

2020: Re-Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by North Shore Community College on 11/5/2018. Last modified on 7/19/2020.

Application Deadline

April 15th, 11:59pm EST

Data Provided

When reporting academic year data, campuses should use data from academic year 2017-2018. For example, the number of community based courses per year should correlate with 2017-2018 data.

When reporting institutional data, be sure to identify the semester and year within which the data was collected. That data should not be older than 2017-2018. For example, if your institution participated in the NASCE, NSSE, or other assessment tools in the fall of 2018-2019, you may use that data in your reporting.

Wherever requested, please provide links to relevant campus web resources in addition to evidence provided in the application. Reviewers may want to examine websites to provide additional clarification of the responses in the application. Reviewers may also ask for a telephone conversation to clarify evidence provided.

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.

Applicant's Contact Information

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

Title

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Institution

Mailing Address 1

Mailing Address 2

City

Danvers

State

Massachusetts

Zip Code

Phone Number (e.g., 1-123-345-5678)

Full Name of Institution's President/Chancellor

President/Chancellor's Mailing Address

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President/Chancellor's Email Address

Campus and Community Context

A. Campus:

Provide a description of your campus that will help to provide a context for understanding how community engagement is enacted in a way that fits the culture and mission of the campus. You may want to include descriptors of special type (community college, land grant, medical college, faith-based, etc.), size (undergraduate and graduate FTE), location, unique history and founding, demographics of student population served, and other features that distinguish the institution. You may want to consult your campus's IPEDS data (<https://nces.ed.gov/ipeds/Home/FindYourCollege>) and Carnegie Basic Classification data (<http://carnegieclassifications.iu.edu/lookup/lookup.php>).

Founded in 1965, North Shore Community College (NSCC) is one of the largest and most established of the 15 Massachusetts community colleges with campuses in downtown Lynn and Danvers, as well as a culinary arts and cosmetology center in Middleton. More than 250,000 residents have taken courses at NSCC, and over 38,000 have graduated from our degree and certificate programs. Enrollment for Fall 2017 was just over 6,000 students.

In 2016, NSCC was recognized by the U.S. Department of Education as a top 25 community college in the nation for advancing opportunities for low-income students. In 2017, NSCC was ranked 23rd nationally and first among MA community colleges for effectively serving adult learners. NSCC currently offers 75 degree and certificate programs, with full-time tuition and fees averaging \$6,060 annually, compared to \$9,410 at public four-year and \$32,405 at private four-year institutions (not including room and board). NSCC is an emerging Hispanic Serving Institution and has been recognized as a military-friendly school since 2010.

NSCC students include recent high school graduates, mid-life career changers, and adults finally chasing long-held dreams. Many are non-native speakers of English, and most work to support themselves and their families. More than 65% are first generation, 61% are female, and 40.3% are minorities, with Hispanic student enrollment representing more than half of the minority count. Almost half (49%) of NSCC students receive needs-based aid (46% are Pell-eligible). About a fourth (22.7%) of entering students test into developmental reading and writing, and almost half (48%) test into developmental math. The College serves predominantly low- to middle-income students representing a diversity of ethnic/racial/cultural backgrounds (58% Caucasian, 24% Latino/Hispanic, 9% African American, 5% Asian, and 4% non-disclosed, combined or other) and an increasing number of immigrants. With a high population of first-generation students, many are under-prepared for navigating the college environment while balancing work and other family responsibilities.

NSCC has 124 full-time faculty and approximately 325 part-time faculty. Faculty focus on teaching with a course load of five classes per semester. Currently, 27% of the full-time faculty hold doctorates, 64% hold Master's degrees, and an additional 10% hold some other professional credential. NSCC's faculty is highly experienced and accomplished, have significant experience in their respective fields, present at discipline-specific conferences, and participate in assessment activities. Faculty are dedicated to student success and have a long tradition of developing and implementing exemplar programs, including Service-Learning, the Green Curriculum Project, Women in Transition, and Tutor Linked Courses (TLC). North Shore faculty have received National Institute for Staff and Organizational Development (NISOD) Excellence Awards for extraordinary teaching in

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Communications, Economics, Sociology, and Health and Human Service Programs. NSCC prides itself on maintaining a quality academic experience for its students with a long-standing student to faculty ratio of 15:1.

B. Community:

Provide a description of 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 fits the culture and history of the partnership community(ies). You may want to include descriptors of special type (rural, urban, conservative, liberal, etc.), size (population), economic health, unique history, demographics of community population served/employed, and other features that distinguish the institution and community(ies). For local communities, you may want to consult your census data.

North Shore Community College is located in Essex County which comprises the northeast portion of the state of Massachusetts. The county is comprised of 35 communities, many of which are located in the college's primary service area. The communities include large densely developed urban areas along with small rural towns with cultural values that range from conservative to liberal.

In 2017 the county had a population of 775,860 with a median age of 40.8, comprised of 51.8% females and 48.2% males. The population is 80.6% white with Hispanic/Latino being the largest minority population at 19.6%. See table below and U.S. Census American Fact Finder American Community Survey 2017 estimate:

City Population White Black/African Am. Asian Hispanic

| | | | | | |
|-----------|--------|------|------|-----|------|
| Beverly | 41,431 | 94.8 | 1.0 | 1.6 | 4.2 |
| Glouceste | 29,858 | 95.7 | 1.3 | 1.1 | 1.9 |
| Danvers | 27,527 | 93.9 | 1.2 | 2.2 | 4.3 |
| Lynn | 93,069 | 46.9 | 13.3 | 8.1 | 38.9 |
| Peabody | 52,610 | 89.7 | 3.4 | 1.4 | 9.3 |
| Salem | 43,146 | 77.1 | 5.8 | 2.5 | 17.6 |

In terms of income, the county is home to both very wealthy communities and communities with high poverty rates (see table below). . Two of the communities, Lynn and Salem, have poverty rates higher than the state average of 11.1%. Poverty levels within the lower income communities are in some cases triple for Hispanic/Latino, Black/African American, and residents reporting as two or more races or some other race (Source: U.S. Census 2013-2017 American Community Survey 5 Year Estimates).

Community Median Income Poverty Rate (Individuals)

| | | |
|-----------------------|------------|------|
| Beverly | \$ 77,893 | 8.3 |
| Danvers | \$104,293 | 6.3 |
| Gloucester | \$ 65,348 | 8.5 |
| Lynn | \$ 53,513 | 18.2 |
| Manchester by the Sea | \$105,500 | 3.7 |
| Peabody | \$ 65, 085 | 9.8 |
| Salem | \$ 65,528 | 15.3 |
| Swampscott | \$105,169 | 6.1 |

The county has experienced economic and demographic changes over the past few decades, especially the urban centers. Of the 26 communities designated as Gateway Cities in the state, three are located in Essex County: Lynn, Salem and Peabody. These communities were historically home to well-paying industry jobs and served as

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“gateways” for those seeking the American Dream. These urban centers face a myriad of challenges, with many residents lacking the skills necessary to take advantage of opportunities presented by the new economy. For example, the City of Lynn, home to NSCC’s most populated campus, is one of six predominant settlement communities for immigrants and refugees in the state. This demographic shift is reflected in enrollment data for the Lynn school system, where 52.7% of students do not speak English as their first language, or have limited English proficiency (21.8%) in comparison to the state and nation (20.9% and 10.2% respectively) (MA DESE, District Profiles, Selected Populations 2017-2018 extracted 12/18/2018).

Foundational Indicators

Complete all questions in this section.

A. President/Chancellor’s Leadership Statement

A.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 OR upload a PDF copy of the letter below:

-- empty or did not respond --

A.1.1 Upload the letter from the President/Chancellor or Provost (Vice President for Academic Affairs)

- [NSCC President's Letter.pdf](#)

A.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.

A.2.1

Annual addresses/speeches:

President Pat Gentile was invited to speak on a panel at a state-wide civic engagement conference at Fitchburg State University in May of 2018. Her passion for civic engagement at North Shore Community College comes

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out in the speech found at the link below.

A.2.1.1 Web Link (if available)

<https://drive.google.com/open?id=1KmTLCyNXI8y-QIsGnMICCKEr11q5whll>

A.2.2

Published editorials:

The US Government Accountability Office recent report on food insecurity for college students confirmed high rates of students going without food and being hungry. President of North Shore Community College, Pat Gentile along with two other community college Presidents raised their voices to get this study done and to bring attention to this issue. Now that attention has been drawn to this issue, President Gentile calls for action to address it on our campuses.

A.2.2.1 Web Link (if available)

<https://drive.google.com/open?id=1MoablZiyq2w4mnvz79LRthLDJS-u0bkG>

A.2.3

Campus publications:

Community Engagement initiatives are publicized in a wide array of publications including the newly launched college website, the service-learning brochure, the weekly wave, the college bulletin, and the academic affairs Beacon newsletter. The attached link is a copy of the 2018 President's Report which highlights the 2018 Newman Civic Fellow and the Mobile Food Market among other community engagement initiatives.

A.2.3.1 Web Link (if available)

https://issuu.com/nscc/docs/nscc_president_sreport2018_final?e=1644989/65792767

A.2.4

Other:

President Gentile advocates for the role of the community college in meeting the needs of the disenfranchised in the editorial piece at the link below.

A.2.4.1 Web Link (if available)

<https://drive.google.com/open?id=1XBEO53nirIFBkDGcMExF-pomSen3Ld9c>

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B. Institutional Identity and Culture:

B.1.1 Does the campus have an institution-wide definition of community engagement (or of other related terminology, e.g., civic engagement, public engagement, public service, etc.)?

Yes

B.1.1.1 Please identify the document or website where the institution-wide definition of community engagement appears and provide the definition:

As a Carnegie Classified Community Engagement Institution of 2010, we have adopted the Carnegie definition of community engagement institution-wide:

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

Furthermore, the college has definitions for its service-learning and civic learning initiatives which fall under community engagement.

Faculty, staff, administrators, students, and community partners created the following definition as a part of the 2011-2012 self-study of the service-learning program:

Service-learning is a teaching and learning method that connects meaningful community service experiences with academic learning, focusing on critical, reflective thinking, and civic responsibility. Service-Learning enhances what is taught in college by extending students' learning beyond the classroom and providing opportunities for students to use their emerging and acquired skills and knowledge to meet real needs in the community.

This definition will be reviewed during the upcoming 2020-2021 self-study of the service-learning program.

The Civic Learning definition was developed by not only stakeholders from our institution but also stakeholders from across public higher education in the state of Massachusetts:

Civic learning means acquisition of the knowledge, the intellectual skills and the applied competencies that citizens need for informed and effective participation in civic and democratic life; it also means acquiring an understanding of the social values that underlie democratic structures and practices.

☐ The knowledge component of civic learning includes an understanding of the United States, including its history and governmental traditions, other world societies, and the relationship(s) between and among these cultures and nations.

☐ The intellectual skills component refers to qualities of mind necessary to engage effectively in civic activities.

☐ The applied competencies component refers to the practical skills and capacities needed to engage effectively in civic activities.

☐ The values component refers to understanding the social and political values that are associated with democratic and civic institutions.

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B.1.2 How is community engagement currently specified as a priority in the institution's mission, vision statement, strategic plan, and accreditation/reaffirmation documents? Provide excerpts from the relevant documents and a web link to the full document if it exists.

B.1.2.1

Mission or vision statement:

Under the leadership of Dr. Patricia Gentile, NSCC participated in a multi-pronged strategic planning process that included the voices of internal and external constituencies including community-based organizations. The resultant Mission Statement identifying the central role of community engagement was voted on, approved, and adopted in April 2016 by the Board of Trustees and Board of Higher Education.

The Mission and Vision form the foundation of North Shore's Strategic Plan which guides the institution at all levels from the Board of Trustees to each component of the College. Our mission calls for us to create a community which inspires students to be engaged citizens first and foremost locally but also nationally and globally.

College Mission

NSCC is a diverse, caring, inclusive community that inspires our students to become engaged citizens and to achieve their personal, academic, and career goals through accessible, affordable, rigorous educational opportunities aligned with regional workforce needs that prepare them for life in a changing world.

The College emphasizes the creation of responsive partnerships and collaborations as a focal point of its vision statement:

Vision

North Shore Community College is a beacon of hope and opportunity for those who learn, live and work on Massachusetts' North Shore. The College creates responsive partnerships and collaborations to make a positive difference for residents. By providing an educated and innovative workforce, North Shore Community College contributes to the economic vitality and resiliency of the Commonwealth.

In addition, our Value Statements emphasize community engagement as central to our thinking. Excerpts from NSCC's Value Statements include:

Purposeful Life and Global Citizenship. We are dedicated to empowering students to become lifelong learners and engaged citizens, to understanding the global landscape, and to equipping them for transformative careers.

Social Responsibility and Justice. We are committed to developing productive, collaborative relationships within the college and among our various constituencies so that we may serve to improve the quality of lives in the North Shore communities.

Sustainability and Resourcefulness. We uphold our heritage for tenacity, sustainability, responsible stewardship and equitable distribution of our resources.

B.1.2.1.1 Web Link (if available)

<http://www.northshore.edu/mission/>

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B.1.2.2

Strategic plan:

One of the core strengths described in NSCC's 2017-2021 Strategic Plan was our strong alliances and partnerships. The following is select content of the strategic plan which highlights the importance we place on community engagement:

Master Academic Plan

Increase learner-centric pedagogical practices by strengthening students' ownership of their learning through embedding civic engagement, global and cultural competence, and technological skills into the curriculum and fostering multiple course delivery methods to effectively reach all learners.

Strategies:

Incorporate learner centric/active learning modalities including applied learning, and experiential learning via collaboration with business industry and community partners.

Expand Service Learning Course offerings and increase the numbers of students participating in service learning and civic -focused co-curricular activities.

Partner with community agencies providing adult basic education for college readiness.

Work with local school districts to expand Early College and college readiness options. Develop and nurture relationships with area employers through Experiential Education: internships, apprenticeships, job shadowing, e-mentoring, guest lectures, etc.

Develop the birth-through-career concept of CommUniverCity at LYNN.

Expand joint and regional partnerships, such as Commonwealth Commitment and CommUniverCity at LYNN, to reduce college costs.

B.1.2.2.1 Web Link (if available)

<http://www.northshore.edu/about/pdf/strategic-plan-17-21.pdf>

B.1.2.3

Accreditation/reaffirmation document/QEP:

NSCC's NECHE (formerly NEASC) 10-year accreditation visit is scheduled for October of 2019. Currently, the accreditation report is being prepared by the standards committees within the college. Our mission statement, as described above, emphasizes inspiring our students to become engaged citizens. This mission statement is the basis of our self-study and is interwoven in each of the nine standards.

As the submission of our Carnegie Community Engagement Reclassification self-study precedes our submission of our 2019 NECHE accreditation self-study, we are unable to attach a current link to the 2019 accreditation

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report or quote it here. However the following provides some general information about where community engagement will be presented in the 2019 NECHE accreditation self study:

In Standard One: Mission and Purpose, community engagement is described as one of the college's key strengths in achieving its mission of inspiring its students to be engaged citizens. Service-learning is mentioned in key sections of the report, identifying it as a high impact practice which has undergone comprehensive assessment and evaluation (Standard Two: Planning and Evaluation; Standard Four: Academic Program; Standard Eight: Educational Effectiveness).

Co-curricular Engagement is described along with its positive impact on students in Standard Five: Students.

Service-Learning is described as a key asset of the college in Standard Six: Teaching, Learning, and Scholarship.

B.1.2.3.1 Web Link (if available)

<http://www.northshore.edu/about/accreditation/>

B.1.2.4

Other:

The 2009 accreditation report is attached here for reference.

B.1.2.4.1 Web Link (if available)

<http://www.northshore.edu/about/accreditation/pdf/self-study.pdf>

B.2.1

Briefly discuss any significant changes in mission, planning, organizational structure, personnel, resource allocation, etc. related to community engagement etc., since the last classification:

In 2014, Dr. Patricia Gentile became the 5th President of North Shore Community College (NSCC). Early in her presidency, Dr. Gentile made a request to her senior leadership to gather data about initiatives the college was undertaking in the City of Lynn. Forty-seven projects were identified. These projects were shared with constituents including the Mayor of Lynn, the Lynn Public School System, Salem State University, and the Lynn Community Health Center (LCHC). Out of this was born the CommUniverCity at LYNN, which was designed to provide an educational pipeline to explore promising practices within these main goals: ☐ to promote financial literacy/independence through greater access to education, social services and community supports ☐ to form strong working partnerships and develop action steps to collaboratively advance affordable education pathways into the workforce and sustainable careers ☐ to effectively influence a lifetime of financial well-being that contributes to the well-being of the city of Lynn. The CommUniverCity at LYNN is interwoven into this application as it has far-reaching implications for the trajectory of our community engagement and is a natural outgrowth of our mission, vision, planning and organizational structure. Goals of the project include: ☐ Adopting a "birth-to-career" systematic approach to designing education pathways and community partnerships. ☐ Expanding early college/dual enrollment and K-12 partnerships with Lynn public schools. ☐ Linking to adult basic

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education and high school diploma resources and English as a Second Language programs to move worker learners toward acquiring, at a minimum, one year post-secondary education or career technical training. Focusing on financial literacy to ensure capacity to use knowledge and skills to manage financial resources effectively for a lifetime of financial well-being. Creating a University Center where students can earn progressive degrees focused on regional workforce needs in one convenient location. The University Center is a partnership between NSCC and Salem State University. This collaboration will allow students to accomplish their associate's degrees and provide selected 3rd and 4th year degree completion to the baccalaureate and master's level in a seamless path. Nurturing the urban quality of life for residents and employers in the City of Lynn and beyond by closely linking education with careers of today and the future to ensure every student an education that leads to a self-sustaining and fulfilling future and every worker learner entry or re-entry and advancement in the regional labor market. In addition, there have been shifts in leadership and staffing which gives evidence to the increased commitment to community engagement on the part of NSCC: New Position (2014): Fellow in Community Engagement (FCE) coordinates Service-Learning Program New Position (2015): Dean of Strategic Partnerships oversees and leads CommUniverCity at LYNN Early College/Dual Enrollment Committee and promotes collaborative projects between the City of Lynn and other K-12 districts and area community-based agencies Additional Responsibilities (2015): Dean of Academic and Faculty Support oversees Curricular Engagement Position Moved Up in Rank (2016): Senior Specialist in Learner Effectiveness and Civic Engagement New Program (2017): Civic Ambassadors

B.3.1

Specify changes in executive leadership since classification and the implications of those changes for community engagement:

In early 2015, the organizational structure transitioned from five Vice Presidents to four. The new President's senior staff includes: Vice President (VP) of Administration and Finance, VP of Academic Affairs, VP of Student Affairs, and VP of Human Resources, all of whom share the President's passion for service to our community. The President's Cabinet meets biweekly for planning and advising purposes, setting yearly tactical plans and corresponding budgets. The following new hires took place among Senior Leadership:

- College President, Dr. Patricia Gentile (2014)
- VP of Academic Affairs, Dr. Karen Hynick (2014)
- VP of Student Affairs, Dr. Jermaine Williams (2015)

In the new structure, the Institutional Advancement Office reports directly to the President. New hires among senior leadership have a deep commitment to civic and community engagement. The President has spoken often in support of community engagement activities and is described in more detail previously in this application. The VP of Academic Affairs is a champion of curricular engagement, supporting initiatives from voter registration and awareness in the classroom to the high impact practice of service-learning, as well as serving in a leadership capacity for the CommUniverCity at LYNN. The VP of Student Affairs came in with a strong civic and community engagement background and has played a pivotal role in the community by sitting on nonprofit boards and chairing a sub-committee of the CommUniverCity at LYNN focused on connecting students with community resources. The VP of Academic Affairs and the VP of Student Affairs support collaboration between the Office of Student Engagement (OSE) and the Service-Learning Office on a multitude of community engagement initiatives.

C. Institutional Commitment

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Infrastructure

C.1.1

As evidence for your earlier classification, you provided a description of the campus-wide coordinating infrastructure (center, office, 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 relevant links that support the narrative.

The central hub for community engagement at NSCC is the campus-wide Civic Learning Committee. Within this committee community partners, faculty, staff, and administrators representing the CommUniverCity at LYNN, Service-Learning Office, and Office of Student Engagement (OSE) work together to support and provide strategic direction for this work. These entities collaborate on initiatives and activities such as planning and assessment, establishing legitimacy, professional development, and event planning for community engagement work on our campuses. The entities that make up the Civic Learning Committee act collaboratively to lead community engagement, but also have separate structures to meet the individual needs of stakeholders. The following narrative will describe these structures, all of which are either new or have evolved considerably since our 2010 Carnegie Classification Process. The CommUniverCity at LYNN has three separate focus areas and corresponding committees to advance partnerships with the community. The first committee is focused on Early College/Dual Enrollment, led by the Dean of Strategic Partnerships, who also oversees the College's three transition-to-college TRIO initiatives and Gateway to College program. The second committee is focused on workforce development by creating an IT pathway from early childhood through adulthood led by the VP of Academic Affairs. The final committee is the Supportive Services Committee led by the VP of Student Affairs. The focus of this committee is to bring together community partners to facilitate student success. The expanded Service-Learning Office, as described previously, oversees the development and coordination of service-learning while serving as a training ground for future professionals in the field through a relationship with Merrimack College in which a Fellow in Community Engagement (FCE) is placed at our institution for each academic year. The Senior Specialist in Learner Effectiveness and Civic Engagement focuses on strategic planning, faculty recruitment, assessment, recognition, professional development, chairing the Civic Learning Committee, advancing voter awareness and participation, coordinating Days of Service, and serving as the central repository for information about community engagement on campus. The FCE is responsible for all other aspects of the coordination of the service-learning program, including student orientation and advising, managing all data related to service-learning participation, planning and on-site management of service-learning projects, providing leadership in planning the annual community partner fair, advising the community service club, and supervising the Civic Ambassadors. The Graduate Fellow is the face of service-learning to our students along with the Civic Ambassadors (described more fully later in this application). The Director of Student Engagement along with the Assistant Coordinator lead a wide range of community engagement activities within the Office of Student Engagement (OSE). Their oversight includes community work conducted by a myriad of clubs and honor societies, days of service, awards and recognition of students who engage in community work, as well as programming on intercultural and diversity issues such as a recent interfaith dialogue series. The service-learning office and OSE have dedicated facilities on both our Lynn and Danvers Campuses. The CommUniverCity at LYNN has a virtual presence on campus and in the community based in Lynn Campus Community Boardroom.

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Funding

C.2.1

As evidence provided for your earlier classification, you described internal budgetary allocations dedicated to supporting institutional engagement with community.

For re-classification, describe what has changed, if anything, with the internal budgetary allocations since the last classification.

The considerable growth and development of how community engagement is initiated on our campus as described in the previous section gives evidence to the corresponding increase in allocation of resources to community engagement. An example of this is the time devoted by the President, VP of Academic Affairs, VP of Student Affairs, and the Dean of Strategic Partnerships to advancing community partnerships through the CommUniverCity at LYNN. The CommUniverCity at LYNN intentionally does not include line item budget items, but instead involves time and human resources from all partners. NSCC contributes to achieving the outcomes through its participation and oversight. This was intentionally set up so that the partnerships could sustain themselves without dependence on financial infusions, which can be out of the control of individual participants.

The development of partnerships, such as being the hub for the MBTA Youth Pass on the North Shore, partnering with the YMCA, managing a Mobile Food Market for the community, and establishing the NSCC Lynn campus as a distribution site for the LPS-sponsored USDA Free Summer Meal program, are all initiatives that are new in the last five years and require resources or staffing to perpetuate them.

Curricular Engagement has added funding to support Civic Ambassadors, the Fellow in Community Engagement (FCE), and the Annual Service-Learning Awards Breakfast and Retreat since our last classification, totaling \$20,000.

The College has a history of supporting Day of Service activities through the Office of Student Engagement (OSE) with budgets to support supplies, food, and staffing for events. As previously described, the Assistant Coordinator of Student Engagement has increased responsibilities for co-curricular engagement. In the spring of 2018, an example of a specific budgetary allocation was \$2,000 to purchase items such as school supplies, textiles to create baby blankets, art supplies to create artwork for hospitals and schools, and lunch for participants in the annual Day of Service.

Additionally, though the College has a history of giving employees the opportunity to work on service projects in shifts during the work day (upon gaining supervisor approval), it has increased those opportunities in the last decade through our implementation of Days of Service in the community. Days of Service draw members from across the campus community to address a community need in a concerted effort. For example, one Day of Service focused on a clean up of the Pine Grove Cemetery in Lynn, MA, which not only led to the removal of waste and debris but built awareness of the significance of the cemetery as a burial site for noted abolitionists.

C.2.2

As evidence provided for your earlier classification, you described external budgetary allocations dedicated to supporting institutional engagement with community.

For re-classification, describe what has changed, if anything, with the external budgetary allocations since the last classification.

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In 2010, we reported receiving in the range of \$3.5 million per year in funding. As of June 2018, grant monies totaled \$4,808,747 and include the following recently developed initiatives:

- ☐ Fresh Start Grant through Lynn Public Schools
- ☐ Greenhouse in Lynn/Food Project @ NSCC
- ☐ Support for Students Enrolled in Developmental Disabilities
- ☐ Support for Training for Early Childhood Education Care Givers
- ☐ Commonwealth Dual Enrollment Partnership funding for Early College
- ☐ Private grants in support of Early College
- ☐ Perkins funding for transportation and student supports in career/technical fields

Based on the data obtained in a comprehensive assessment of promising practices to address food insecurity and homelessness in our community, the Women's Foundation of Essex County awarded the college a \$75,000 grant in 2016 to assist single mothers attending college to aid in homelessness and food insecurity for these students.

The college received a Massachusetts State Sponsored grant in the amount of \$15,000 in 2015 that provided professional development for the implementation of service-learning in our newly offered First-Year Experience (FYE) courses, along with funding the creation of a handbook for faculty teaching FYE courses to guide them in the process of integrating service-learning into their courses.

Finally, NSCC has repurposed \$15,000 in a Cummings Foundation Fund to provide scholarships to students who go above and beyond in their service-learning courses and engage in 50 hours or more of service per semester (students are asked to serve 15 - 20 hours in the community). Students who successfully complete an application and provide letters of reference are eligible to receive a \$250 award. The following is a description of one of our 2017-2018 recipients:

Anonymous student took part in service-learning in four out of five of his academic classes during the spring of 2018, completing over 61 hours of service. He completed service-learning for his Organic and Sustainable Food Production, American Environmental History, Writing about Literature and the Environment, and Environmental Ethics courses. He worked with the following organizations: The Trustees of the Reservations, Danvers Historical Society, and the Saugus Tree Committee. Ryan not only regularly volunteers with organizations outside of the college but also routinely serves with the Mobile Food Market on campus and volunteered as a project leader for NSCC's first Day of Service this past April.

C.2.3

As evidence provided for your earlier classification, you described fundraising directed to supporting community engagement.

For re-classification, describe what has changed, if anything, with fundraising activities since the last classification.

The College may permit fundraising activities by College-affiliated persons or groups, including recognized student groups and organizations, in direct support of their College-related activities.

During the years 2010-2013, NSCC held annual fundraising activities to support alternative spring break trips to New Orleans to aid in the rebuilding following Hurricane Katrina. Each year, trip participants raised \$7,000 to defray trip expenses. Fundraising activities included comedy and pizza nights, night of jazz music, and sale of

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Yankee candles. During the alternative break trips, students worked together with community partners such as Build Together, preparing homes for occupancy in the areas affected by Hurricane Katrina.

Since 2010, the Veterans Club has been an outstanding example of how our clubs and activities engage in the community by fundraising in a more impactful way. Club leadership has been focused on serving in the community and connecting to veterans (beyond strictly college students) by initiating toy, toiletries, coats, and blood drives.

Examples of fundraising during academic year 2017-2018 are that the Multicultural Society (MCS) fundraised \$500 for Project Change of Lynn Vocational Technical Institute (LVTI) through bake sales and gently-used jewelry sales. The Queer Straight Alliance (QSA) held bake sales to raise \$500 for the Aids Action Committee, NSCC Students Hunger on Campus (SHOC), and Transgender Remembrance. In fall 2018, a student-led drive collected over 800 pounds of food and \$400 worth of gift cards which enabled the creation of 15 Thanksgiving baskets for students who were in need this past Thanksgiving.

Since 2015, the focus has been on collecting items through donation drives. Students have collected pet supplies for the Northeast Animal Shelter, soccer balls for children in Haiti, backpacks and school supplies for the children of Lynn Public Schools, toiletries for veterans, and food drives. Every year, staff collect clothing/mittens/hats for our campus community. While there is no dollar value available for this work, it is equally impactful to the members of our community.

C.2.4

As evidence provided for your earlier classification, you described ways in which the institution invest its financial resources externally in the community for purposes of community engagement and community development? Describe the source of funding, the percentage of campus budget or dollar amount, and how it is used. Provide relevant links related to the results of the investments, if available.

An example of allocation of funding for community engagement is that in 2017- 2018, eight Presidential Scholars received \$500 scholarships from the the NSCC Foundation. These scholarship recipients contribute five to ten hours of community service linked to their receipt of the scholarship.

Additionally, \$2000 in funding was allocated for Day of Service activities in 2018. \$14,000 is allocated to fund the Fellow in Community Engagement (FCE) to coordinate the service-learning program, which funnels more than 6,000 hours of service into the community annually. Faculty stipends in the amount of \$10,000 are allocated to support initiating service-learning in their courses (took place prior to 2010 but has been retained during enrollment declines). Professional Development supports in the nature of conference registration fees and travel funds totaling more than \$2500 annually.

As described previously, the CommUniverCity at LYNN functions because of the reciprocal nature of the cooperation between those involved. This initiative is the single largest community development initiative. This collaboration was designed so it could sustain itself without budget allocations and so that it could transcend changes in leadership from the participating entities. As described in this application, its impact has been far-reaching.

C.2.5

Do the business operations of the campus as an anchor institution, align with local economic and community development agendas through hiring, purchasing, and procurement in a way that contributes to an institutional commitment to

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community engagement?

Yes

C.2.5.a

Please describe business operation practices tied to the local community:

As a public community college under the Commonwealth of Massachusetts and Board of Higher Education, we have many programs and grants that align with local economic and community development agendas, and purchasing/procurement for these activities contributes to an institutional commitment to community engagement.

Tracking, Monitoring, and Assessment

3. Provide narratives addressing the following:

3.1

How does the institution maintain systematic campus-wide tracking or documentation mechanisms to record and/or track engagement with the community? Who is responsible for gathering data, how are the data managed, how often is it gathered, and how are 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 Senior Specialist in Learner Effectiveness and Civic Engagement and the Fellow in Community Engagement are responsible for gathering and managing data related to curricular engagement. This work originates with identifying all service-learning courses on the master schedule for public view. In addition, all civic learning courses are flagged for tracking purposes.

The tracking of service-learning data has changed significantly since the 2010 classification. This is most apparent related to the newly-developed process of noting service-learning on student's academic transcript. Data is gathered at each of the four separate steps to verify students receive a notation on their transcript.

This more rigorous vetting of student participation in service-learning ensures that students are experiencing the important benefits of service-learning gained from their completion of projects/hours and reflection assignments. We also have a more accurate picture of data of students who sign up for service-learning and those who complete. This has led to us focusing more significantly on our mid-semester check-ins and increasing student retention in service-learning via phone calls and emails to students to troubleshoot any challenges they may be experiencing. In 2017 - 2018, we increased retention by 18% over the previous year. This increase in retention has enabled service-learning participation to remain constant and even slightly increase despite a decline in student enrollment through spring of 2018; however, we are not confident this will continue thru 2018-2019 as enrollment continues to decrease.

Civic Learning courses are also tracked on our campus. This is a part of the state-wide Civic Learning initiative to flag courses in the state of Massachusetts Department of Higher Education:

<http://www.northshore.edu/academics/civic-learning/flagging-civic-learning.html>

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During academic year 2017-2018, 140 courses were flagged as civic learning courses.

The Department of Higher Education has been flagging and collecting data on civic learning courses over a two-year period. No analysis of this has been done as of this time.

During this 2018-2019 academic year, the Office of Student Engagement (OSE) is undergoing a comprehensive program review. Co-curricular community engagement is an integral part of the review. Systematic assessment and tracking of their activities will be a component of the OSE self-study.

The Civic Learning Committee realizes that a campus-wide solution for tracking community engagement systematically needs to be developed. The Senior Specialist in Learner Effectiveness and Civic Engagement and the Dean of Academic and Faculty Support are reviewing and assessing options in the marketplace to track/record engagement with the community, with a view to pilot such solutions for systematic tracking in curricular engagement with expansion into co-curricular engagement in the future.

3.2

Describe the mechanisms used for systematic campus-wide assessment and measurement of the outcomes and impacts of institutional engagement. Who is responsible for gathering data, how are the data managed, how often is it gathered, and how are data used? What assessment and measurement mechanisms does the campus still need to develop? Provide relevant web links.

The Senior Specialist for Learner Effectiveness and Civic Engagement and the Special Programs Coordinator for Assessment are responsible for gathering data regarding the measurement of the outcomes and impacts of institutional engagement. In addition, the Assistant Vice President of Planning, Research, and Institutional Assessment & Grants oversees the collection of data for grants purposes, which includes providing data on community partnerships and engagement across the college. Data has been gathered using both qualitative and quantitative methods through interviews, surveys, and focus groups.

NSCC has a well-developed program review process in which the Academic Program Review follows a systematic 5-year cycle of comprehensive evaluation. The Academic Program Review Template is a key document in this process. <https://drive.google.com/open?id=1Fm-REIDqrpU8-bLi6Mxv-Oi0Ymjh8Py0> This template calls for a thorough study of Experiential Education and Community Service within each Program's/Department's evaluation. This information is used for the improvement of student learning, via budgetary and planning processes. Nearly 50 programs/departments across the campus have completed this program review template since 2016.

Student Affairs entities similarly go through a systematic process of program review. The Student Affairs program review template includes a description of key internal and external collaborations in which the department is involved and assesses them.

<https://drive.google.com/open?id=1GraE4PYe9Q9xf92gKkxYDzFg9m0vxvkC>

The Service-Learning Self-Study, which took place in 2011-2012, provides an example of comprehensive systematic assessment of community engagement (https://drive.google.com/open?id=1XG6so68VacTcgmyAOlkb7C_Dw6-FSndM). The data of the self-study was used to make changes in the Service-Learning Program to facilitate growth and quality improvement. See following sections for more details. The next self-study of the service-learning program will take place in 2020-21.

In 2015, in consultation with the then Director of the Center for Teaching, Learning, and Assessment, a

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comprehensive guide to the assessment of service-learning was added to the Service-Learning Faculty Handbook, https://drive.google.com/open?id=1W_rC0IJ9FaVEAo3FdBuZy9PHtZ4um8cX including a variety of rubrics to assess service-learning reflection assignments. In addition, the training module related to assessment, which all new service-learning faculty participate in, was expanded to delve deeper into assessment and measuring the impact of student community engagement via interactive exercises.

Assessment has been integral to identifying needs and measuring success of partnerships for the CommUniverCity in LYNN. For example, the work related to hunger and homelessness has been based on comprehensive assessment of these issues among our student population. The development and distribution of a survey illustrated many best practices. For example, the survey itself has been shared as a model for other institutions: <https://www.surveymonkey.com/r/campusfoodsecurity>.

This assessment led to the development of the Mobile Food Market, located on both our Lynn and Danvers campuses, an increase in the amount of student food vouchers, and centralization of the hub for emergency funds for students. The impact has been significant and reported to the Board of CommUniverCity at LYNN to help shape future budgetary considerations and planning.

3.3

What are the current findings from the mechanisms used for systematic campus-wide assessment and measurement: and how are these different from the findings since the last classification?

Academic program review reports indicate that community engagement via service-learning is embedded and growing across a variety of programs/departments. Action items within these reports indicate a desire to provide increased opportunities to engage in service-learning experiences. For example, in the Environmental Studies Program, there was a call to integrate a service-learning experience into degree requirements, and in the Behavioral Sciences Department, an expansion of relevant service-learning options for their students was identified as an action item. In the First-Year Foundational Literacy Department, service-learning was identified as a factor for success of their students' progression into college-level courses.

In the Student Affairs program review, the Veterans Program was identified as having multiple strong collaborations in the community, including their Veterans Career Fair, which is open to the public, their monthly "Veterans Coffees," and the many community partners they engage with to serve the community.

The 2011-2012 self-study of the Service-Learning Program had far reaching implications for our relations with community partners, which are described in the final sections of this application. The self-study also identified a need to be more flexible in the delivery of service-learning, which led to the expansion of project-based service-learning to the point where it has now become a majority of service-learning implementation strategies. A general need to strengthen communication among stakeholders in the service-learning experience was also identified, and a variety of strategies were put in place to address this, including giving guidelines for communication in the student tips and etiquette guide, emphasizing communication in student orientations, and assessing communication in a community partner survey.

On the Student Satisfaction Survey (https://nscir.az1.qualtrics.com/jfe/form/SV_1ZFbcvITLv1SLWd) completed during the 2017 fall semester, 90% of students strongly agreed or agreed with the following statement: "My perceptions of the social issues (food insecurity, homelessness, etc.) I addressed with my service changed as a result of my service-learning experience."

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3.4

Are there mechanisms for defining and measuring quality of community engagement built into any of the data collection or as a complementary process?

Yes

3.4.a - Describe the definition and mechanisms for determining quality of the community engagement. How is quality determined?

Quality is measured in our assessments and measurement of the community engagement, which takes many forms. The campus-wide partnership with Brickett School, an elementary school located in the city of Lynn, MA, is assessed both through phone follow-up and a formal evaluation form. Scripted phone calls are made to the school about the College's various service efforts. These phone calls provide the opportunity to gauge the impact of each service activity, hear how to improve upon existing activities with the school, and surmise new service efforts that might be needed. For example, the Fellow in Community Engagement, together with the Principal of Brickett, surveyed teachers to identify what supplies were needed by both teachers and students. 350 supply bags for students and 12 supply kits for teachers were then donated at the spring 2018 Day of Service. In addition to receiving more than 50 thank-you notes, feedback from the school was received via a follow-up phone call.

Also used to assess community impact is an "Agency Evaluation of Students" form in which service-learning sites give the college feedback on their involvement with NSCC students. For example, the "Agency Evaluation of Students" form used with the Physical Therapist Assistant (PTA) service-learning project included the following: "The students met the needs of the people served by the Agency." In addition, community partners are asked to rate the impact of student work. Results showed that 88% rated the work students were doing as 5, or excellent, and 20% rated them 4, or very good, in relation to students meeting the needs of the people served by the Agency. These methods lead to a better understanding of how the college has impacted the community and gives us a picture of quality we use to define our community engagement. Furthermore, to describe quality, we utilize the Student Satisfaction Survey. Statistics, such as 95% of service-learners would recommend it to a friend, indicate a high level of quality in the program from the student perspective. Individual student reflections are evaluated by faculty in terms of specific course learning outcomes. Completed reflections are tracked with faculty approval and recorded in total service-learning designations on student transcripts. Ongoing feedback from faculty in the form of open discussions at service-learning retreats guide our perception of quality from the faculty perspective. For example, in these discussions, faculty have provided input on the naming of the service-learning office and have voted and provided input on possibly transitioning the name of the office to Civic Learning Office, Community Engagement Office, and Civic Engagement Office.

3.5

Outcomes and Impacts on students

Describe one key finding from current data and indicate how you arrived at this finding:

In fall 2017, the College administered a survey on Hunger and Homelessness, modeled after the Hunger/Homelessness Eradication Applied Research Tools (HEART). The survey, comprised of six questions related to hunger and eleven questions related to housing security and homelessness, garnered 654 responses, roughly 10.4% of the 6,315 credit students registered for the fall semester. In comparison to national data released by the Wisconsin Hope Lab, NSCC students were experiencing higher levels of hunger and homelessness. The results indicated that 32.1% of NSCC students are "hungry" (demonstrating the lowest

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measure of food security), compared to 20% of the national sample. In total, 53.5% of all respondents were found to have a low or very low level of food security. NSCC students also experience homelessness at higher rates than the national sample, with 19.1% of NSCC's population responding affirmatively to one or more of five homelessness questions, compared to 13% of the national sample. Nearly 70% of students were struggling with food and/or housing insecurity.

By fall 2017, the College had coordinated monthly mobile food markets at each campus and provided more than 40,000 pounds of food by May 2018. This twice monthly food market distributed over 58,000 pounds of food during its inaugural year and distributed over 100 emergency food bags. This data has been collected in cooperation with the Boston Food Bank, Beverly Bootstraps, and Open Door and is based on their delivery of food to us and our subsequent distribution of food to students and community members as tracked by the Director of Student Engagement. The food is weighed to determine exact weights distributed. Students signed up via a google form and this translated into an excel spreadsheet in which food distributed to students was recorded. The monthly mobile food markets are a critical resource for our students, but they are also designed to serve the needs of the larger community on both our Lynn and Danvers campuses.

NSCC also enhanced the Stop Hunger on Campus (SHOC) food voucher program, increased institutional aid for emergency grants, received a grant from a local foundation to specifically support single female students caring for children, and partnered with a community organization to receive preference for highly subsidized transition housing for young adults. The College has also collaborated with a local non-profit to provide an MSW student intern experience at the Lynn Campus, the location with the highest need. This individual is focused on helping students identify benefit eligibility, gaining access to benefits, and helping them navigate social services in the community.

3.6

Outcomes and Impacts on faculty

Describe one key finding from current data and indicate how you arrived at this finding:

As a part of the 2011-2012 self- Study, the service-learning office elicited responses from service-learning faculty to an 8 question Survey Monkey questionnaire to determine their motivations for service-learning implementation. Approximately 35 faculty completed the survey. An important question within this survey included:

6. Do you receive institutional recognition for your involvement with service-learning?

Response was split, indicating to the service-learning office to put recognition of faculty as an agenda item at a future service-learning meeting. There were about 12 service-learning faculty present at the meeting and a brainstorming session took place to identify ways to improve recognition of service-learning faculty on campus. As a result of this discussion, the service-learning breakfast and awards ceremony was initiated, letters recognizing faculty for their years of implementation of service-learning were placed in employee files, and promoting service-learning faculty and projects in campus publications was enhanced.

3.7

Outcomes and Impacts on community

Describe one key finding from current data and indicate how you arrived at this finding:

In a 2015, a survey of community partners determined that community partners wanted students to communicate more about their course content of the service-learning courses. This finding was communicated

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to faculty and students via professional development, service-learning meetings, and the tips and etiquette guide (a guide developed to walk students thru the service-learning process) for service-learners. A 2017-2018 finding on the "Community Partner Feedback Survey" indicated that 82% of students communicated course objectives to community partners prior to the beginning of their service-learning experience.

This was arrived at by asking community partners about service-learning students who served in spring semester of 2018 to provide feedback using a Survey Monkey survey.

3.8

Outcomes Impacts on institution

Describe one key finding from current data and indicate how you arrived at this finding:

The Senior Specialist in Learner Effectiveness and Civic Engagement completed a comprehensive research study on models and best practices of service-learning at Miami Dade College. This qualitative study involved 14 faculty interviews and a document analysis within a historical context. This work focused on what models and best practices contributed to embedding service-learning at an institution to the point that there is a cultural shift. An important finding of this research was that structures of legitimacy were critical when striving to achieve a cultural shift towards integration of service-learning. The Carnegie Classification for Community Engagement was identified as an important legitimacy for community engagement on our campus. The impact this research had on our institution was to make applying for the Carnegie Reclassification for Community Engagement a priority. In addition, it has placed greater emphasis on acquiring recognition for our accomplishments in community engagement, such as recognition and awards sponsored by New England Campus Compact or Massachusetts Department of Higher Education.

3.9

In the past 5 years, has your campus undertaken any campus-wide assessment of community engagement aimed at advancing institutional community engagement?

Yes

3.9.a - Describe what was the nature of the assessment, when was it done, and what did you learn from it.

An all-college faculty and staff survey was distributed to gather information about community engagement with the goal of better understanding the breadth and depth of work faculty and staff were doing. This survey gathered information from both curricular and co-curricular stakeholders. This was followed up by a survey gathering information from faculty who included civic learning or civic learning with engagement in their courses to facilitate the flagging of these courses. These surveys were completed in Academic Year 2017-2018.

The faculty/staff survey informed us about the wide variety of ways our faculty and staff are engaged in the community. These included advising clubs on community service projects, sitting on board or being members of non-profit organizations, implementing service-learning in their classes, making connections for students to engage in clinical, field placements, and internships with non-profit organizations, and incorporating projects in their classes that build awareness around community needs.

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Professional Development

4.1

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 are involved with campus-community engagement.

For re-classification, describe 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 Carnegie classification? What have been the results?:

Professional development for community engagement has evolved and developed over the last ten years in terms of how NSCC supports community partners, faculty, and students in the work of community engagement.

In 2012, we added a professional development session for community partners to the community partner fair held annually. Topics of professional development have included: working with students living with disabilities and how they can engage with our community partners, working with millennials, and nuts and bolts of partnering with North Shore Community College. The 2019 professional development session was a workshop walking community partners through our assessment process and getting their input on designing a survey instrument for students to complete about their experiences with community partners.

We continue to offer training to faculty who initiate service-learning in their courses based on our continually evolving faculty handbook for service-learning. The most recent improvements to this handbook coincided with extensive training for First Year Experience (FYE) faculty in designing and implementing service-learning. This activity was funded by a state-sponsored civic learning grant used to integrate service-learning into FYE courses in 2015. Topics such as making service-learning accessible for students living with disabilities, project-based service-learning, assessment and evaluation, and diversity were among the workshops held during the grant activity, as well as additions to the faculty handbook.

Since 2015, service-learning and civic engagement workshops have been offered more pervasively within the context of our all-faculty Institutional Professional Days. Topics covered include Service-Learning 101, Enhancing Reflection Assignments, Strengthening Learner Outcomes, and Service-Learning from the Experts. These workshops have been led by service-learning faculty.

All Academic Deans advocate and advise faculty on service-learning. In 2017, all Academic Deans began including a training module on implementing service-learning in all New Faculty Hire Orientations.

Since our last classification, Service-learning retreats have been strengthened and expanded with the highlight of these retreats being the presentation of newly developed service-learning projects during the previous year. In February of 2018, faculty attended the Campus Compact's Engagement and Social Justice Conference for Community Colleges in Hartford, CT.

In spring of 2017, students attended the Campus Compact student leadership conference in Waltham, MA. In March of 2018, the Senior Specialist in Learner Effectiveness and Civic Engagement attended and presented at the Campus Compact National Conference in Indianapolis, IN. In spring of 2018, faculty, staff, and administrators attended the State-Wide Civic Engagement Conference in Fitchburg, MA. The Senior Specialist in Learner Effectiveness and Civic Engagement attended the Campus Compact Workshop on the Carnegie Classification in November of 2017. This individual returned to campus, and in early December, shared the contents of the workshop with the Civic Learning Committee.

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During 2017-2018, we developed the content for a community partner workshop based on and expanded from the above sessions. This session is designed to vet community partners for inclusion in our service-learning program. We plan to implement this training in the 2019-2020 academic year.

4.2

In the context of your institution’s engagement support services and goals, indicate which of the following services and opportunities are provided specifically for community engagement by checking the appropriate boxes.

| Employment Status | Tenured or tenure track | Full-time non-tenure track | Part time | Professional staff |
|--|-------------------------|----------------------------|-----------|--------------------|
| Professional development programs | Yes | Yes | Yes | Yes |
| Facilitation of partnerships | Yes | Yes | Yes | Yes |
| Student teaching assistants | | | | |
| Planning/design stipends | Yes | Yes | Yes | |
| Support for student transportation | | | | |
| Eligibility for institutional awards | Yes | Yes | Yes | Yes |
| Inclusion of community engagement in evaluation criteria | Yes | Yes | Yes | Yes |
| Program grants | Yes | Yes | Yes | Yes |
| Participation on campus councils or committees related to community engagement | Yes | Yes | Yes | Yes |
| Research, conference, or travel support | Yes | Yes | Yes | Yes |
| Other | | | | Yes |

G.2.1 If Yes to “Other”: Please describe other support or services:

Since 2014, NSCC has hosted a Fellow in Community Engagement from Merrimack College. We take the role of being a “teaching” institution for future professionals in this field seriously, providing professional development opportunities via Campus Compact, the Massachusetts Department of Higher Education, and our own institution to enrich their experience with us and train them to be professionals in the field of community engagement.

Faculty Roles and Rewards

5.1 Does the institution have search/recruitment policies or practices designed specifically to encourage the hiring of faculty in any employment status (tenured/tenure track, full time non-tenure track, and part time faculty) and staff with expertise in and commitment to community engagement?

Yes

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5.1.a Describe these specific search/recruitment policies or practices and provide quotes from position descriptions:

The high caliber of faculty on our campus and the focus on teaching makes community engagement a desirable pedagogy for faculty to incorporate into their courses. Furthermore, community engagement is particularly effective in enhancing success, retention, and graduation rates of students who have experienced obstacles in their lives as many of our students do. Committed to our mission, NSCC strives for its students to become engaged citizens.

All positions at NSCC have minimum qualifications to ensure that they are filled by personnel who have the educational credentials, experience and skills necessary to carry out the College's mission as previously included in this application.

The collective bargaining agreements of the Massachusetts Community College Council (MCCC) union specify minimum qualifications for each position and determine employment conditions such as salary levels, workload, evaluation criteria, promotion, and grievance procedures.

Where deemed appropriate by the hiring manager and the VP of Academic Affairs, expertise and commitment to community engagement is a part of the hiring criteria. See below for more details.

Since 2015, recruitment postings for faculty have explicitly addressed the college's desire to hire faculty for whom community engagement is a priority. The following language is taken directly from recent job postings:

ESL Faculty Search: Demonstrated track record in innovative, non-traditional modes of instruction and instructional delivery, including contextualized ESL, interdisciplinary teaching, first year experience courses, on-line learning and service learning preferred.

Sociology Faculty Search: Demonstrated ability to provide leadership and interpersonal connection with a student population that is highly diverse in academic preparation, cultural, socioeconomic, and ethnic backgrounds as well as physical and learning disabilities

In more general terms, community engagement is referred to in job postings in the following manner:

"Excellent teaching skills, including interactive and varied pedagogical strategies and proven ability to teach X as an interdisciplinary field."

"Varied Pedagogical strategies" includes and is not limited to service-learning and civic learning.

More specifically, it might be included in job postings in the following format:

"Experience in working with students on a co-curricular activities and with service-learning."

Promoting the hiring of faculty with experience in civic and community engagement is currently under review to be included as part of HR best practices manual.

5.2

In the period since your successful classification, what, if anything, has changed in terms of institutional policies for promotion (and tenure at tenure-granting campuses) that specifically review, evaluate, and reward faculty scholarly work

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that uses community-engaged approaches and methods? If there are separate policies for tenured/tenure track, full time non-tenure track, and part time faculty, please describe them as well.

Our institution's policies are governed by the Massachusetts Coalition for Community College's (MCCC) union contract. The policy regarding promotion and tenure has remained static over the last ten years. Full-time faculty are evaluated annually through their first six years at the College. The evaluation considers student evaluations, course materials, classroom observation, personnel file review, student advisement and college service. At the end of their sixth consecutive year, the tenure review committee makes a recommendation to the VP of Academic Affairs who advises the President regarding whether the faculty member under consideration is to be granted tenure. Once granted, tenure begins at the start of the faculty member's seventh year and the evaluation timeline is adjusted to once every three years.

For adjunct faculty, the DCE contract provides criteria for evaluating performance. Article XIII of the DCE contract form E9 provides the template for the division dean to observe the faculty in classroom and comment on their student evaluations, course materials, instructional performance, and personnel file review. The faculty member has seven days to add comments to their completed E9 form.

Evaluation of faculty members shall be uniformly applied and based upon total performance with primary emphasis on teaching effectiveness including consideration of the criteria below. Service-learning is a proven high-impact practice improving teaching effectiveness which is utilized by nearly 60 of the total 130 faculty during each academic year. It is important to note that while this component of the evaluation for tenure and promotion may include civic and service-learning it is not limited to these teaching pedagogies when determining teaching effectiveness.

1. Development and improvement of instructional methodology.
2. Establishment of course objectives, course content and instructional activities;
3. Establishment of appropriate and fair procedures and instruments for student evaluation;

Evaluation of part-time faculty members shall be uniformly applied and based upon total teaching including consideration of the following criteria:

1. Development and improvement of instructional methodology;
2. Establishment of course objectives, course content and instructional activities;
3. Establishment of appropriate and fair procedures and instruments for student evaluation;

Since 2013, to specifically recognize service-learning faculty for meeting the above criteria in an intentional way, a letter has been placed in all faculty personnel files by the Senior Specialist for Learner Effectiveness and Community Engagement after two years of implementation of service-learning and is updated every two years. It outlines the specific way service-learning faculty live out effective teaching practices via their incorporation of service-learning in their courses.

5.3

If current policies do not specifically review, evaluate and reward community engagement, describe the work in progress to revise policies specifically for tenured/tenure track, full time non-tenure track, and part time faculty promotion to ensure a full and fair review and assessment of faculty scholarly work that uses community-engaged approaches and methods.

Current policies do not specifically review, evaluate and reward community engagement in our current Massachusetts Community College Council (MCCC) contract. Conversations have taken place with campus union representatives about adding community engagement to the tenure review form used by all tenure review

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committees. Progressing with these conversations to the state level for recommended inclusion in future ratification of the MCCC contract is an action item to come out of this self-study.

A specific policy that has been developed since our 2010 receipt of the Carnegie Classification is the placement of letters outlining all faculty use and implementation of service-learning in their courses (see above) in personnel files. As the review of personnel files is a component of tenure/promotion review, this is evidence that there has been some change since the last classification.

Additionally, the SERV (State Employees Responding as Volunteers) program of the State of Massachusetts is promoted and made available to all employees at the college including faculty.

5.4

Since your previous classification, have there been any changes in the institution-wide definition of faculty scholarly work that uses community-engaged approaches and methods?

Yes

5.4.a

Describe and identify the policy or other document where this appears and provide the definition.

As a community college, it is part of our mission to make positive change in the communities we serve. Our mission and vision statements best outline this as a core value which permeates the college, including our recognition and appreciation for community-based scholarly work.

Community engaged faculty scholarship is a collaborative approach to research and practice that reflects NSCC's values of social responsibility and justice as well as our mission to inspire students to become engaged citizens and serve our communities.

This definition is posted on the civic learning pages of the public website. This serves as a guide for faculty as they engage in the Scholarship of Teaching and Learning (SoTL).

5.5.1 Institutional Level

Please provide link(s) to text of current policies which describes how community-engaged approaches are conceptualized and evaluated in faculty promotion and tenure (at tenure granting institutions) review and reward processes or a narrative describing how these policies and processes are implemented. Provide links to policies specifically for tenured/tenure track, full time non-tenure track, and part time faculty.

5.5 a Community engagement is rewarded as a form of teaching

Yes

5.5 a Teaching

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Provide link or descriptive text

<https://mccc-union.org/wp-content/uploads/sites/69/2018/12/MCCCDAYprintedContract2015-2018.pdf>

5.5 b Community engagement is rewarded as a form of research

Yes

5.5 b Research

Provide link or descriptive text

Faculty are provided travel funds to present on their research on community engagement and are recognized for their work at college-wide convenings.

5.5 c Community engagement is rewarded as a form of service

Yes

5.5 c Service

Provide link or descriptive text

<https://mccc-union.org/wp-content/uploads/sites/69/2018/12/MCCCDAYprintedContract2015-2018.pdf>

5.5.2 School/Division

5.5.2 a Community engagement is rewarded as a form of teaching

Yes

5.5.2 a

Provide link or descriptive text

Each year the college nominates a service-learning faculty member for the Thomas Ehrlich Award sponsored by Campus Compact (<https://compact.org/thomas-ehrllich-civically-engaged-faculty-award/>). Those selected are done so primarily based on the curricular engagement they have led on campus. These faculty are made known to the campus community for their accomplishments and are recognized at the service-learning awards ceremony which takes place each May (see details below).

In addition, faculty who initiate service-learning are provided with a \$1500 stipend to support their work in developing and implementing service-learning in their courses. Six stipends are paid out each year. As part of the stipend, faculty are asked to present on their projects at the Spring Service-Learning Retreat. Here they present

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to their peers on how they have incorporated service-learning into their course, including evaluating and reflection on assessment results to improve their projects going forward.

Prior to this retreat, faculty attend and are recognized at the Annual Service-Learning Awards Ceremony <https://drive.google.com/open?id=10tNdO8K8vTGqLTrQos8694-r640hSMPP> for years of service in the five year, ten year and fifteen year categories. In addition, retiring service-learning faculty are recognized along with the nominee for the Thomas Ehrlich Faculty. This event is attended by the College President, VP of Academic Affairs, academic deans, service-learning faculty, students, and community partners, with typically 80 people in attendance.

5.5.2 b Community engagement is rewarded as a form of research

Yes

5.5.2 b

Provide link or descriptive text

While research in general is not a part of a community college faculty's role, faculty do research and present to their peers annually in the service-learning retreat. Each year, six to eight new faculty join the service-learning program. As part of their stipended work, they research and develop service-learning projects for their courses. During our spring retreat, these faculty present on the process of developing their service-learning projects, lessons learned, and future plans for these projects. A \$750 stipend is rewarded to faculty for completing the research, evaluation, and presentation on their projects.

A next step for this work is to develop outcome studies on service-learning courses to continue to promote an ongoing improvement of service-learning as it is implemented across the curriculum.

5.5.2 c Community engagement is rewarded as a form of service

Yes

5.5.2 c

Provide link or descriptive text

The Civic Learning Committee members all include their participation in this committee on their college E5 form which outlines college service. This form is placed in the individual's file and reviewed for promotion and tenure. Furthermore, community engagement is an element of the work of the Student Development Committee and Diversity Leadership Council (DLC) and would be included on the E5 forms of members. E5 forms comprise college service activities. In this form, faculty and staff are asked to list all college service activities as described in the Massachusetts Community College Council (MCCC) contract. Faculty and staff are then asked to list activities completed on this form which might include serving as the DLC representative on a search committee for the Assistant Coordinator of Student Engagement or a Civic Learning Committee member might note their role in developing the Campus Compact Civic Action Plan.

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5.5.3 Department

5.5.3 a Teaching

Community engagement is rewarded as a form of teaching

Yes

5.5.3 a

Provide link or descriptive text

Faculty who engage in service-learning share the rewards and benefits of this teaching pedagogy with their peers in their programs/departments. As a cohort within a department develops, it leads to collaborative design of service-learning components, including syllabus construction, logistics of projects, and evaluation and assessment. For example, in the First Year Foundational Literacy Department there has been a clear majority of faculty in that department implementing service-learning in their courses. As a group they have presented at the National Association for Developmental Education (NADE) Conference on service-learning as well as at the Teaching, Learning, and Student Development (TLSD) regional conference as well as share their experiences amongst themselves and mentor new service-learning faculty in their department.

5.5.3 b Community engagement is rewarded as a form of research

Yes

5.5.3 b

Provide link or descriptive text

Community College Faculty typically teach five classes per semester and focus on the teaching and learning that goes on in their classrooms. Research and scholarship can take many forms at the community college, including researching community engagement in their programs/departments to include in the program review report, presenting at workshops and conferences on topics related to community engagement, and researching to write articles for journals and other publications. Community Engagement Research at the community college is recognized in different ways than at 4-year research institutions. Faculty who participate in community engaged research are provided travel funds to present on their research. Additional recognition in the form of showcasing their work at campus events also takes place. For example, research on the assessment of service-learning in First Year Foundational Literacy courses was presented at a regional conference by our faculty.

In the STEM & Education division, faculty-led student research that benefits the community takes place in Biology 1 and 2 courses, Biotechnology, and General Chemistry courses. Under the direction of faculty, students research topics associated with their courses and present on them to the public. Biology 1 & 2 students present to 4th graders at a Biology Fair on our Lynn Campus and Chemistry Students hold a "Chemistry Day" showcase on our Danvers Campus highlighting topics they've covered in their course. Finally, Biotechnology students work under the direction of their professor to create Online Educational Resources (OERs) for lab courses in Biotechnology. These faculty have all received a service-learning initiation stipend in the amount of \$1500 for this work.

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Experiential and Community Service are a component of the Program Review Template utilized by all programs/departments undergoing program review. It requires the collection of both quantitative and qualitative data and subsequent analysis of this data for use of program/department continuous improvement. Since 2016, over 45 programs/departments have used the program review template to guide their program review efforts. This comprises the research done at the program/department level on community engagement at our institution. Along with the other elements of the template the community service and experiential component is presented on to the Senior Management Team for their consideration when determining budgets and tactical plans for the institution. For example, the Green House Project originally came out of discussion of community service and experiential education during the Program Review presentation for the Horticulture Program. This is discussed further in this self-study in subsequent sections.

5.5.3 c Community engagement is rewarded as a form of service

Yes

5.5.3 c

Provide link or descriptive text

Faculty within a department may coordinate the offering of service-learning in required and non-required courses. For example, the Environmental Studies Advisory Board is considering recommending service-learning as a degree requirement as several faculty in that department offer an optional service-learning component in their courses.

5.5

Provide narrative describing the implementation of these policies and processes:

All policies related to faculty promotion and tenure review are outlined in the Massachusetts Community College Council (MCCC) contract, which is a contract negotiated between the MCCC Union and the Massachusetts Department of Higher Education. Stakeholders included in this contract are bound by its contents.

5.6

If there are college/school and/or department level policies for promotion (and tenure at tenure-granting campuses) that specifically reward faculty scholarly work that uses community-engaged approaches and methods, describe the policies, and indicate whether they are for tenured/tenure track, full time non-tenure track, and part time faculty in reappointment or promotion considerations.

Promotion and tenure policies are set in the state-wide Massachusetts Community College Council (MCCC) contract. Details of these policies are available in the MCCC contract. Upon consulting a member of the state-wide contract team there is no indication that faculty scholarly work using community engaged approaches is mentioned or will be mentioned in the upcoming contract.

However, community engaged scholarly work is accepted and recognized as scholarly work implicitly, if not explicitly. There are no written policies on the institution/school/division/department level relating to this because our faculty are represented by the state-wide MCCC union. The current contract is in the final stages of

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negotiation but plans are in place to present community engagement as an aspect of promotion and tenure in the next round of contract negotiations. Early discussions are taking place regarding the inclusion of community engaged approaches in promotion and tenure and will be a part of ongoing efforts.

5.7

List the colleges/schools and/or departments.

Promotion and tenure policies are set in the state-wide Massachusetts Community College Council (MCCC) contract. Details of these policies are available in the MCCC contract. Upon consulting a member of the state-wide contract team, there is no indication that faculty scholarly work using community engaged approaches is mentioned or will be mentioned in the upcoming contract.

However, community engaged scholarly work is accepted and recognized as scholarly work implicitly if not explicitly. There are no written policies on the institution/school/division/department level relating to this because our faculty are represented by the state-wide MCCC union.

5.8

What percent of total colleges/schools and/or departments at the institution is represented by the list above?

n/a

5.9

Please cite three examples of college/school and/or department-level policies, taken directly from policy documents, that specifically reward faculty scholarly work using community-engaged approaches and methods; if there are policies specifically for tenured/tenure track, full time non-tenure track, and part time faculty, please cite one example.

Promotion and tenure policies are set in the state-wide Massachusetts Community College Council (MCCC) contract. Details of these policies are available in the MCCC contract. Upon consulting a member of the state-wide contract team there is no indication that faculty scholarly work using community engaged approaches is mentioned or will be mentioned in the upcoming contract.

However, the scholarship of teaching and learning is rewarded by our new practice of detailing faculty history and activity as service-learning faculty in a letter to be placed in their personnel file. As described previously, faculty personnel files are a part of tenure and promotion review and letters are placed in the files of all faculty with two or more years of experience with service-learning. Furthermore, we inform faculty who are up for review with less than two years of experience with service-learning to contact the service-learning office and they will receive a letter to put outlining their involvement with service-learning as well.

5.10

Please describe any professional development offerings that your institution provides for faculty and administration to facilitate consistency in approaches to the documentation, review, and evaluation of community-engaged scholarly work as an aspect of promotion and tenure (at tenure granting institutions) processes.

The annual Service-Learning retreat provides guidance on definitions and implementation of community-

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engaged learning. In addition, professional development, which is a component of Institutional Professional Days, on service-learning provides guidance on initiating service-learning in the classroom as well as advanced topics on designing reflection components and assessment.

However, promotion and tenure policies are set in the state-wide Massachusetts Community College Council (MCCC) contract. Details of these policies are available in the MCCC contract. Upon consulting a member of the state-wide contract team there is no indication that faculty scholarly work using community engaged approaches is mentioned or will be mentioned in the upcoming contract. This information has motivated action to initiate conversations with union representatives to alter the tenure review form used across community colleges in the state of Massachusetts for upcoming contract negotiations.

Categories of Community Engagement

A. Curricular Engagement

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

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, academic service learning, community-based learning, public service courses, etc.

A.1 Teaching and Learning

As evidence provided for your earlier classification, you described an institution-wide definition community engaged courses used on campus.

A.1.1

For re-classification, describe what has changed, if anything, with the definition of community engaged courses and explain the purpose of the revisions.

As described previously, NSCC has been an active participant in the Massachusetts state-wide flagging of civic learning courses initiative begun in 2015. The criteria for flagging of civic learning with engagement calls for a deeper reflective experience on the part of students encompassing the following criteria:

The Civic Engagement activity includes a reflection component in which the student is required to report on, present, or explain the significance of the experience and locate it within its broader political, social or economic context.

North Shore has provided professional development to service-learning faculty who would like to provide a deeper reflection experience to locate their service experience within a broader political, social or economic context.

Furthermore, we continue to focus our energy on realizing the following criteria to its fullest extent (the nature

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of this work is described throughout this self-study):

The Civic Engagement activity is designed to provide reciprocal benefits to both the students and a broader community or communities beyond the classroom (that broader community could be the campus community or a community beyond the campus).

A.1.2

If there is a process for identifying or approving a community engaged course as part of a campus curriculum, explain the process; if there have been changes in that process since the last application, please explain the changes.

There are two separate processes for identifying community engaged courses at our institution. The first process being the traditional designation of courses as service-learning courses. The following steps outline this process:

- ☐ Faculty and Senior Specialist for Learner Effectiveness and Civic Engagement meet to determine if service-learning project is aligned with definition and outcomes of service-learning.
- ☐ Division Dean approves faculty participation in service-learning and nature of project.
- ☐ Prospective service-learning faculty completes the service-learning training modules training, individually or in a cohort.
- ☐ Course designated as Service-Learning course.

Courses are all designated on the master schedule as service-learning courses. With the launching of our new website in spring of 2019, we will pursue including a drop-down box to search for service-learning courses in the master schedule (currently a listing of service-learning courses exists on the service-learning pages of the website).

As a Massachusetts State Public Higher Education Institution, we have participated in the Civic Learning Initiative since 2015, as described previously. The following criteria enables us to designate and identify courses as Civic Learning with Engagement Required, Civic Learning with Engagement Optional, and Civic Learning (without engagement). To support this initiative, professional development in the form of workshops and brown bag lunches along with the use of surveys to identify courses that fall into each of the above categories have been used to position us as leaders in the state.

☐ CLER (Civic Learning with Engagement Required)

- ☐ The course description or syllabus articulates a substantial Civic Engagement activity which is explicitly linked to course learning goals and to at least one of the four elements of the Civic Learning definition.
- ☐ Every student in the course is required to participate in the Civic Engagement activity (project or placement).
- ☐ The Civic Engagement activity is designed to provide reciprocal benefits to both the students and a broader community or communities beyond the classroom (that broader community could be the campus community or a community beyond the campus).
- ☐ The Civic Engagement activity includes a reflection component in which the student is required to report on, present, or explain the significance of the experience and locate it within its broader political, social or economic context.
- ☐ CLEO (Civic Learning with Engagement Optional) is for civic learning courses which offer a choice between a Civic Engagement placement or project—as defined above—and another substantial project with a Civic Learning focus which does not require engagement beyond the classroom.

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A.1.3

Fill in the tables below using:

- data from the most recent academic year (2017-18)
- data based on undergraduate FTE
- Percentage = when asked use decimal input, e.g., don't use .9 or .2, use instead 90% or 20%

| | | | |
|--|--|---------------------------------|--|
| Number of community engaged courses | Change in number of courses since last application | Percentage of total courses | Percent change in courses since last application |
| 94 | 34 | 22 | 36 |
| Number of departments represented by community-engaged courses | Change in number of departments since last application | Percentage of total departments | Percent change in departments since last application. |
| 23 | 2 | 54 | 8 |
| Number of faculty who taught community engaged courses | Change in number of faculty since the last application | Percentage of total faculty | Percent change in number of faculty since last application |
| 89 | 47 | 17 | 52 |
| Number of tenured and tenure-track faculty who taught community engaged courses | Change in number of tenured and tenure-track faculty since the last application | Percentage of total faculty | Percent change in number of tenured and tenure-track faculty since last application |
| 60 | 10 | 17 | 16 |
| Number of full-time, non tenure-track faculty who taught community engaged courses | Change in number of full-time, non tenure-track faculty since the last application | Percentage of total faculty | Percent change in number of full-time, non tenure-track faculty since last application |
| 14 | n/a | 4 | n/a |
| Number of part-time faculty who taught community engaged courses | Change in number of part-time faculty since the last application | Percentage of total faculty | Percent change in number of part-time faculty since last application |
| 15 | 6 | 5 | 40 |
| Number of students participating in community engaged courses | Change in number of students since last application | Percentage of total students | Percent change since last application. |
| 1390 | 920 | 22 | 66 |

1.4

Provide a description of how the data above is gathered and used (how it is compiled, who gathers it, how often, how it is used, etc.). Provide relevant links.

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The above data is gathered via form one and form two for service-learning. Each student participating in service-learning must complete these forms and turn them in, in relation to their service-learning experience. The Fellow in Community Engagement enters data from these forms into an EXCEL spreadsheet. Data is then entered into the college Banner System where reports are generated on students who have signed up for service-learning and students who completed all the criteria described previously for having service-learning noted on their academic transcript. Only students who have received a notation on their academic transcript are included in the Table of Data about Community Engaged Learning above. As this is a more rigorous accounting of students than the one undertaken in 2010 it may not reflect the significance of our recruiting and retention of service-learning students from 2010 to 2017-2018. It can be estimated that 10% - 20% of our student engage in service-learning but do not complete all the steps to have it noted on their transcript.

Faculty who incorporate service-learning in their courses are identified and tracked for multiple purposes, including coordination of service-learning projects, participation in assessments, and identification for recognition on a routine basis and this accounting was used to complete the above data request. The courses and sections connected to these faculty are also routinely tracked.

Additional data regarding field placements, clinicals, and internships which engage students with our community partners are gathered and reported by Division Deans and Department/Program Chairs and reported to the Senior Specialist in Learner Effectiveness and Civic Engagement. There is no systematic way in place that we are collecting data for this type of community engagement and it will be placed as an action item to come out of this self-study. This data is used to inform the Dean of Strategic Partnerships for budget and planning purposes. As we did not begin collecting this data until 2015, it is difficult to make comparisons with our 2010 classification data.

1.5

As evidence requested for your earlier classification, you were asked whether you have institutional (campus-wide) learning outcomes for students' curricular engagement with community.

For re-classification, describe what has changed, if anything, regarding assessment of institutional learning outcomes associated with curricular engagement. What are the outcomes, how are these outcomes assessed, and what are the results of the assessment? Provide relevant links.

During the 2011- 2012 self-study of the service-learning program, service-learning student learning outcomes were reviewed and updated to the following form and content:

- ☒ Students will link course content to what they are learning in the "real world" while meeting community needs.
- ☒ Students will develop an awareness of community needs, which creates an understanding of the value of civic responsibility.
- ☒ Students will develop communication and networking skills.
- ☒ Students will reflect on their Service-Learning experience and examine their attitudes, values and beliefs.
- ☒ Students will enhance critical thinking and problem solving skills through active learning.

These outcomes are published on the college website at the following link:
http://www.northshore.edu/ctli/service_learning/

Outcomes are assessed via the student satisfaction survey. Results have been used to shape service-learning faculty handbook contents, faculty training, service-learning course design, and civic ambassador training.

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Results of assessment are available at the following link:

https://nscir.az1.qualtrics.com/jfe/form/SV_1ZFbcvITLv1SLWd

At the time of this self-study completion, the college is creating Institutional Student Learning Outcomes.

2. Curriculum

For each curricular activity listed below, indicate whether or not community engagement is integrated into it, and then describe what has changed since the last classification. Provide relevant links if available.

Curricular Activity: 2.1 Student Research

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| | |
|--|---|
| Is Community Engagement integrated into this area? | Yes |
| What has changed since the last classification? | <p>During the 2013- 2014 academic years, more than 50 students in the Criminal Justice Program served in police stations (some within DARE programs at high schools), youth gang prevention programs, and youth programs. Among these students were 12 students who partnered with the Danvers Police Department to monitor and record instances of distracted driving within school zones of the community. Students stationed themselves in areas during peak traffic times to monitor all types of distracted driving including texting, eating and drinking, and pets on lap. In addition to this, they monitored and recorded lack of seat belt use. Students analyzed the results, created a report and presented it to their contacts at the Danvers Police station which was to be used in grant applications. In addition, the students became advocates for reducing distracted driving amongst their peers after their confrontation with the high levels of distracted driving in their local community.</p> <p>Our 2015 Merrimack College Fellow in Community Engagement completed a research study on community partners of Higher Education Institutions entitled "Service-Learning: An Exploration of Benefits and Critiques from the Perspective of Community." This was presented at the International Association of Research in Service-Learning and Community Engagement (IARSLCE) (2015). In order to better understand the service-learning experiences of Community-based organizations (CBOs), this qualitative research study involved ten semi-structured interviews that lasted approximately 10-30 minutes with CBO representatives who had a partnership with Merrimack College or North Shore Community College. The CBOs had diverse missions focused on issues related to poverty, education, the environment, health, the elderly and people with disabilities.</p> <p>Through this study, CBO representatives expressed a broad range of service-learning definitions that primarily excluded a focus on the student's course content or academics. These definitions included a focus on hands-on, real-world experiences, as well as the intermingling of phrases such as "interns," "student teachers," "practicums," "volunteers," "work study," and "fellows." In addition, all CBO representatives expressed positivity of service-learning, such as through the increased social capital it provided their organization. CBO representatives also explained the student benefits of service-learning as providing real-world experience to students, allowing students to explore career choices, and the cross-cultural and diversity learning it can provide students. All ten CBO representatives also expressed critiques of service-learning. These critiques were related to logistics and short term service-learning, as well as a suggested breakdown of communication between their organization and institutions of higher education.</p> <p>The findings of the study have implications for practice, policy and future research. The implications for practice include more long-term service-learning programs, an emphasis on the quality of service rather than the quantity of hours completed, the implementation of a student intermediary model in short-term service-learning programs, more faculty involvement, and the development of service-learning projects through collaborative design. The implications for policy include institutions of higher education focusing more on community partners in order to institutionalize service-learning successfully, as well as enacting Massachusetts state policy the Vision Project, which further emphasizes the importance of service-learning pedagogies through key outcome 5: Preparing Citizens.</p> |
| Web Link (if available) | |

Curricular Activity: 3.1 Student Leadership Courses

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| | |
|--|---|
| Is Community Engagement integrated into this area? | Yes |
| What has changed since the last classification? | <p>Not directly linked to a course, our Civic Ambassador Training combines self-awareness, leadership, curricular engagement, and diversity training to provide a whole student approach to leading community engagement. This training is accompanied by a Civic Ambassador Guide explaining the roles and responsibilities of the civic ambassador along with resources to take on this role.</p> <p>While not a course, in August of 2017 the training comprised a full day of activities. Our goal is to have this training be ongoing.</p> |
| Web Link (if available) | https://drive.google.com/file/d/13q-SD6BnMz_C04ABGny4kkTaUCFgpVJg/view |

Curricular Activity: 4.1 Internships/Co-ops

| | |
|--|--|
| Is Community Engagement integrated into this area? | Yes |
| What has changed since the last classification? | <p>In Academic Year 2017-2018, we had 10 students working in community based work-study assignments. In addition, NSCC had twelve students doing 120 hour internships at community based organizations such as Boston Children's Hospital, Girls Incorporated, and Lynn Economic Opportunity, Inc.</p> |
| Web Link (if available) | |

Curricular Activity: 5.1 Study Abroad

| | |
|--|----|
| Is Community Engagement integrated into this area? | No |
| What has changed since the last classification? | |
| Web Link (if available) | |

Curricular Activity: 6.1 Alternative Break tied to a course

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| | |
|--|---|
| Is Community Engagement integrated into this area? | Yes |
| What has changed since the last classification? | <p>SPN 104 Language and Culture has run as an alternative break tied to a course twice since 2014. Students travelled to Costa Rica and completed 20 hours of service during this week-long experience. The students engaged with two elementary schools in San Jose and San Pedro city and did maintenance work on the schools, led sports activities, and tutored the school children in English.</p> <p>Students showed great determination in becoming bilingual and demonstrated their dedication to reaching this goal. While in Costa Rica, students developed a sense of global awareness of issues, and a responsibility in addressing them through their service-learning. As a class, students participated in pre-reflection and post-reflection related to their service-learning experiences, as well as keeping a daily journal during their participation to process their experiences.</p> |
| Web Link (if available) | |

Curricular Activity: 7.1 Other. (Please specify in the "What has changed..." text box to the right.)

| | |
|--|--|
| Is Community Engagement integrated into this area? | Yes |
| What has changed since the last classification? | <p>During academic year 2017-2018, four to six Civic Ambassadors assisted with advancing service-learning on campus. These students had multiple service-learning experiences and advocated for service-learning by visiting classes, attending open houses, tabling at campus-wide activity fairs, attending early acceptance nights, and assisting with on-site coordination of service-learning projects. These individuals received training and leadership development and were a critical part of the success of the service-learning office. This is an ongoing element of community engagement activities.</p> |
| Web Link (if available) | |

2.1.

For each curriculum area listed below, indicate whether or not community engagement been integrated into the curriculum at the institutional level, and then describe what has changed since the last classification. Provide relevant links if available.

Curriculum: 2.1 Core Course

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Submitted by North Shore Community College on 11/5/2018. Last modified on 7/19/2020.

| | |
|--|--|
| Is Community Engagement integrated into this area? | Yes |
| What has changed since the last classification? | <p>Service-learning is an integrated element in the following required courses in our Health Professions Program:</p> <p>Occupational Therapy Assistant</p> <p>OTA110 - Planning & Implementation of Programs for Health & Wellbeing OTA X- Occupational Therapy Assistant in Pediatric Populations</p> <p>Physical Therapy Assistant</p> <p>PTA101 - Introduction to Physical Therapy* PTA213 - Therapeutic Exercise 2</p> <p>Respiratory Care</p> <p>RSP201-Fundamentals of Respiratory Care*</p> <p>Service-Learning is integrated into the following course, which is a required course in the Human Services Practitioner Program:</p> <p>HUS130 - Life Changes and Crisis: Adaptation and Intervention</p> <p>*New courses: PTA101 was added in 2016; RSP201 was added in 2015</p> |
| Web Link (if available) | |

Curriculum: 3.1 General Education

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| Is Community Engagement integrated into this area? | Yes |
| What has changed since the last classification? | <p>Sixty-five percent of service-learning courses live in the Liberal Studies and STEM disciplines. Providing experiential education opportunities to these students in the form of service-learning gives students access to crucial benefits to improve college success and retention while providing them with skills and experiences to improve career readiness. Furthermore, a committee made up of faculty from these disciplines integrated community engagement into the General Education Outcomes for the college. These learning outcomes are listed below and a more complete description can be found at the following link http://www.northshore.edu/academics/proficiency/gen-ed.html. As described in our definition of community engagement, students are asked to address needs in the community while reaping their individual benefits from the experience.</p> <p>Critical Thinking and Information Literacy NSCC liberal arts graduates will be able to demonstrate analytical reasoning and interpret evidence by identifying, locating, evaluating, and synthesizing information as well as effectively use evidence from various print and electronic sources across disciplines to support a claim.</p> <p>Communication NSCC liberal arts graduates will be able to read, write, listen and speak effectively, using multiple modes of communication.</p> <p>Quantitative and Scientific Reasoning NSCC liberal arts graduates will be able to use the scientific reasoning process, quantitative and qualitative reasoning, and data to solve problems.</p> <p>Intercultural Competency NSCC liberal arts graduates will be able to identify their own cultural norms within a framework of other cultural perspectives. Graduates will be able to articulate their individual, social and civic responsibilities as members of a global community.</p> |
| Web Link (if available) | |

Curriculum: 4.1 First Year Experience Courses

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| Is Community Engagement integrated into this area? | Yes |
| What has changed since the last classification? | <p>Service-Learning is highly recommended as a teaching strategy of all First Year Experience (FFL100) courses. FYE courses contextualize to Liberal Arts, Science, Technology, Engineering, and Math (STEM), Health Sciences and Business courses to ensure the pedagogy is in place and reaching students college-wide. In 2017-2018, ten of the eighteen sections of FYE that ran were service-learning courses.</p> |
| Web Link (if available) | |

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Curriculum: 5.1 Capstone (Senior Level Project)

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| Is Community Engagement integrated into this area? | No |
| What has changed since the last classification? | |
| Web Link (if available) | |

Curriculum: 6.1 In the Majors

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| Is Community Engagement integrated into this area? | Yes |
| What has changed since the last classification? | <p>Criminal Justice</p> <p>Students in the Criminal Justice Program will have the option of participating in service-learning at least once during their degree program, with service-learning in optional format being present in the following Criminal Justice courses:</p> <p>CRJ101 - Introduction to Criminal Justice CRJ107 - Constitutional Interpretations of Criminal Procedures CRJ108 - Crisis Intervention in the Field of Criminal Justice CRJ110 - Juvenile Justice System</p> <p>Environmental Studies</p> <p>Students in the Environmental Studies Program have the option of participating in service-learning at least once during their degree program, with service-learning in optional format being present in the following courses.</p> <p>EVS102 - Introduction to Sustainable Living EVS104 - Exploring the Landscape of Sustainability EVS108 - Climate Change, the Environment, and Society</p> <p>The EVT Program Review 2018 recommends that service-learning experience be required part of program degree.</p> |
| Web Link (if available) | |

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Curriculum: 7.1 In Minors

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| Is Community Engagement integrated into this area? | No |
| What has changed since the last classification? | |
| Web Link (if available) | |

Curriculum: 8.1 Graduate Studies

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| Is Community Engagement integrated into this area? | No |
| What has changed since the last classification? | |
| Web Link (if available) | |

Curriculum: 9.1 Other. (Please specify in the "What has changed..." text box to the right.)

| | |
|--|--|
| Is Community Engagement integrated into this area? | |
| What has changed since the last classification? | |
| Web Link (if available) | |

2.2.

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 –

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where have you been, where are you now, where are you strategically planning on going? Provide relevant links.

Curricular engagement is most visible in our Service-Learning Program. Since 2010, our goal has been to increase student opportunity to participate in this form of community engagement. Our actions to achieve this have grown and developed over the last ten years, not limited to our growth in sections of service-learning, but by creating a “culture of service-learning.” While we have made great strides in achieving this, it is a work that has seen much accomplishment but is still in progress. In 2011-2012, the service-learning program underwent an extensive self-study as described previously. At this point in time we had 98 sections of service-learning and 350 students. As a result of developing project-based service-learning and more flexible approaches to service-learning, we experienced considerable growth in participation rates in subsequent years reaching a peak of over 1000 students in 2016-2017. This expansion, along with the data to support positive effects on student retention and success, led to the additional staffing devoted to service-learning in the form of a 25-hour-a-week Fellow in Community Engagement. In 2015, we updated our process of tracking students to be more rigorous (requiring each student to complete a verified reflection assignment as well as verification of completed hours by community partner). Also in 2015, an in-depth research study was done on the reciprocal nature of our community partnerships, which led to training for faculty and updating of our faculty handbook for service-learning. During this time, growth in participation was experienced in our Environmental Studies Program, service-learning and community partner options were added. In 2016, First Year Experience courses were developed and service-learning was an integral part of this course. In 2017, the pilot for the Civic Ambassador Program was initiated, which grew out of research done on a community college in Florida. In 2017, the Civic Learning Committee developed a Civic Action Plan with the goal of creating a culture of Community Engagement. In May of 2019, we will hold a retreat for faculty and community partners to meet and engage and further learn from one another. During recent years, our growth in service-learning courses has grown only marginally. This can be attributed to increased numbers of hybrid and 7-week courses, which some faculty are apprehensive about integrating service-learning into. The service-learning office took action and surveyed students about this and found that students (85% of those surveyed) are interested in having service-learning options in these courses. The goal is to provide professional development to faculty acquainting them with the benefits and giving them tools to include service-learning. Currently, the curricular engagement activities are shared by the Fellow in Community Engagement and the Senior Specialist in Learner Effectiveness and Civic Engagement. This structure may need to evolve. This will be an element of the upcoming program review in 2020-2021.

B. Co-Curricular Engagement

Co-curricular Engagement describes structured learning that happens outside the formal academic curriculum through trainings, workshops, and experiential learning opportunities. Co-curricular Engagement requires **structured reflection** and **connection to academic knowledge** in the context of **reciprocal, asset-based community partnerships**.

| Co-Curricular Engagement | Selected | Description |
|--|----------|--|
| Social Innovation/entrepreneurship | No | |
| Community service projects - outside of the campus | Yes | Last year, NSCC students in partnership with the Office of Student Engagement and Service Learning, hosted a NSCC Day of Service. Students wanted to create a day that was engaging and thoughtful and would be giving back to the North Shore Community. The different events students could partake in included: |

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| | | |
|--|-----|---|
| | | <p>Going off site to work with the Salem Sound Coast watch to clean up Lynn Beach; Design and make greeting cards with special messages to our troops overseas; Create school kits of various supplies needed at a local Lynn elementary school; Design and create affirmation rocks on river stones as an act of kindness that will be hidden around the city of Lynn; Create and put together safer sex kits that were distributed throughout the Lynn community. Over 70 of students participated in the NSCC Day of Service. Each year the Office of Student Engagement partners with the Lynn Woods Conservation team to clean up the area before opening for the season. Students, faculty and staff gather together to pick up trash and beautify the Lynn Woods area. The College also partners with the Greater Boston Food Bank, Beverly Bootstraps and The Open Door of the North Shore to host a monthly mobile market on both campuses. Student leaders from the National Society of Leadership and Success and Phi Theta Kappa and the Veteran's Club volunteer their time during the mobile market. Students assist with unloading, setting up, distribution and tear down of the markets. Students are typically earning their volunteer hours toward the requirements of their societies.</p> |
| Community service projects - within the campus | Yes | <p>Historically, the Events Council, NSCC's student programming organization, coordinated fundraiser for the Greater Boston Food Bank during the Thanksgiving season. This has continues into 2018, when a student partnered with outside organizations and as well as NSCC Health Services and Service Learning to host a food drive to create Thanksgiving baskets for NSCC students and their families. Fundraisers have also supported Breast Cancer and Lung Cancer awareness as well as those affected by natural disasters such as the hurricanes in Puerto Rico. More local support has been to aid those affected by the Merrimack Valley gas explosions. Students take the time to research organizations and develop strategies that will most benefit individuals affected by these disasters. The students along with their advisors work together to create fundraisers that not only collect funds but also educate those contributing to the cause. During the fundraisers for breast cancer and lung cancer awareness, information on these issues was provided to not only those who donated but to those who wanted to learn more. Student clubs and organizations also have partnered on clothing drives as well as collecting hygiene products for a local organization working with the homeless population in Lynn. Most notably this year, the Student Government Association hosted a winter apparel drive that collected winter coats, hats, gloves and scarves for those in the NSCC as well as the surrounding communities.</p> |
| Alternative break - domestic | No | |
| Alternative break - international | No | |
| Student leadership | Yes | <p>The National Society for Leadership & Success (Sigma Alpha Pi) is a 5-step leadership development program here at the college. It is an amazing opportunity for students to gain new skills, build their resume, and sets them up for success once they graduate from NSCC. Students are selected for this opportunity based on their leadership within the classroom here at NSCC. The National Society for Leadership & Success is an opportunity to complement the skills students are gaining in the classroom, and work with other members of the organization to ultimately broaden and enhance your leadership skills.</p> |

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| | | Student leaders also receive training and development through the Office of Student Engagement as well as from the advisors within their club and organization. The Office of Student Engagement holds trainings at the beginning of the academic year for club and organization leaders. Student leaders also have opportunities to demonstrate their leadership skills and development by being appointed to College Governance committees to represent the student voice on campus. Student leaders development is on-going and NSCC tries to foster and provide opportunities for students to engage in the use of the skills they have developed. |
| Student internships | No | |
| Work-study placements | No | |
| Opportunities to meet with employers who demonstrate Corporate Social Responsibility | No | |
| Living-learning communities/residence hall/floor | No | |
| Student teaching assistants | No | |
| Athletics | No | |
| Greek Life | No | |
| Other (please specify) | No | |

B.2. Indicate whether students have access to a co-curricular engagement tracking system that can serve as a co-curricular transcript or record of community engagement, and if such a system exists, describe the system used and how it is used.

While there is no co-curricular transcript, there are examples of tracking for co-curricular engagement. For example, the Office of Student Engagement (OSE) utilizes Banner for tracking of student leadership on campus. Also, students who are inducted into the Phi Theta Kappa (PTK) Honors Society receive a seal on their diploma which is tracked. A further example of this is the tracking of students who participate in the year-long leadership program for The National Honor Society for Leadership and Success (Sigma Alpha Pi).

B.3. Indicate whether co-curricular programming provides students with clear developmental pathways through which they can progress to increasingly complex forms of community engagement over time. Please describe the pathways and how students know about them.

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In 2017, orientation was strengthened and integrated into the experience of all incoming students. Civic and Community Engagement including service-learning was a key component of the newly developed orientation for students. During academic year 2018-2019, the Office of Student Engagement (OSE) is undergoing a comprehensive program review. During this program review, the OSE is creating and recommending student learning outcomes with a view to developing developmental pathways through which students can experience increasingly complex forms of community engagement experiences

B.4. 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.

Students have significant leadership roles on campus related to community and civic engagement. There are student(s) on the Civic Learning Committee and within the subcommittee completing the Carnegie Reclassification for Community Engagement Application which have input on community engagement on our campus. Civic Ambassadors support the collaborations between the Service-Learning Office and the Office of Student Engagement. These are all new initiatives since our last classification.

Students have several opportunities for engagement with the internal and external communities. There are a range of clubs and organizations at the College that focus on social justice or participate in civic-minded opportunities. Some examples of such clubs are the Queer Straight Alliance, Veteran's Club, Multicultural Association, Delta Alpha Pi, Phi Theta Kappa and Sigma Alpha Pi. These clubs meet regularly and discuss social justice issues, implement events around those topics (raising of the transgender flag on campus, participating in the Boston Gay Pride parade, etc.) and raise awareness of important topics that impact both the NSCC community and the communities we serve in the larger landscape. Delta Alpha Pi (DaPi) provides a space for students with disabilities to provide peer support and advocacy. They have worked with the Higgins Middle School (Peabody) on a year-long project to provide middle-school students with disabilities mentoring and guidance to realize their education goals. This year long project resulted in a magazine, video and an event that helped capture this effort (<http://www.northshore.edu/passiton/>). They have also engaged in co-curricular engagement through tutoring projects with local elementary schools.

The Veteran's Club provides a space for peer support and for raising awareness on Veterans-related issues. They do several item collection drives to raise items for under-resourced external community members and individuals who are homeless. Their most recent drive, "Hygiene for Humanity," collected toiletries and small items for individuals who benefit from a local soup kitchen, My Brothers Table. Another project, the Patton Film Project, documented the stories of veterans via film.

Sigma Alpha Pi, a leadership development program available for students includes the opportunity for students to achieve further designation by attaining the NELA award. This award has a community service component.

The Student Government Association also initiates community benefit drives. Their most recent drive was the "Winter Apparel Drive" where they collected clothes and items for the winter for under-resourced individuals in Lynn.

The Environmental Club participates in at least one annual clean-up of the Lynn Woods Reservation where they partner with several local organizations and groups.

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B.5. Describe how institutions have 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.

Student access to and participation in community-engaged activities has seen a steady increase over the previous five years. This can largely be attributed to developing partnerships across the college as well as in the community. For example, the OSE has partnered with Student Health Services on the well-attended Community Health Fair, Survey of Food Insecurity, and most recently the Mobile Food Market. The OSE has developed and leveraged relationships with the faculty to build awareness and participation in their community-engaged activities such as the Interfaith Awareness Series. This series has brought community partners spanning diverse faith groups on to our campus to present interactive educational programs and engage our campus community in dialogue and discussion.

NSCC is an active participant in the Community Colleges Student Leadership Association (CCSLA) where one of our students has received the coveted Massachusetts award in 2017. Students take an active role in external events with community partners. Students both represent the student voice and are able to make connections with local legislatures and business leaders. These events include the Champions Breakfast, Lynn Groundbreaking Ceremony, and most recently, this involved the signing of the MOU between NSCC and Salem State University.

On Friday, November 30th, 2018, Salem State University (SSU) and North Shore Community College (NSCC) signed a comprehensive Memorandum of Understanding:

North Shore Community College (NSCC) and Salem State University (SSU) agree to collaborate to build and nurture academic and workforce pathways so that our students can achieve their personal and educational goals and ensure that the regional labor force is enhanced with the skills, knowledge and credentials to meet market demand.

This new collaboration deepens both institutions' commitment to preparing students to participate in educational experiences that prepare them to be engaged citizens and contribute responsibly to the North Shore Region and a broader global society.

These experiences lead to connections which enable student growth and development as leaders in our community. For example, our Student Government Association President who spoke at the Lynn groundbreaking where Governor of Massachusetts Charlie Baker was present, acquired an internship in Governor Baker's office the following year.

C. Professional Activity and Scholarship

C.1.

How have faculty of any employment status (tenured/tenure track, full time non-tenure track, and part time faculty) not only incorporated community-based teaching and learning into courses, but turned that activity into research to improve teaching and learning through the scholarship of teaching and learning (SoTL), (e.g., publishing articles, making

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presentations, conducting studies of their courses, conducting workshops, etc)? Provide five examples of faculty scholarship to improve, critique, promote, or reflect on community engaged teaching and learning. Indicate whether the faculty are tenure-track or part-time/non-tenure track. Also, describe how this scholarship has been supported since your last classification.

Tenure track faculty have worked in small groups to create content and develop presentation strategies to bring the following topics to audiences on our campus, at Statewide and National Conferences:

- ☒ Service-Learning in Developmental Courses (Statewide Teaching, Learning, and Student Development Conference, 2013)
- ☒ Service-Learning in Developmental Courses (National Association for Developmental Education, 2015)
- ☒ Service-Learning from the Experts (Panel Presentation On-Campus Professional Day, 2015, 2016)
- ☒ Introduction to Service-Learning (Professional Day, 2017)
- ☒ Strengthening Reflection Assignments (Professional Day, 2016)

Faculty worked collaboratively within and across disciplines to create the content and present on the above topics to advance community engagement both on our campus and nationally. For example, the presentation on Service-Learning in Developmental courses was a collaborative project among five service-learning faculty within the First Year Foundational Literacy (FFL) Department (formerly known as the Communications Skills Department). Each faculty member discussed the variety of service-learning projects within their courses from designing the course, implementation, and evaluation. This was done in conjunction with a brief talk about the overall assessment of service-learning in FFL courses.

Similarly, faculty worked across disciplines creating and presenting on aligning reflection experiences with Massachusetts Department of Higher Education criteria for flagging Civic Learning with Engagement Optional and Required, and, in general, deepening the reflection experiences of our students at a session during Professional Day. Faculty from our Occupational Therapy Assistant Program, English Department, Business Department, Horticulture Department, and First Year Foundational Literacy (FFL) Department shared best practices for deepening reflection experiences, as well as provided example assignments for attendees to use and adapt.

The participants in the above scholarship were tenure track faculty. The primary change since our last classification in this scholarship has been its increase and acceptance as an integral part of Faculty Professional Day, a twice yearly activity on our campus. This venue has promoted the scholarship of community engagement among all our full-time faculty. In addition, sessions have been presented at Adjunct Professional Day to reach non-tenure track faculty as well.

C.2.

How have faculty of any employment status (tenured/tenure track, full time non-tenure track, and part time faculty) collaborated with community partners to produce scholarly products of benefit to the community that are representative of co-created knowledge between academics and community partners resulting from outreach and partnerships (e.g., technical reports, curriculum, research reports, policy reports, publications, etc.)? Provide five examples of faculty scholarship conducted with partners for community benefit or to improve, critique, promote, or reflect on partnerships. Also, describe how this scholarship has been supported since your last classification.

In the summer of 2015, 5 faculty members, 2 service-learning staff members, and 2 community partners collaborated to create a handbook for faculty wishing to implement service-learning into their First Year

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Experience courses. The collaboration with community partners was particularly focused on developing a section on "Tips for Working with Community Partners" within the guide.

One OTA faculty member incorporated a modification of her current service-learning project within a published document of the American Occupational Therapy Association (AOTA, 2018, p.10) as an example of a community-based collaborative learning experience that could occur among occupational therapist and occupational therapy assistant students.

American Occupational Therapy Association. (2018). Importance of collaborative occupational therapist-occupational therapy assistant intraprofessional education in occupational therapy curricula. *American Journal of Occupational Therapy*, 72(Suppl. 2), 7212410030. <https://doi.org/10.5014/ajot.2018.72S207>

Faculty have collaborated to do research and produce scholarship with the Shannon Grant project described elsewhere in this application.

C.3.

How have professional staff contributed to the scholarship of community engagement (through conference presentation, publication, consulting, awards, etc.) associated with their co-curricular engagement achievements (e.g., student program development, training curricula, leadership programming, etc.)? Provide five examples of professional staff scholarship related to community engagement and describe how this scholarship has been supported since your last classification.

The Senior Specialist in Learner Effectiveness and Civic Engagement has received considerable support from NSCC to complete scholarship and present on that scholarship related to community engagement. NSCC granted a half-time sabbatical for one semester and gave leave time on Fridays to pursue a Ed.D. in Higher Education with a focus on community engagement. The most significant outcome of this has been the completion and publication of a dissertation: *Models and Best Practices of Service-Learning: An Historical Study of Miami-Dade College from 1992-2012* (2018). Prior to the completion of this dissertation, she presented on the historical focus of the dissertation at the Community College National Center for Community Engagement Conference in Scottsdale, Arizona in spring of 2015: *The History of Service-Learning: Listening to the Voices of the Community College*. This trip was fully funded by NSCC. After completing the dissertation, she has gone on to present on it both at NSCC and at the Campus Compact National Conference in Indianapolis, Indiana in spring of 2018 which was fully funded by NSCC.

The Senior Specialist has been presenting, within her own institution, regionally, and at state-wide conferences on the assessment of service-learning and community engagement. Most recently (2018) she presented at the Massachusetts Board of Higher Education Statewide Conference on Civic Engagement on the Assessment of Civic Engagement. At this conference, President, Pat Gentile was a member of a Presidents Panel and shared her views on Civic Engagement.

Finally, presenting on the role of the community college in Civic and Community Engagement has been an important role the college takes. At a State-Wide Conference at Salem State University (2016) the Senior Specialist presented on: *Making Civic Learning and Democratic Engagement "Unavoidable" for our Students*.

D. Community Engagement and other Institutional Initiatives

6.1.

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Indicate how community engagement directly contributes to (or is it aligned with) the institution's diversity and inclusion goals (for students and faculty), and describe what has changed since the last classification. Provide relevant links if available.

North Shore Community College has made a commitment to developing and maintaining an inclusive, proactive, and empowered culture where diversity is a guiding value, not just in theory, but in practice. (<http://www.northshore.edu/diversity/>). Community engagement directly contributes to this.

A visual example of this is found in the orientation video for service-learning as it describes diversity training as an important benefit of service-learning (http://www.northshore.edu/ctli/service_learning/orientation.html). In addition, Civic Ambassadors receive National Coalition for Building Institute (NCBI) training to prepare them for their roles. NCBI training is offered regularly in classes with special emphasis in First Year Experience classes where service-learning is highly recommended.

Professional staff and service-learning faculty connected to the service-learning program serve regularly on the Diversity Leadership Council (DLC). In this role, among other duties, they sit on Hiring Committees, as well as serve on various subcommittees on such topics as gender neutral bathrooms, creating prayer and meditation spaces, and developing the FACES of NSCC video which includes many pictures of students engaged in service-learning. On a subcommittee, the lead for service-learning participated in an assessment of our campuses in which service-learning was identified as a key diversity experience of our students. The subcommittee presented on their findings, including the role service-learning plays, to senior leadership and key stakeholders at a Diversity Collaborative event in 2014.

Additionally, The Forum on Tolerance, which brings the college and community together to advance understanding of diversity issues, is a key community engagement activity on our campus that advanced the vision for diversity of our campus (<https://www.northshore.edu/tolerance/>).

Representatives from the community have come to our campus to address a large range of diversity issues including racial/ethnic, gender equity and identity, and diversity. For example in the "Diversity Series: Who Am I," a panel discussion on Latino identity and acculturation was held in October of 2015. An event partnering with the Lynn Museum, a "Harlem Renaissance Gala," showcased African-American culture and music in February of 2017. In academic year 2017-2018, representatives from the Muslim, Hindu, Buddhism and Jewish faiths came on campus to dispel misconceptions, demonstrate dance, share evidence about the effectiveness of mindfulness, and talk about the connection between their faith and social justice respectively. These examples, along with others, show how the College routinely partners with the community to create diversity experiences for our students.

While the Forum on Tolerance has a long history at NSCC, the other items mentioned are all new initiatives. The real change in this programming has been in its expansion and development.

6.2.

Indicate how community engagement is connected to efforts aimed at student retention and success, and describe what has changed since the last classification. Provide relevant links if available.

Evidence indicated that the student graduation rate was double for service-learning completers versus non service-learning participants. In addition, data was collected in regards to attitudes about success and retention of service-learning students. This data, along with routine surveys and focus groups, has led to continued support and expansion of service-learning program.

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A key change has been the development of a First Year Experience course and the integration of service-learning. These courses prepare students for their college experience and include high impact practices such as service-learning to improve student attitudes about completing their education goals.

To give students added connection and benefits from their service-learning experiences, 50% of service-learning students receive a certificate of completion for their service-learning (all First-Year Foundational Literacy students), and as described previously, all service-learning completers have it noted on their academic transcript. This is added motivation and makes our students feel proud of what they have accomplished.

The Office of Student Engagement (OSE) partners with the community on much of its programming and its goal is to also increase student success and retention. For example, the programming described in the previous question such as the "Harlem Gala" is designed to improve student success and retention.

In addition, the college's orientation process has been revamped to be more intentional about informing new students of programs and opportunities on campus. While in the past, service-learning information has been disseminated to students in the form of distributing brochures on this topic, this has been developed more fully. Now orientation leaders undergo a thirty minute training on all aspects of community based learning and civic engagement and how they can share this information with orientation attendees.

6.3

Indicate whether the campus institutional review board (IRB) or some part of the community engagement infrastructure provides specific guidance for researchers regarding human subjects protections for community-engaged research, and describe what has changed since the last classification. Provide relevant links if available.

<http://www.northshore.edu/irb/>

The NSCC IRB provides guidance for researchers regarding human subjects protection for community engaged research. The chair of the IRB ensures the research associated with community partners who are stakeholders in community engagement meet IRB standards as described at the link above. There has been no change since the last classification.

6.4

Indicate whether community engagement is connected to campus efforts that support federally funded grants for Broader Impacts of Research activities of faculty and students, and describe what has changed since the last classification. Provide relevant links if available.

A significant example of this is our work on The Shannon Community Safety Initiative (CSI), which uses a multi-pronged approach to address a community's gang and youth violence problem using five strategy areas: social intervention, suppression, opportunity provision, organizational change, and community mobilization. These funds are used to support a research component comprised of Local Action Research Partners (LARPS) and the Statewide Research Partner (SRP). LARPs provide strategic analytic, and research support to the individual Shannon CSI sites. NSCC served as the LARP for this project and provided regular grant reports for the state as well as a Community & Gang Assessment Report in 2015

https://drive.google.com/open?id=1YQ1qysLHap0xhHJtxASyWSN_5MUq7OGI, a Case Management Outcome Report in 2017 <https://drive.google.com/open?id=1FsF5iaKlMnHp9P8zajlw4P2yE8NwQy88>, and an

Employment Readiness Checklist in 2018 for Lynn Providers

<https://drive.google.com/open?id=171-Praht7-b4RqIKZVF4egICZvhWQTJ>.

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Relationships between community members are a vital part of finding solutions for local problems. North Shore Community College has developed a strong working relationship over the last five years with all members of the Shannon team in Lynn, including the Lynn PD, Family and Children Services of Greater Lynn, Catholic Charities, and the Lynn Youth Street Outreach Advocacy Organization. Since our partnership relies on open communication, we have made a concerted effort to meet this challenge by staying in touch with our partners. In addition to regularly attending provider and steering committee meetings, we are frequently in touch with the Shannon team, receiving data from the Lynn Police, answering questions asked by the providers, and oftentimes, simply staying in touch with the Lynn team so we are aware of what's happening in our community.

6.5. Does the institution encourage and measure student voter registration and voting?

Yes

6.5.1

Indicate whether the institution encourages and measure student voter registration and voting , and describe the methods for encouraging and measuring student voter registration and voting and what has changed since the last classification. Provide relevant links if available.

NSCC successfully develops, promotes, and implements initiatives to increase voter registration and awareness of issues among our students across all our campuses. NSCC has participated in the National Study of Learning, Voting, and Engagement (NSLVE) collection of voting data since 2012. After being shared with the Senior Management Team, the NSLVE data is posted on our college website and shared intentionally with History, Government, and Economics faculty for their use in planning course content and discussion. This data is a point of pride for our institution as our institution voting rate increased from 49.7% to 55.5% from 2012 to 2016. In 2016, our voting rate was 5.1% above our peer Carnegie Classified institutions (50.4%). Additionally, in 2017, we joined the ALL In Challenge and received a Bronze Award for voter participation by our students in the 2016 election cycle. Most notably, NSCC participated in the Statewide "Presidential Election Teach-In" in which more than 50 faculty from our institution implemented teaching modules in their classroom focusing on the Electoral College and its functioning, the history of the Presidential election and issues of the election. This event was supported by special resource collection made available in the library, sharing of teaching module ideas among faculty, and a Forum on Tolerance on Political Tolerance in which students shared their learning experiences during the "Presidential Election Teach-In" to a group of more than 200 faculty, staff, students, and community partners. Also critical were the presence of voter registration opportunities for students in which voter registration representatives shared information about registration steps both by visiting classrooms and tabling in common spaces across our campuses. In summer/fall of 2018, efforts were concentrated on continuing to improve voting participation among our students for the Midterm Elections. A "Midterm Election Teach-In" took place and multiple opportunities for voter registration on all our campuses occurred. In addition, voter representatives visited classes and educated students about voting. Finally, a video of student voices on the importance of participating in the election was created and distributed throughout the campus primarily via social. Nearly 500 students were registered to vote, representing each of our three campuses. NSCC received national recognition from the ALL In Challenge for our Midterm Election Action Plan. NSCC looks forward to data from NSLVE regarding student voter turnout as a means of assessing our efforts. Plans have already begun for the 2020 Presidential Election cycle with the added caveat that this coincides with the 100th anniversary of women gaining the right to vote. The college has reached out to its community partners to collaborate on programming surrounding this anniversary with a focus on engaging the disenfranchised in the voting process. Voting rate information and the complete NSLVE report on student voting trends was posted on the college website <http://www.northshore.edu/academics/civic-learning.html>,

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6.6

Indicate whether the institution is committed to providing opportunities for students to discuss controversial social, political, or ethical issues across the curriculum and in co-curricular programming as a component of or complement to community engagement, and describe what has changed since the last classification. Provide relevant links if available.

NSCC's Forums on Tolerance initiate educational challenges to students and members of the community to learn more about one another, bring about empathy and understanding toward other people, and to make a difference in ourselves, our neighborhoods, and our world. Since 1996, NSCC Forums have explored social injustice and its effects on the modern world and our own communities through topics ranging from the Holocaust to immigration and civil rights: <http://www.northshore.edu/tolerance/>.

Through the Office of Student Engagement (OSE), the College allows space for discussion of controversial issues both within clubs and organizations and in campus-wide programming. Gender Equity Bingo was a part of programming efforts of the Queer Straight Alliance designed to educate students about gender equity and sexual violence prevention. Bystander training held in 2017 and 2018 was conducted to train students about sexual violence prevention in partnership with the North Shore Rape Crisis Center. Post-election listening sessions were held following the 2016 election to help our student process the anti-immigrant sentiment and fear of DACA reversal. The National Coalition Building Institute (NCBI) is an international organization, with campus affiliation here at North Shore Community College. It is dedicated to promoting diversity, equity, and inclusion as well as building connections among people through reflection, story sharing, and resolution of conflicts. During the 2017-2018 academic year, NCBI conducted 22 welcoming diversity workshops, 7 controversial issue workshops, and one all-day welcoming diversity, equity, and inclusion workshop for all new employees. The NCBI also sponsors such activities as the listening sessions held on our campuses following the Florida Nightclub shooting. Also included among activities to bring students together to discuss and process was the creation of a video which brought students together to express their individual views on the importance of the election: <https://youtu.be/M589-jLDpIQ>.

6.7

Indicate whether your campus has curricular and/or co-curricular programming in social innovation or social entrepreneurship that reflects the principles and practices of community engagement outlined by the definition of community engagement provided above, and describe what has changed since the last classification. Provide relevant links if available.

North Shore Community College faculty have connected social issues to classroom instruction historically. On December 6, 2018, NSCC students participated in the first Undergraduate Research Conference held at the college. Guided by an Associate Professor of the Business Department, students analyzed a social issue of their choice from a business perspective and developed a research paper based on this. From this they developed a presentation given at the research conference. Their 5-minute research presentations and outlines were judged by a panel that included speech, sociology, and accounting faculty members. Students received awards for their accomplishments and a few students were invited to go to the state-wide research conference in Amherst, Massachusetts. In addition, the faculty member who initiated the conference was asked to present at a state-wide conference on her planning, management, and evaluation of the conference.

E. Outreach and Partnerships

Outreach and Partnerships has been used to describe two different but related approaches to community engagement. Outreach has traditionally focused on the application and provision of institutional resources for community use.

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Partnerships focus on collaborative interactions with community and related scholarship for the mutually beneficial exchange, exploration, and application of knowledge, information, and resources (research, capacity building, economic development, etc.). The distinction between these two is grounded in the concepts of reciprocity and mutual benefit, which are explicitly explored and addressed in partnership activities. Community engaged institutions have been intentional about reframing their outreach programs and functions into a community engagement framework that is more consistent with a partnership approach.

1. Outreach

1.1

What changes to outreach programs and functions (extension programs, training programs, non-credit courses, evaluation support, etc.) that reflect a community engagement partnership approach have taken place since your last classification? Describe three examples of representative outreach programs:

Three examples of representative outreach programs include Brickett Elementary School, campus-wide Sustainability Initiative, and most recently, the CommUniverCity at LYNN. These initiatives represent the College's new approach to partnerships since our last classification. Initiatives are supported from across the college, with curricular and co-curricular efforts partnering strategically to meet needs (as directed by community partners) in the community.

In 2010, a campus-wide reciprocal partnership was initiated with Brickett Elementary School, a school in Lynn Public Schools serving low income, at-risk students. Tutoring has been provided in Language Arts and Math, as well as programming on Cardiac Disease Prevention and STEM and Language Arts Programming. Community service activities that have been a collaboration between the Office of Student Engagement and Service-Learning during the past decade have included painting of the cafeteria and art room and delivery of school supplies and teacher kits to the school. This partnership is active today and is the beneficiary of human and financial resources of the college.

Our Sustainability initiative is a direct outgrowth of the strategic plan. NSCC's goals for sustainability are incorporated in its strategic plan: "Students will be prepared to recognize the interdependence of the environmental, social and economic aspects of sustainability and to express awareness of how their values and choices affect the natural world and society." Included in these goals is a commitment to community service related to sustainability. Among these efforts were ten courses with over 100 students who took part in sustainability-themed service-learning during the academic year of 2017-2018. Co-curricular and curricular service partner for an annual clean-up at the Lynn Woods Reservation where nearly 100 college members (administrators, faculty, staff, and students) volunteer to clean-up the reservation which is the primary green space for the city of Lynn. This activity has an end result of readying the reservation for summer use by the community.

The data collection, planning, development and launch of the CommUniverCity at LYNN is the single most impactful change in our vision and action related to outreach in the community as has been described in this application. This outreach program was launched in 2015 and is poised to sustain itself to benefit stakeholders well into the future. The partnerships which are integral to this initiative include not only those that provide increased educational opportunities such as those with Lynn Public Schools and Salem State University but also grass roots organizations in the community that provide services to alleviate food insecurity, homelessness, health concerns and environmental concerns.

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1.2

What changes have taken place regarding institutional resources (co-curricular student service, work/study student placements, library services, athletic offerings, etc.) that are provided as outreach to the community? Provide examples of how these institutional resources are consistent with a community engagement partnership approach.

In June 2017, a 41,500 square-foot addition to the McGee building on or Lynn campus opened with ten state-of-the-art classrooms, a one-stop all-inclusive student enrollment/support center, testing center, a faculty teaching and learning center, administrative offices and community meeting space. Space also became available for a larger, more easily accessible bookstore for the community of Lynn. This is the only bookstore in the city of Lynn. The expansion of the Lynn campus is aligned with NSCC's commitment to the community of Lynn and the goals of the CommUniverCity at LYNN. These goals are aligned with the mission, vision, values and strategic plan.

Plans are in process for the development of an early childhood lab facility on the Lynn Campus identified and called for in the Master Facilities Plan. A potential funding source has been identified through the Major Project Concept Capital process.

The College applied for and received a grant of \$264,906 in 2018 from the Executive Office of Education, Massachusetts Skills Capital Grant program for the purchase and installation of a sustainable greenhouse and related classroom equipment at the Lynn campus. The greenhouse will support the College's Agricultural and Food Services Pathways (Nutritional Science/Diet Technology, Environmental Horticulture and Culinary Arts) and will serve as a resource for other programs such as Health and Natural Sciences and Small Business Entrepreneurship. The greenhouse is in partnership with a community partner, the Food Project, which oversees sustainable gardens to service the community of Lynn.

Campus space is available for rent on a case-by-case basis. To use space, the community partner must be sponsored by either an individual department or a representative from the President's Office to ensure alignment with the College's mission statement. This includes the community boardroom, Lynn Gymnasium, classrooms, and conference space.

Our Library is now proactive and intentional about communicating the resources it offers to the community. The NSCC Library is open to the public and provides an environment of study and research to those who enter. The public can borrow library resources via their local public library. The library provides designated computers for community patrons with priority given to college students, faculty, and staff. Printing is available on a fee-based system.

2. Partnerships

This section replaces the previous "partnership grid" with a series of repeating questions for each of the partnerships you identify.

Describe representative examples of partnerships (both institutional and departmental) that were in place during the most recent academic year (maximum = 15 partnerships). As part of this section, we are asking for an email contact for each partnership provided. The text for the email that will be sent to your community partner can be found below.

As part of this section, we are asking for an email contact for each partnership provided. The

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following email will be sent to your community partner:

Dear community organization partnering with a college or university,

{Name of Campus} is in the process of applying for the 2020 Elective Community Engagement Classification from the Carnegie Foundation. The classification is offered to campuses that can demonstrate evidence of 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. Partnerships that meet the standards of community engagement are grounded in the qualities of reciprocity, mutual respect, shared authority, and co-creation of goals and outcomes.

We were provided your email address by the campus applying for the Community Engagement Classification. The Community Engagement classification is offered by the Carnegie Foundation and is available to all colleges and universities in the United States. For more information about the classification, please go to <https://www.brown.edu/swearer/carnegie>.

We would like to ask you to assist with this classification process by providing confidential responses to a very brief online survey (LINK provided). While your participation in the survey is entirely voluntary, your input and perspective on the activity are valuable in evaluating campus community engagement. Beyond the evaluation of campus community engagement, the responses provided by community partners contributes to a national understanding of how communities and campuses are collaborating for the purpose of deepening the quality and impact of such partnerships.

In order to be able to assess and improve partnership activities, it is important to provide candid responses to the questions. The responses you provide are confidential and will not be shared by Swearer Center as the Administrative home of the Carnegie Community Engagement Classification with the campus.

Many thanks for your response.

Sincerely,

Survey Questions

The survey will include the first page of this framework with the definition of community engagement.

As a community partner, to what extent do you agree or disagree with the following statements with regards to your collaboration with this institution? (1= Strongly disagree, 4=Strongly agree)

1. Community partners are recognized by the campus.
2. Community partners are asked about their perceptions of the institution's engagement with and impact on community.
3. My community voice is heard and I have a seat on the table in important conversations that impact my community.
4. The faculty and/or staff that our community partnership works with take specific actions to ensure mutuality and reciprocity in partnerships.
5. The campus collects and shares feedback and assessment findings regarding partnerships, reciprocity, and mutual benefit, both from community partners to the institution and from the institution to the community.
6. The partnership with this institution had a positive impact on my community
7. Describe the actions and strategies used by the campus to ensure mutuality and reciprocity in partnerships.
8. Please provide any additional information that you think will be important for understanding how the campus partnering with you has enacted reciprocity, mutual respect, shared authority, and co-creation of goals and outcomes.

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Please indicate whether you consent to having your responses used for research purposes by the Swearer Center as the Administrative home of the Carnegie Community Engagement Classification. For research purposes, all responses will be aggregated and no individual partner or campus information will be identified. If you have any questions, please contact us via email:

The button below "Add Partner" will prompt 14 questions related to the partnership. Please note that adding any partner's email will trigger the survey to send instantly. If you do not wish to send the survey to the partners at this time, you can choose to add their email information before you submit the full application.

Partner #1

| | |
|-------------------------------|--|
| Project/Collaboration Title | Changing Lives. Discovering Abilities. |
| Organization Name | Northeast Arc |
| Point of Contact | |
| Email | |
| Phone | |
| Institutional Partner | |
| Purpose of this collaboration | To help Northeast Arc achieve its goal of helping people with disabilities become full participants in the communities north of Boston while also providing support for their families. This is done by providing internship and service-learning placements for our students at their non-profits. Northeast Arc also serves on our Civic Learning Committee guiding and providing advice on our relationships with community partners. |
| Length of Partnership | 18+ |
| Number of faculty involved | 40+ |
| Number of staff involved | 2 |
| Number of students involved | 25+ annually |
| Grant funding, if relevant | n/a |
| Impact on the institution | Provides placements for service-learning students and internships for Disability Degree and Certificate programs.. Member of Civic Learning Committee impacts direction of community engagement and civic learning on campus. |
| Impact on the community | Provides support for the goal of helping people living with disabilities to become full members of society. |
| Project/Collaboration Title | |
| Organisation Name | |

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| | |
|---------------------------------------|--|
| Point of Contact Name | |
| Email | |
| Phone | |
| Institutional Partner | |
| Purpose of this collaboration | |
| Length of Partnership | |
| Number of academic staff involved | |
| Number of professional staff involved | |
| Number of students involved | |
| Grant funding, if relevant | |
| Impact on the institution | |
| Impact on the community | |
| Community Partner Name | |
| Community Partner Contact | |
| Email | |
| Phone | |

Partner #2

| | |
|-----------------------------|---------------------------------|
| Project/Collaboration Title | Early Childhood Initiatives |
| Organization Name | Lynn Economic Opportunity, Inc. |
| Point of Contact | |
| Email | |
| Phone | |
| Institutional Partner | Community Engagement Fellow |

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| Purpose of this collaboration | LEO's mission is to alleviate the immediate effects of poverty and to provide pathways toward financial stability for individuals, families and our community. North Shore Community College assists with this via partnering on service-learning projects, providing LEO as an option for volunteer opportunities. |
| Length of Partnership | 10+ |
| Number of faculty involved | 10 |
| Number of staff involved | 2 |
| Number of students involved | 30 = for duration of partnership |
| Grant funding, if relevant | n/a |
| Impact on the institution | Students in Occupational Assistant program gained practical experience in early childcare setting assisting students under the direction of a faculty member with the development of small and large motor skills. Liberal Arts service-learning students gain practical experience and awareness of career options in the community. |
| Impact on the community | Children gain assistance in developing skills and abilities to progress in ttheir development. Ready children for kindergarten. |
| Project/Collaboration Title | |
| Organisation Name | |
| Point of Contact Name | |
| Email | |
| Phone | |
| Institutional Partner | |
| Purpose of this collaboration | |
| Length of Partnership | |
| Number of academic staff involved | |
| Number of professional staff involved | |
| Number of students involved | |
| Grant funding, if relevant | |
| Impact on the institution | |

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| Impact on the community | |
| Community Partner Name | |
| Community Partner Contact | |
| Email | |
| Phone | |

Partner #3

| | |
|-------------------------------|--|
| Project/Collaboration Title | Excellence and Innovation in Education |
| Organization Name | Lynn Public Schools |
| Point of Contact | |
| Email | |
| Phone | |
| Institutional Partner | |
| Purpose of this collaboration | This dual enrollment/early college partnership grows out of an acknowledgement that earning college credits in high school provides the opportunity for first generation and low-income high school students to explore their potential as college students and to reduce the cost of obtaining a college certificate or degree. |
| Length of Partnership | 6 Years |
| Number of faculty involved | 20-25 |
| Number of staff involved | 20-25 |
| Number of students involved | 225 - 250 |
| Grant funding, if relevant | Commonwealth Dual Enrollment Partnership grants, STEM Starter Academy grants, Corporate Funders, Private Donors |
| Impact on the institution | Improved collaboration with the Lynn Public School District |
| Impact on the community | Students graduating from high school with college credits on their transcripts, better prepared for the culture and rigors of higher education and with a more fully developed focus on career goals. |
| Project/Collaboration Title | |
| Organisation Name | |
| Point of Contact Name | |

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| | |
|---------------------------------------|--|
| Email | |
| Phone | |
| Institutional Partner | |
| Purpose of this collaboration | |
| Length of Partnership | |
| Number of academic staff involved | |
| Number of professional staff involved | |
| Number of students involved | |
| Grant funding, if relevant | |
| Impact on the institution | |
| Impact on the community | |
| Community Partner Name | |
| Community Partner Contact | |
| Email | |
| Phone | |

Partner #4

| | |
|-------------------------------|--|
| Project/Collaboration Title | Youth Development |
| Organization Name | Youthbuild/Northshore CDC |
| Point of Contact | |
| Email | |
| Phone | |
| Institutional Partner | |
| Purpose of this collaboration | This collaboration is designed to support the needs of low-income North Shore youth with a commitment to helping YouthBuild participants develop successful academic pathways that will facilitate their access to quality career opportunities. |
| Length of Partnership | 5 Years |

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| Number of faculty involved | 1-3 |
| Number of staff involved | 5-10 |
| Number of students involved | 20-25 |
| Grant funding, if relevant | n/a |
| Impact on the institution | Improved access to higher education for YouthBuild participants, many of whom pursue their academic goals on our Lynn campus. |
| Impact on the community | Provision of education, counseling and job skills to unemployed adults (between ages 16 and 24), generally high school dropouts. Students learn the construction trade by building homes for their own communities, which creates housing for low-income people, and gives the students marketable job skills. Many YouthBuild graduates go on to college, work in the non-profit sector, serve on committees, or even run in local politics. |
| Project/Collaboration Title | |
| Organisation Name | |
| Point of Contact Name | |
| Email | |
| Phone | |
| Institutional Partner | |
| Purpose of this collaboration | |
| Length of Partnership | |
| Number of academic staff involved | |
| Number of professional staff involved | |
| Number of students involved | |
| Grant funding, if relevant | |
| Impact on the institution | |
| Impact on the community | |
| Community Partner Name | |

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| Community Partner Contact | |
| Email | |
| Phone | |

Partner #5

| | |
|-------------------------------|--|
| Project/Collaboration Title | Fresh Food |
| Organization Name | Greater Boston Food Bank |
| Point of Contact | |
| Email | |
| Phone | |
| Institutional Partner | |
| Purpose of this collaboration | To establish a cooperative agreement between Mobile Market Partner and GBFB for food distribution to clients in need on mutually agreed upon distribution days. |
| Length of Partnership | 2 years |
| Number of faculty involved | 12-15 |
| Number of staff involved | 25-30 |
| Number of students involved | 12-15 |
| Grant funding, if relevant | n/a |
| Impact on the institution | The partnership with the Greater Boston Food Bank positively impacts the students, faculty and staff by creating a convenient and safe space to get food that they need. It also provides an opportunity for the College Community to come together and support each other. These markets would not be possible without the faculty, staff and student volunteers who help set up, distribute and tear down at the market. Though NSCC is currently taking a deeper dive on the impact on student retention and completion, I can share qualitatively that students share their appreciation and thankfulness with the volunteers at the market. |
| Impact on the community | This partnership impacts the greater Lynn community by offering another mobile market during the month. NSCC was strategic when selecting the date to host the market, so it would not be competing with other markets and also providing another opportunity for those who are struggling with food insecurity to get the food that they need. |
| Project/Collaboration Title | |
| Organisation Name | |
| Point of Contact Name | |
| Email | |

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| | |
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| Phone | |
| Institutional Partner | |
| Purpose of this collaboration | |
| Length of Partnership | |
| Number of academic staff involved | |
| Number of professional staff involved | |
| Number of students involved | |
| Grant funding, if relevant | |
| Impact on the institution | |
| Impact on the community | |
| Community Partner Name | |
| Community Partner Contact | |
| Email | |
| Phone | |

Partner #6

| | |
|-------------------------------|---|
| Project/Collaboration Title | "They Take Good Care of Me" |
| Organization Name | Lynn Community Health Center (LCHC) |
| Point of Contact | |
| Email | |
| Phone | |
| Institutional Partner | |
| Purpose of this collaboration | The purpose is to support the Lynn Community Health Center mission of providing comprehensive health care of the highest quality to everyone in the Lynn community regardless of ability to pay. To enhance partnerships between Lynn Community Health Center (LCHC) and North Shore Community College. |
| Length of Partnership | 8+ years |

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| Number of faculty involved | 5-10 |
| Number of staff involved | 10-20 |
| Number of students involved | We do not know the number of students who visit LCHC. This would be a HIPPA violation. |
| Grant funding, if relevant | n/a |
| Impact on the institution | Students have a direct connection to a Federally Qualified Health Center (FQHC) whose mission is to provide high quality health care regardless of ability to pay. LCHC is aware of training and development opportunities offered by the College. College receives guidance on health and wellness concerns and collaboration on activities. |
| Impact on the community | Potentially a healthier community that is more aware of their options for quality health care regardless of ability to pay. |
| Project/Collaboration Title | |
| Organisation Name | |
| Point of Contact Name | |
| Email | |
| Phone | |
| Institutional Partner | |
| Purpose of this collaboration | |
| Length of Partnership | |
| Number of academic staff involved | |
| Number of professional staff involved | |
| Number of students involved | |
| Grant funding, if relevant | |
| Impact on the institution | |
| Impact on the community | |
| Community Partner Name | |

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|---------------------------|--|
| Community Partner Contact | |
| Email | |
| Phone | |

Partner #7

| | |
|-------------------------------|---|
| Project/Collaboration Title | Workforce Investment Board |
| Organization Name | Workforce Investment Board |
| Point of Contact | |
| Email | |
| Phone | |
| Institutional Partner | |
| Purpose of this collaboration | The purpose is to create and respond to strategies that will address labor market issues. The Workforce Investment Board (known as MASSHIRE Workforce Board) and the college have a symbiotic relationship. The Board supplies the region and the college with results of research conducted that informs best practices at NSCC for education and training programs. The college is able to respond to both short-term and long-term workforce needs with both noncredit training (short-term certificates and certifications) and credit programs (long-term credit certificate and AS degrees). Conversely, NSCC's involvement with the board helps shape areas of further investigation and grant opportunities. The President of NSCC sits on the Workforce Board and the Dean of Corporate and Professional Education sits on the Workforce Systems sub-committee and attends all Workforce Board meetings. The Dean also is a member of the Northeast Regional Planning Group which has created an inventory and gap analysis of education, shaped strategies for economic development and workforce development services, has developed a shared measurement and performance training system, expanded the partnerships with businesses in healthcare, IT, and manufacturing, and has applied for grants. |
| Length of Partnership | 20 + years |
| Number of faculty involved | n/a |
| Number of staff involved | 3 |
| Number of students involved | n/a |
| Grant funding, if relevant | The Workforce Board provides letters of support when the college is responding to a grant proposal as does the college when the Board is pursuing grant opportunities. |
| Impact on the institution | The relationships with our regions' businesses are strengthened as the Workforce Board helps solidify these partnerships through focus groups, and by facilitating internships as well as Business partnerships for grants. Because the Board also charters and oversees the one-stop career center, with a satellite office on our Lynn campus, there are many opportunities for our students to take full advantage of the plethora of services provided. |

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| Impact on the community | The community benefits from this collaborative relationship. The customers of the Workforce Board (the demand side) and its customers (the supply side) are also the students of NSCC and the college's private funders and end users of its products. The businesses are on the college's advisory boards, purchase training for their employees, hire NSCC students when they complete their certificates and degrees, provide internships, and partner on multiple community projects. By working collaboratively, the workforce are educated and trained in professions and careers that meet labor market needs. |
| Project/Collaboration Title | |
| Organisation Name | |
| Point of Contact Name | |
| Email | |
| Phone | |
| Institutional Partner | |
| Purpose of this collaboration | |
| Length of Partnership | |
| Number of academic staff involved | |
| Number of professional staff involved | |
| Number of students involved | |
| Grant funding, if relevant | |
| Impact on the institution | |
| Impact on the community | |
| Community Partner Name | |
| Community Partner Contact | |
| Email | |
| Phone | |

Partner #8

| | |
|-----------------------------|---|
| Project/Collaboration Title | Veterans Integration to Academic Leadership |
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|-----------------------------------|--|
| Organization Name | Bedford VA Medical Center |
| Point of Contact | |
| Email | |
| Phone | |
| Institutional Partner | |
| Purpose of this collaboration | The Bedford VA sought out a connection at NSCC in 2011 as one of their first partnerships of the VA VITAL program (Veterans Integration to Academic Leadership). The VITAL program was able to see the potential of this collaboration to help NSCC student veterans connect with the VA and engage in much needed services such as primary care, special services and mental health treatment. The collaboration aims to provide a wraparound service to help support student veterans academic and personal success. VITAL provides onsite case management and counseling support to help veterans who may be struggling in school or in their personal lives, services which the veterans may not have sought out of it wasn't offered at the school. |
| Length of Partnership | 8 years |
| Number of faculty involved | 5-10 |
| Number of staff involved | 5-10 |
| Number of students involved | 150 |
| Grant funding, if relevant | n/a |
| Impact on the institution | More student veterans are successfully completing their programs. |
| Impact on the community | Student Veterans are making necessary connections to all available community resources to aid in their success. |
| Project/Collaboration Title | |
| Organisation Name | |
| Point of Contact Name | |
| Email | |
| Phone | |
| Institutional Partner | |
| Purpose of this collaboration | |
| Length of Partnership | |
| Number of academic staff involved | |

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| | |
|---------------------------------------|--|
| Number of professional staff involved | |
| Number of students involved | |
| Grant funding, if relevant | |
| Impact on the institution | |
| Impact on the community | |
| Community Partner Name | |
| Community Partner Contact | |
| Email | |
| Phone | |

Partner #9

| | |
|-------------------------------|---|
| Project/Collaboration Title | Youth. Food. Community. |
| Organization Name | Food Project |
| Point of Contact | |
| Email | |
| Phone | |
| Institutional Partner | |
| Purpose of this collaboration | Engaging young people in personal and social change through sustainable agriculture. Food is distributed to community supported agriculture programs, farmers markets, and donated to hunger relief organizations. NSCC is host to a new community green house in partnership with the Food Project and there is a long history of partnership on service-learning projects with disciplines across all divisions. In return for helping Food Project to meet their goals thru working in their community gardens, and training youth how to can and preserve food, our student have the opportunity to put the knowledge gained in classroom instruction to practical use. |
| Length of Partnership | 10+ years |
| Number of faculty involved | 1-5 |
| Number of staff involved | 2 |
| Number of students involved | 50 |

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| Grant funding, if relevant | The College applied for and received a grant of \$264,906 in 2018 from the Executive Office of Education, Massachusetts Skills Capital Grant program for the purchase and installation of a sustainable greenhouse and related classroom equipment at the Lynn c |
| Impact on the institution | The greenhouse will support the College's Agricultural and Food Services Pathways (Nutritional Science/Diet Technology, Environmental Horticulture and Culinary Arts) and will serve as a resource for other programs such as Health and Natural Sciences and Small Business Entrepreneurship. The greenhouse is in partnership with a community partner, the Food Project, which oversees sustainable gardens to service the community of Lynn. |
| Impact on the community | Community impact includes planting, growing, and harvesting of fresh fruits and vegetables for community needs. The impact also includes youth development opportunities in terms of leadership and skills. |
| Project/Collaboration Title | |
| Organisation Name | |
| Point of Contact Name | |
| Email | |
| Phone | |
| Institutional Partner | |
| Purpose of this collaboration | |
| Length of Partnership | |
| Number of academic staff involved | |
| Number of professional staff involved | |
| Number of students involved | |
| Grant funding, if relevant | |
| Impact on the institution | |
| Impact on the community | |
| Community Partner Name | |
| Community Partner Contact | |
| Email | |
| Phone | |

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Partner #10

| | |
|-----------------------------------|--|
| Project/Collaboration Title | Where Wonder Happens |
| Organization Name | Trustees of the Reservations |
| Point of Contact | |
| Email | |
| Phone | |
| Institutional Partner | |
| Purpose of this collaboration | Together with our neighbors, we protect the distinct character of our communities and inspire a commitment to The Trustees special places. Our passion is to share with everyone the irreplaceable natural and cultural treasures we care for. |
| Length of Partnership | 5 years |
| Number of faculty involved | 4 |
| Number of staff involved | 2 |
| Number of students involved | 30 |
| Grant funding, if relevant | n/a |
| Impact on the institution | Our students become stewards to The Trustees properties which embody sustainability, culture and natural places. Our students engage in service-learning projects which provide them with practical experience that aligns with their course learning. |
| Impact on the community | The community benefits from maintaining gardens or engaging in maple syrup tapping or similar activities. |
| Project/Collaboration Title | |
| Organisation Name | |
| Point of Contact Name | |
| Email | |
| Phone | |
| Institutional Partner | |
| Purpose of this collaboration | |
| Length of Partnership | |
| Number of academic staff involved | |

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| | |
|---------------------------------------|--|
| Number of professional staff involved | |
| Number of students involved | |
| Grant funding, if relevant | |
| Impact on the institution | |
| Impact on the community | |
| Community Partner Name | |
| Community Partner Contact | |
| Email | |
| Phone | |

Partner #11

| | |
|-------------------------------|---|
| Project/Collaboration Title | Lynn Arts/Lynn Museum |
| Organization Name | Lynn Arts/Lynn Museum |
| Point of Contact | |
| Email | |
| Phone | |
| Institutional Partner | |
| Purpose of this collaboration | NSCC faculty have partnered with the Lynn Museum on service-learning projects for over five years. African American History student interview notable figures in the community and put on a bag lunch event to present on their interviews to the community. Several sections of Composition 1 students create labels for museum artifacts providing valuable context in which to view the artifacts. Additionally, several service-learning classes offer the option to serve as guest relations representatives at the museum. Lynn Arts offers space in which to present campus theatrical productions to the community. |
| Length of Partnership | 20+ years |
| Number of faculty involved | 4 |
| Number of staff involved | 5 |
| Number of students involved | 100+ |

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| | |
|---------------------------------------|---|
| Grant funding, if relevant | n/a |
| Impact on the institution | NSCC students have practical experience serving and engaging with a valuable resource in our community that might not otherwise know about. |
| Impact on the community | Community members are better educated about notable African American figures in the history of Lynn. A community museum is supported in providing valuable exhibit piece descriptions for the community to learn from. Students volunteer and help Lynn Arts/Lynn Museum realize their missions in the community. |
| Project/Collaboration Title | |
| Organisation Name | |
| Point of Contact Name | |
| Email | |
| Phone | |
| Institutional Partner | |
| Purpose of this collaboration | |
| Length of Partnership | |
| Number of academic staff involved | |
| Number of professional staff involved | |
| Number of students involved | |
| Grant funding, if relevant | |
| Impact on the institution | |
| Impact on the community | |
| Community Partner Name | |
| Community Partner Contact | |
| Email | |
| Phone | |

Partner #12

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| | |
|-----------------------------------|--|
| Project/Collaboration Title | Inspiring All Girls to be Strong, Smart, & Bold |
| Organization Name | Girls Incorporated of Lynn |
| Point of Contact | |
| Email | |
| Phone | |
| Institutional Partner | |
| Purpose of this collaboration | To inspire all girls to be strong, smart, and bold. |
| Length of Partnership | 13 + years |
| Number of faculty involved | 6 |
| Number of staff involved | 4 |
| Number of students involved | 30 |
| Grant funding, if relevant | n/a |
| Impact on the institution | NSCC partnered to hold an admissions recruiting event at Girls Incorporated site. Faculty, staff, and students benefit from engaging with Girls Inc. as mentors and support for their mission. Girls Inc. actively recruits college community to serve in various capacities. Over the years, NSCC has partnered with Girls Inc. related to youth gang prevention. |
| Impact on the community | Girls have important access to higher education and realizing their goals and the mission of Girls Incorporated. NSCC students, faculty, and staff serve in various capacities encouraging girls to realize their potential, most particularly related to educational goals. |
| Project/Collaboration Title | |
| Organisation Name | |
| Point of Contact Name | |
| Email | |
| Phone | |
| Institutional Partner | |
| Purpose of this collaboration | |
| Length of Partnership | |
| Number of academic staff involved | |

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| | |
|---------------------------------------|--|
| Number of professional staff involved | |
| Number of students involved | |
| Grant funding, if relevant | |
| Impact on the institution | |
| Impact on the community | |
| Community Partner Name | |
| Community Partner Contact | |
| Email | |
| Phone | |

Partner #13

| | |
|-------------------------------|---|
| Project/Collaboration Title | Together, we can build a better us. |
| Organization Name | Lynn YMCA |
| Point of Contact | |
| Email | |
| Phone | |
| Institutional Partner | |
| Purpose of this collaboration | The YMCA of Metro North is a community of people coming together to make our neighborhoods and ourselves better. Whether you are seeking an opportunity to volunteer, a facility to support your health and wellness, a quality child care program or a place to connect with others, there is truly something for every person at the YMCA. NSCC provides service-learning opportunities to students to work in child care, health and wellness, and youth development at the YMCA. In addition the college receives a 30% discount on membership dues for its students, faculty, and staff. |
| Length of Partnership | 20+ years |
| Number of faculty involved | 4 |
| Number of staff involved | 5 |
| Number of students involved | 100 |

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| | |
|---------------------------------------|--|
| Grant funding, if relevant | n/a |
| Impact on the institution | NSCC receives valuable practical experience for its students thru service-learning opportunities on areas ranging from youth gang prevention, sports and activities, and child care. Institution members receive benefits of YMCA via discount on membership fees. |
| Impact on the community | Community receives volunteer services to promote health and wellness and child and youth development. Discount encourages membership of college community and grows and financially supports their work. |
| Project/Collaboration Title | |
| Organisation Name | |
| Point of Contact Name | |
| Email | |
| Phone | |
| Institutional Partner | |
| Purpose of this collaboration | |
| Length of Partnership | |
| Number of academic staff involved | |
| Number of professional staff involved | |
| Number of students involved | |
| Grant funding, if relevant | |
| Impact on the institution | |
| Impact on the community | |
| Community Partner Name | |
| Community Partner Contact | |
| Email | |
| Phone | |

2.2

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

Partnerships have strengthened and expanded since compiling our 2010 partnership grid. While our partnerships in 2010 were primarily service-learning partnerships, the CommUniverCity at LYNN has enabled NSCC to participate in a partnership collaborative working to address community needs in a broader, more strategic way. Not all, but many of our partners collaborate with multiple entities from within our institution. The collaborative nature of the CommUniverCity at LYNN has also allowed the college to pursue grants and funding sources to sustain partnerships. The attainment of the Essex Fund grant for single women is an example of this as described previously.

The committee designated to complete the requirements for the 2020 application process spent several meetings selecting those partnerships to include. We were able to select partnerships from across a broad range of focus areas including education, veterans affairs, homelessness, food insecurity, health and wellness, and sustainability among others. This range is expanded from what it was in 2010.

An important enhancement of our community engagement efforts has been the further development of the Veterans Center and the Veterans Club. These two entities make critical contributions to community engagement at NSCC. For example, weekly coffee socials are held on campuses to serve the veteran population in surrounding communities. At these socials, Veterans Center Staff and Students of NSCC who are veterans share information with those in need regarding health care, programs and services, as well as upcoming events that support veterans. Furthermore, the Veterans Club shines as a leader in working in the community. They have sponsored many activities including blood drives and clothing and toiletry collections, along with build and clean-up days to improve local playgrounds. Additionally, they partnered with NSCC’s student Environmental Club to sponsor a clean-up day at a local land reservation. Recently the President of the Veterans Club said, “I want to give vets a voice at the college and I’d like folks to talk about the student veterans in a positive light. The college has one of the best student veterans programs in the state and we aren’t just here to take, but to give something back.”

Furthermore the depth of our partnerships has increased. We are not only sending students to community partners but they are coming onto our campus. An example of this is the new sustainable greenhouse and related classroom equipment at our Lynn campus supports the college’s Horticulture, Culinary Arts, Health and Science programs and provides additional capacity to meet current workforce needs. The greenhouse will be equipped with aquaponics, rain catchment, composting and solar energy systems. The greenhouse will also provide sustainable community benefits by facilitating a partnership between the college and the Boston-based Food Project."

2.3

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?

Since 2012, professional development for Community Partners and a networking breakfast has been added to the Community Partner Fair drawing some 30-40 community partners annually.

Only a short time after President Gentile’s inauguration in 2014, a reception was held for community based organizations in Lynn. As described before, an assessment of college-community partnerships in Lynn was also undertaken during this time. In 2015, the CommUniverCity at LYNN developed out of this assessment.

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The admissions office began holding annual mixers between the community and college entities in 2016. These events have given community partners the opportunity to see our students desire to serve in the community and how that engagement takes place.

Twenty community partners attended our Professional Day Luncheon in 2016 and presented on their organizations and possible areas of collaboration to faculty by doing 8-minute presentations and rotating among tables as faculty ate their meal.

Another example of how we have improved community partnerships is engaging students in the process of communicating information to students about community partners. In fall 2017, a group of 25 students contacted over 100 community partners to verify information about their mission and volunteer needs thru a scripted phone interview on each partner.

As described in the Tracking, Monitoring, and Assessment section, our community partnerships related to service-learning have been assessed and improved since our last classification.

In the 2017 Civic Action Plan, we identified “Strengthen mutually beneficial relationships with community partners” as an important outcome. During 2018-2019 we have made progress on the following action items associated with this outcome:

1. Develop assessment tools for use by community partners when evaluating performance in service-learning activities
2. Formally assess community partner needs in terms of how NSCC can be a resource to the community
3. To strengthen assessment above, bring community partners on campus for focus groups.

Our 2017 Civic Action Plan further details this desire for a continuous cycle of improvement of our community partnerships.

The following action items encompass our future planning:

1. Develop an action plan for strengthening relationships with community partners based on assessment results.
2. Implement tracking system for all community partner activity with college including implementation of surveys and evaluations.
3. Promote NSCC’s partnerships in the community.
4. Expand professional development on topics related to college and community collaboration.
5. Present and share on models and best practices of working with community partners.

The single biggest event that comes out of a collaboration between the Veterans Center and a partnership with the Workforce Investment Board, and North Shore Career Center is a Career Fair for Veterans in the Community. This fair located on our Lynn Campus was initiated in 2012 and has grown to 400 attendees from the community in 2018

2.4

How are partnerships assessed, what have you learned from your assessments since your last classification, and how is assessment data shared?

The main development since our 2010 Classification has been the systematic campus-wide assessment and

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measurement of the reciprocity of our community partnerships in our Service-Learning Program. This was initiated by a Utilization Focused Evaluation in the form of a Self-Study in 2011-2012.

Among findings of our 2011-2012 Self-Study of the Service-Learning Program was the identification of the needs of the community partner as a stakeholder in the service-learning experience. This was discovered through 20 in-depth interviews of our community partners. These interviews identified general satisfaction in the partnership that students were oriented to their community placements, and that community partners advised students on safety and environmental issues related to their placement. Communication amongst stakeholders was an area of concern. It was determined that more assessment should be done to gather additional information about the community partner and whether communication between stakeholders was functioning at an optimal level.

In 2015, external reviewers from Merrimack College's Graduate Program in Community Engagement conducted an Institutional Review Board (IRB) approved research study entitled: Service-Learning: An Exploration of Benefits and Critiques from the Perspective of Community Partners, which included NSCC service-learning community partners among their research subjects. Their external review of the reciprocity of these relationships identified areas of strength and areas of concern. Quality of students and their general positivity was identified as a clear strength in the relationship. Communication amongst stakeholders and related student etiquette during service-learning experience were identified as areas of concern. The community-partner relationship needed to be strengthened by improving communication between student and community partner. The service-learning program responded to this by taking clear action aimed at improvement. For example, student communication with community partners was emphasized in the orientation video, and a Tips and Etiquette Guide, https://drive.google.com/open?id=1eiZj3R44k2uADg_Scs0UW3PsJj-xQoLM for students was created providing them tips for relating to community partners. Faculty work with community partners has been added and emphasized in the Faculty Handbook, https://drive.google.com/open?id=1W_rCOIJ9FaVEAo3FdBuZy9PHtZ4um8cX and faculty training has a renewed focus on reciprocity in community partner relationship.

The results of these assessments were presented within the College, at two statewide conferences (Advancing a Massachusetts Culture of Assessment, AMCOA 2014), Department of Higher Education Civic-Learning Conference (2018)), at a national conference (International Association of the Research of Service-Learning and Community Engagement (IARSLCE), 2015), and at a Merrimack College Graduate Student Poster Session.

Finally, a community partner survey was added to the assessments already in use in the service-learning program (<https://www.surveymonkey.com/r/TFDLMNP>). This survey was used to assess the impact of students on community partner missions and goals as well as the reciprocal nature of the relationship. Indeed, results for the fall 2017 community partner survey indicated a strengthening of the reciprocal nature of our partnerships. Seeking to engage in a continuous cycle of improvement regarding our relationships with our community partners, an outcome and action items list related to this were developed in our Campus Compact Civic Action Plan of 2017.

2.5

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

There has been significant change and progress related to outreach and partnerships since our last classification. These changes have occurred based on strategic planning and comprehensive assessment of both our curricular

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and co-curricular partnerships to align with our mission, vision, values and strategic planning and our adopted definition of community engagement.

The establishment of the CommUniverCity at LYNN is probably the most critical and strategic way our partnerships have evolved. NSCC serves as the leader in facilitating effective educational pathways from pre-school to graduate school and into the workforce for members of our surrounding community in Lynn. A key component is connecting students with community based organizations that can assist them in realizing their educational goals. There are key outcomes as reported for academic year 2017-2018. Regarding addressing housing insecurity outcomes, we have provided students with housing opportunities, created a partnership and supported grant-seeking activities of The Haven Project as a housing referral source, and partnered with Lynn Housing Authority & Neighborhood Development (LHAND) to develop and administer annual Youth Count Survey. Regarding addressing food insecurity, we have served approximately 60,000 pounds of food to those in need via Mobile Food Market, and partnered with the Food Project and the Lynn Grows Greenhouse project on the Lynn Campus to create a source of fresh fruits and vegetable to fight food insecurity.

An additional change in our work with community partners has been the development of the community partner fair jointly held by the OSE and the Service-Learning Office. There has been an annual growth in attendance of 15% since 2014. Additionally, professional development for our community partners has been initiated and expanded in conjunction with this event. In our winter 2018 event, approximately 35 community partners connected each with 10-15 students to engage in the community work they do.

The initiation of the Civic Learning Committee in 2015 included two members who are community partners in our region. These members were integral in building the mission and goals of this committee and have been active in the carrying out of these goals, which included the development of a Civic Action Plan focusing on continuing to assess the needs of community partners and working towards provided increase professional development for our community partners

The single biggest change in the Service-Learning Program and across campus is the refinement of the reciprocal nature of our partnerships with community agencies. The direction of these refinements have come out of evaluation and assessment of these relationships. Our next step in this process is to expand on our professional development sessions connected with the community partner fair to have a separate training for community partners to orientate them to service-learning and partnering with our institution in general, progress in the expansion of use of MOU's, and for us to continue to learn about needs in the community as detailed in our Civic Action Plan.https://drive.google.com/open?id=1YmCjbbvaWA5ayZJ1V-mo_udkdJwHqp7X

Reflection and Additional Information

(Optional)

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

Some clear strengths that had developed during our last ten years, was an outgrowth of the assessment we undertook of the service-learning program and the development and implementation of the CommUniverCity in LYNN. Out of both these initiatives we strengthened and deepened our partnerships in the community to a level that the committee was not previously completely aware of. As we look at the action items developed in our Campus Compact Civic Action Plan and the work on this self-study it has increased our resolve to remain committed to a constant course of deepening and improving the reciprocal nature of these partnerships.

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Our Service-Learning Program continued to be a clear strength and many practices for tracking, monitoring, and assessing it were put in place as they program grew significantly over the last 10 years while implementing best practices such as the placing of service-learning on student's academic transcript and developing the Civic Ambassador Program. Professional development has been expanded for all stakeholders such as the workshops for community partners connected with the Community Partner Fair. Service-learning is most concentrated in the Liberal Studies Division, giving student valuable experiential learning opportunities, which will enhance their career opportunities. The service-learning program should continue to expand into other departments and courses.

As an outgrowth of the program review of the Service-Learning Program more rewards and recognition of faculty were initiated such as placing letters of recognition in their personnel files. However, community engagement is not recognized and rewarded in the MCCC contract. Something we have been investigating and initiated discussion about with our union representatives is just this issue. This will be a priority for the next cycle of the MCCC contract and has been added as an action item in our Civic Action Plan.

While, tracking, and monitoring, and assessing community engagement in service-learning is a clear accomplishment since our last classification, campus-wide tracking and monitoring is an area for improvement. Co-curricular engagement is addressing this issue in the program review of the Office of Student Engagement that is underway presently. An initiative within the college, which will also support this is a committee on Experiential Education that has been formed. As the work of this group expands and develops it may serve as a way to centralize the tracking and monitoring of community engagement across our campus. The data collected for the Carnegie Reclassification application will be utilized by this committee for planning and budgetary purposes.

(Optional)

Please use this space to describe any additional changes since your last classification not captured in previous questions.

Along with key community partners, the college is expanding and developing our community partner fair. A subcommittee of the Lynn Education Committee has set a date for a "Community Resource Fair" to be held in January of 2020 in which community partners and resources will exhibit in conjunction with a conference educating attendees on the needs of the community of Lynn via breakout sessions and speakers/panel at a lunch for attendees. This event will take place at the North Shore Community College Lynn Campus. Both the college community and the community of Lynn will be attending this event. The key target audience of this event will be individuals whose work puts them in a position to refer people to community resources and volunteer opportunities.

(Optional)

Please provide any suggestions or comments you may have on the documentation process and online data collection.

The documentation process was thorough and beneficial to our institution and will have significant impact in how we proceed with our Civic Action Plan and what things we need to add to it. The committee felt the framework was well thought out and thorough. It was especially appreciated to have the opportunity to share our accomplishments in the section "Community Engagement and Other Institutional Initiatives", which are important components of the community engagement on our campus but didn't fit in other categories. We shared the self-study with the college community for their review and it was also presented to the Board of Trustees of the College and received valuable feedback and input as a result of this. All felt this was a comprehensive review and were appreciative of the opportunity to bring this work together for reflection and analysis.

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We realize that the uploading of community partners was a pilot, but the full capability of the uploading of community partners was not available for us using the GivePulse platform until March 25th. We are flexible and found ways to work with the uploading prior to March 25th, but it wasn't at the optimal level.

Finally, the Civic Learning Committee at NSCC suggests to lobby regional accrediting bodies to recognize and ask for evidence of an institutions work related to community engagement in their self-study processes. Our NECHE self-study does showcase some of our community engagement work, most particularly in how we are living out our mission with our stakeholders. However, this is important work and should be integrated more intentionally into regional accreditation standards.

Request for Permission to use Application for Research:

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 purposes for both the Carnegie Foundation and its Administrative Partner for the Community Engagement Classification, the Swearer Center for Public Service at Brown University, and for other higher education researchers as well.

Survey responses will be made available for research purposes only if the community partner provides consent.

In no case will responses be shared that identify the community partner or the campus - all research will honor anonymity.

Please respond to A or B below:

A. I consent to having the information provided in the application for the purposes of research. In providing this consent, neither I nor my community partner organization nor the campus I partner with will be disclosed.

Yes

B. I consent to having the information provided in the application for the purposes of research. In providing this consent, I also agree my identity or the identity of my community partner organization may be revealed.

No