their administrative partners, and other higher education researchers. Only applications from campuses that agree to the use of their application data will be made available for research and training purposes. No identifiable application information related to campuses that are unsuccessful in the application process will be released to researchers. We encourage you to indicate your consent below to advance research on community engagement.

Please respond to A, B, or C below:

B. I consent to having the information provided in the application used for the purposes of research and training application reviewers. In providing this consent, I also agree that the identity of my campus may be revealed.

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8. Before you submit your final application, please provide a list of community partners that should receive the partnership survey. Include the partners described in Section 4, but you may include additional partners up to a total of 15 ([see guide for partnership survey information](#)).

Surveys will be sent to community partners when emails are inputted in this section. Please do not add partner contacts until your campus is ready for emails to be sent.

- a. Partner Organization Name**
- b. Partner Organization Contact Full Name**
- c. Partner Organization Contact Email Address**

Partner #1

Community Partner Contact	Ms. Ranji Chopra, Executive Director
Community Partner Name	Martin Luther King Youth Center
Email	mlkychopra@aol.com

Partner #2

Community Partner Name	Safe Harbor Child Access Centers
Email	safeharbor17info@gmail.com
Community Partner Contact	Ms. Carol Dvoor, Director/President

Partner #3

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Community Partner Name	Achievement Center at Raritan Valley Community College
Email	bobh@thearcofsomerset.org
Community Partner Contact	Mr. Bob Hulit, Curriculum Coordinator

Partner #4

Community Partner Contact	Stacy Grady, Science Supervisor
Email	stacygrady@dvrhs.k12.nj.us
Community Partner Name	Delaware Valley Regional High School – Pathways to College Success

Partner #5

Community Partner Contact	Eric Petrik - Work-Based Learning Coordinator
Community Partner Name	Hunterdon Preparatory School
Email	epetrik@hunterdonprep.org

Partner #6

Community Partner Contact	Dr. Wilhelmus Van Der Veen, Director
Community Partner Name	Science Education Institute
Email	Wil.Vanderveen@raritanval.edu