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ABSTRACT
                 This is the final progress report for the American
Association of Community College's (AACC's) Learn and Serve America Program.
It covers the time period between September 1, 1994 and August 31, 1997. The
goal of the program is to develop an infrastructure for service learning at
America's community colleges. Outcomes show that all 10 colleges that have
participated in the program no longer rely upon AACC funds for program
maintenance, and that the programs have made significant contributions to
communities. The schools participating in the program have become models for
other colleges who are developing service-learning programs, and collegiality
has developed among all involved in the program. The AACC Service Learning
Clearinghouse has assisted faculty, staff, students, and administrators at
more than 650 community colleges in its three years of existence; all
two-year colleges have received program-related announcements and
publications during the three-year grant period. Due to the success of the
program, AACC has received an additional grant to continue the Learn and
Serve America Program and its services, such as the clearinghouse. This
document includes a list of colleges who have received funds for service
learning from AACC and the amount of the grants received. (LD)

Service Learning and Community Colleges:

Building a National Network.

Final Progress Report

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Learn and Serve America: Higher Education
Final Progress Report
(Entire grant period)

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Program Year? __3__ How many participants did your program generate for year 1 __688__? Year 2 __2,774__? Year 3 ____? 3,229

Has your program generated volunteers other than program participants? ☒ Yes   ☐ No
If so, how many over the length of the grant: Students? __218__ Non-students? __222__

Certification: On behalf of the legal applicant, I certify to the best of my knowledge and belief that the information in this report is true and correct.

Name: __David Pierce__

Signature: __David R. Pierce__   Date: __February 13, 1998__

Title: __President__   Phone: __202/728-0200__

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American Association of Community Colleges
Service Learning and Community Colleges: Building a National Network

Final Progress Report—Grant 94LHB00014
February 13, 1998

This report covers the period from September 1, 1994, to August 31, 1997.

A.   CURRENT STATUS OF THE PROGRAM

AACC's Learn and Serve America program goal has remained the same during its three-year

grant period: to develop the infrastructure for service learning in America's community colleges.

This goal has been achieved with remarkable success through various institutional impact objectives.

AACC began its program in fall 1994 with the competitive selection of eight community

college subgrantees. The number of subgrantees was expanded to 11 in 1995, in an effort to integrate

service learning into different types of colleges not already represented among the original

subgrantees. One subgrantee college dropped out of the program in 1996.

Each subgrantee had its own unique goals and objectives, and most reached their objectives as

planned (see appendix for subgrantees' final project reports). AACC provided training and technical

assistance to the subgrantees through a six-member mentor team. Throughout the grant period,

subgrantees and mentors alike noted the importance of one-on-one mentoring, and the unique and

successful aspect of this component among Learn and Serve grantees.

Highlights of progress among members of the AACC consortium include:

♦ **Sustainability and institutionalization at every subgrantee college.** All 10 colleges'

service learning programs are continuing without AACC/CNS funds. Some have become

completely absorbed in college budgets (Albuquerque TVI Community College, NM, Johnson

County Community College, KS, and Truman College, IL); some receive assistance from state

Learn and Serve and AmeriCorps programs (Flathead Valley Community College, MT, and Prestonsburg Community College, KY); others have attained new grants as a result of their involvement in the AACC Learn and Serve program (Hocking Technical College, OH, Kapi`olani Community College, HI, and Northern Virginia Community College, VA). Local businesses, government, and schools are now providing financial assistance to the Monroe Community College, NY, program. Alpena Community College, MI, scaled back its program due to changing institutional budget priorities; it no longer has a centralized service learning office, but individual faculty are continuing to offer service learning opportunities to their students.

◆ **Significant participant impact on communities.** Total figures reported by the 10 subgrantees indicate that, from January 1, 1995, through August 31, 1997, 6,691 students performed 134,976 hours of direct community service, worked with 521 faculty, and served 1,683 agencies and more than 300,000 individuals. [Please note that some students, faculty, or agencies may have been counted twice if they participated in more than one quarter or semester of service learning.]

◆ **Growing leadership and modeling by the subgrantees.** As the years progressed, subgrantees held regional service learning workshops to train other college personnel in the pedagogy; delivered presentations at state, regional, and national conferences; and published articles in national disciplinary and organizational publications. Service learning newcomers at community colleges around the country contact the AACC subgrantees for advice and assistance on a regular basis. Two subgrantee project directors were recently selected to be mentors in AACC's new Learn and Serve program, *Community Colleges Broadening Horizons through Service Learning.* One AACC mentor and two other subgrantee project

directors serve in a mentoring capacity in the Campus Compact National Center for

Community Colleges' (CCNCCC) project, *From the Margin to the Mainstream.*

♦ **Collegiality among the subgrantees, mentors, and AACC staff.** Any individual could (and

often did) request assistance or comment on a program aspect to the entire consortium via

AACC's private listserv, and others responded immediately. Mentors noted that they learned

just as much (if not more) from their mentees than they themselves had imparted.

♦ **Presentations on service learning and the AACC Learn and Serve program.** Consortium

members made presentations to more than 600 institutions and organizations at 213 local,

state, regional, and national events and meetings between September 1, 1994, and August 31,

1997. The institutions and organizations represented K-12 and higher education

constituencies, in addition to related education associations, state commissions, and

community groups and agencies.

♦ **Dissemination of information.** AACC prepared and distributed 108 articles regarding

service learning in its publications and on its Web site (see appendix for July-August 1997

articles). Many of the articles carried the Learn and Serve name and/or logo.

In addition to its subgrantee and mentor components, AACC began its Service Learning

Clearinghouse in the fall of 1994. In less than three years, the Clearinghouse provided technical

assistance, training, materials, contacts, and advice to faculty, staff, administrators, and students at

more than 650 community colleges. All 1,100 two-year colleges received program-related

announcements and publications throughout the three-year grant period. The Clearinghouse

maintains a presence on AACC's Web site, and has produced two widely read and acknowledged

publications, *Community Colleges and Service Learning* (an eight-page "how-to" brochure) and

Service Learning and Community Colleges: Where We Are (a 12-page survey report).

Between January 1, 1995, and August 31, 1997, the Clearinghouse responded to 604 direct requests for information and materials. The Clearinghouse receives such requests almost daily, and not just from community colleges. Elementary and secondary schools, nonprofit organizations, community agencies, and four-year colleges and universities have benefited from the Clearinghouse's activities, publications, and resources.

In its clearinghouse function, AACC conducted two national surveys on the status of service learning in community colleges. Although results of the 1997 survey are not yet final, preliminary data indicate that, between 1995 and 1997, the percentage of all U.S. community colleges offering service learning increased from 30 percent to between 40 and 50 percent. Consistently, four out of five community colleges are interested in integrating service learning into curricula. AACC is pleased to have played a role in the widespread establishment of service learning among its member institutions.

A mailing list of more than 1,000 names has been developed using the Service Learning Clearinghouse database. Included on this list are individuals who have requested information from the Clearinghouse, as well as those who indicated an interest in service learning on AACC's national survey in Years One and Three. AACC sends service learning information and opportunities to these contacts on a regular basis.

Challenges faced through the program's duration related primarily to communication with some subgrantee project directors whose colleges did not have immediate Internet access, and staff turnover at two subgrantee colleges. New project directors at colleges with staff turnover faced a steeper learning curve than their consortium colleagues. However, they gained confidence in their personal and institutional abilities and made use of the support offered through the consortium.

B.   FUTURE PLANS FOR THE PROGRAM

AACC is fortunate to be the recipient of a new Learn and Serve grant, and will enhance and

expand many of its previous activities in this new program. Ten new subgrantees and five new

mentors have been selected to participate in the *Horizons* program, following closely the model used

in the previous program. AACC is incorporating many lessons learned from its previous participants

in organizing the new program (see appendix for a compilation of participants' responses to AACC's

final project assessment form).

The Service Learning Clearinghouse continues to assist community college personnel through

its expanded holdings and via the World Wide Web, and is widening its efforts in training and

technical assistance through the new Consultant Referral Service (CRS). The Clearinghouse refers

community colleges requesting assistance in program development to knowledgeable CRS

Consultants in their geographic regions. CRS Consultants visit colleges, present faculty/agency/staff

development workshops, and work on curricular integration in a one-on-one role. AACC is

particularly interested in making CRS Consultants available in states that currently have no service

learning programs.

AACC will continue to disseminate information about service learning at more conferences,

meetings, and events in the coming years. Service learning is now an accepted feature of AACC's

annual convention, often at standing-room-only sessions. AACC has been approached for advice in

mentoring and service learning program development by the American Political Science Association,

American Sociological Association, Civic Network Television, Community-Campus Partnerships for

Health (CCPH), National Environmental Education and Training Foundation, and Renew America.

AACC will continue its collaboration with CCNCCC in sharing information and conference

presentation venues.

AACC will continue its leadership and coordination of Service Learning in Higher Education

(SLIHE), an informal network of Washington area higher education associations, institutions, and

related organizations. The participant list for the monthly SLIHE meetings has expanded to 112

people from 57 organizations. Spring 1998 programming will feature previous AACC subgrantees

(Albuquerque TVI and Johnson County Community Colleges), a current Learn and Serve grantee

(American Association for Higher Education), and leaders in the service learning movement (Barbara

Jacoby and Bob Seidel).

AACC will offer several opportunities for its previous Learn and Serve "alumni" to be

involved in the *Horizons* program, including writing topic-specific resource guides for national

distribution; hosting regional service learning workshops; attending the spring 1998 *Horizons*

evaluation conference; continuing participation in the private project listserv; and participating in the

Consultant Referral Service.

C.   PROGRAM REPLICATION

The tremendous success of AACC's mentor-mentee structure has gained a following. Fellow

Learn and Serve grantee CCPH is adapting AACC's Mentoring Guidelines for its own use.

CCNCCC and Virginia COOL frequently request and use AACC Clearinghouse contacts and data for

their own Learn and Serve programs. Both the American Association of Colleges for Teacher

Education and the National Society for Experiential Education consulted AACC on developing and

running Learn and Serve programs.

AACC's other grant-funded service learning program, *Bridges to Healthy Communities*,

began its own clearinghouse on HIV/AIDS and other related health problems, based on the success of

the Service Learning Clearinghouse. The *Bridges* project is supported by the Centers for Disease

Control and Prevention.

Most direct program replication is occurring at the subgrantee level (see appendix for subgrantees' final project reports). The Service Learning Clearinghouse coordinator regularly refers callers to AACC Learn and Serve alumni to learn first-hand how successful programs develop. AACC's new *Horizons* subgrantees and mentors will replicate and improve much of the work done by previous participants.

AACC is unaware of any other national higher education association conducting a survey similar to its 1995 and 1997 endeavors, but it has received many inquiries about the data, especially from four-year institutions eager to find similar data among their colleagues. A few graduate students have expressed a desire to conduct intensive research using AACC's survey data; none has completed the research yet.

D.   TRAINING AND TECHNICAL ASSISTANCE

The AACC program director and the Clearinghouse coordinator attended the Learn and Serve program directors' meetings throughout the three-year grant period. These meetings helped staff understand CNS program priorities and procedures, and enabled them to distribute information and program development strategies to mentors and subgrantees.

AACC received an "Assuming Leadership" grant from the Cooperative Education Association for the May 1997 evaluation conference to provide leadership opportunities in sustainability and best practices for subgrantees. The grant enabled AACC Learn and Serve program participants to share best practices and lessons learned with AACC *Bridges* project participants (see appendix for conference-related documents that were later shared with all Learn and Serve grantees and subgrantees). AACC staff, mentors, and subgrantees have benefited from the *L&S Link* and

Expanding Boundaries volumes, as well as the suggestions and information sent via the LSHE and national service learning listservs.

E.   COMMENTS OR SUGGESTIONS TO IMPROVE LSAHE PROGRAMMING

It would be helpful for CNS to allow more time for consortium grantees to complete semi-annual and year-end reporting. AACC forwards CNS report formats to its subgrantees, to ensure that relevant information is collected and reported at that level. The result is that subgrantee project directors have a very short turn-around period in which to write and submit their reports, and AACC staff face an equally short period to collect, read, and summarize all subgrantee reports for CNS. One solution might be for CNS to distribute report formats more than one month prior to report deadlines.

AACC seconds the recommendation of many previous Learn and Serve grantees that grant and subgrant alumni be kept "in the loop." These individuals have met the challenges of program development and can serve as invaluable resources for new grantees. CNS might consider involving alumni as presenters and commentators at Learn and Serve program directors meetings, as proposal reviewers, and as mentors to new grantees.

F.   FISCAL REPORT

No changes were made to AACC's approved budget. The 1997 quarterly financial status report (SF269A) for July-August is attached. All other FSRs were submitted with previous reports.

Albuquerque Technical-Vocational Institute
Albuquerque, New Mexico
Year Three Grant: $2,000

Alpena Community College
Alpena, Michigan
Year Three Grant: $7,500

Flathead Valley Community College
Kalispell, Montana
Year Three Grant: $7,500

Hocking Technical College
Nelsonville, Ohio
Year Three Grant: $7,500

Johnson County Community College
Overland Park, Kansas
Year Three Grant: $7,500

Kapi`olani Community College
Honolulu, Hawaii
Year Three Grant: $7,500

Monroe Community College
Rochester, New York
Year Three Grant: $7,500

Northern Virginia Community College
Manassas, Virginia
Year Three Grant: $2,000

Prestonsburg Community College
Prestonsburg, Kentucky
Year Three Grant: $7,500

Harry S Truman College
Chicago, Illinois
Year Three Grant: $7,500

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