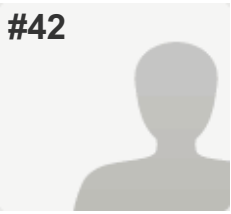**#42**

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Tuesday, December 08, 2015 1:30:31 PM
Last Modified: Tuesday, December 08, 2015 3:02:15 PM
Time Spent: 01:31:43
IP Address: 198.187.154.2

PAGE 4: Institution Information

Q1: Complete name of your institution (no abbreviations):

Rogers State University

Q2: State:

Oklahoma

Q3: Contact information for primary person completing survey:

Name	Katy Launius
Professional Title	Director of Student Development
Email Address	klaunius@rsu.edu
Phone Number	(918) 343-7707

Q4: Email address at which you would like to receive a copy of this survey submission:

klaunius@rsu.edu

PAGE 5: Student Community Engagement

Q5: How does the institution track student curricular and co-curricular community engagement?

Track both curricular and co-curricular engagement but separately

---

PAGE 6: Do not track student participation in any formal way

Q6: What is your best estimate of the number (unduplicated) of students involved during 2014-15 in:

Respondent skipped this question

PAGE 7: Track only curricular engagement

Q7: How many students were involved in curricular engagement in 2014-15?

Respondent skipped this question

PAGE 8: Track only co-curricular engagement

Q8: How many students were involved in co-curricular engagement in 2014-15?

Respondent skipped this question

Q9: How many (unduplicated) students were involved overall (in both curricular and co-curricular engagement) in 2014-15?	*Respondent skipped this question*

Q10: How many students during 2014-15 were involved in:

Curricular community engagement	420
Co-curricular community engagement	572

Q11: **On average, how many hours per week did each student participate in co-curricular and curricular community engagement during 2014-15? Note: If the institution has tracked total hours served, divide those hours by total number of students serving, and then divide by number of weeks in your academic year (e.g., 32).**	3
Q12: **Do you track participation in courses that: Check all that apply.**	Focus on diversity, Build skills in deliberative discussion, Involve simulations of democratic practices, Contribute to democratic participation
Q13: **Do you track student participation in any of the following areas, which may be either curricular or co-curricular? Check all that apply.**	Activism, Advocacy, Fundraising, Philanthropy
Q14: **Has your institution formally adopted a definition of community-based learning?**	No
Q15: **Does your institution formally designate community-based learning courses?**	No
Q16: **How many community-based learning courses did the institution offer in 2014-15? If you do not track this information, write "We do not track."**	7
Q17: **What percentage is that of all institutional courses? Please report as a whole number. Do not include the percent symbol (%). If you do not track this information, write "We do not track."**	Less than 1

Q18: What percentage of those that graduated in 2014-15 took at least one community-based learning course during their academic career?Please report as a whole number. Do not include the percent symbol (%).If you do not track this information, write "We do not track."

We do not track.

Q19: How many faculty taught a community-based learning course in 2014-15?If you do not track this information, write "We do not track." Report this number as an unduplicated count (e.g., if one faculty member taught three service-learning courses during the 2014-15AY, only count that faculty member once).

6

Q20: What percentage is that of all faculty who taught a course at your institution in 2014-15? Please report as a whole number. Do not include the percent symbol (%).If you do not track this information, write "We do not track."

6

Q21: In 2014-15, how many staff supported:

Student curricular community engagement	42
Student co-curricular community engagement	49

Q22: Does your institution identify specific student outcomes for community engagement?

Yes

PAGE 12: Student Community Engagement (continued 2)

Q23: In what areas do these student outcomes for community engagement fall? Check all that apply.

Civic or democratic learning, Critical thinking, Engagement across differences, Global learning, Media literacy, Policy knowledge, Social justice orientation

PAGE 13: Institutional Context

Q24: Are curricular and/or co-curricular community engagement included in the strategic plans of the institution?

Yes

Q25: Does the institution have a mission or purpose statement that drives policies supporting curricular and/or co-curricular community engagement?

Yes

Q26: Is your institution currently recognized with the Carnegie Community Engagement Elective Classification?

No

Q27: Has your institution identified substantive priority areas to give focus to its engagement efforts and resources?

No

PAGE 14: Institutional Context (continued 1)

Q28: Which areas has your institution identified to give focus to its engagement efforts and resources? Check all that apply.

Respondent skipped this question

PAGE 15: Institutional Context (continued 2)

Q29: For each issue you identified in the previous question, indicate whether you track campus activity, measure impacts and outcomes, do both, or do neither.

Respondent skipped this question

PAGE 16: Institutional Context (continued 3)

Q30: **Which of the following areas of your institution are involved in formal discussions about the role of your college or university as an anchor institution in the community? Check all that apply.**

Admissions, Facilities, Financial Aid,

Grants or Research Office, Human Resources,

Institutional Research, Libraries, Purchasing

Q31: **In what ways do students have a presence and voice in decision-making matters on campus? Check all that apply. Students:**

Sit on academic committees,

Sit on budgetary committees,

Have formal opportunities to discuss concerns with administrators (e.g., public forums, publicly known office hours)

Q32: **In what ways do community members have a presence and voice in decision-making matters on campus? Check all that apply. Community members:**

Participate on a unit-specific community advisory board

,

Serve on the Board of Trustees ,

Have formal opportunities to discuss concerns with administration (e.g., public forums, publicly known office hours)

Q33: **Is there a formal faculty governance committee with responsibilities for community engagement?**

No

Q34: **Is there an institution-wide standing committee that is responsible for overseeing or coordinating community engagement?**

No

PAGE 17: Institutional Context (continued 4)

Q35: Indicate who serves on the institution-wide committee. Check all that apply.

Respondent skipped this question

Q36: **Describe the president or chancellor's involvement in community engagement activities. Check all that apply.**	Participates in campus service/community engagement activities , Provides fiscal support for community-based work , Solicits foundation or other support , Publicly promotes service/community engagement , Speaks to alumni and trustees on service/community engagement , Serves on community boards, Meets regularly with community partners/representatives
Q37: **In what ways are students involved in leading curricular and co-curricular community engagement? Check all that apply.**	Recruit their peers, Act as guest speakers in community-based learning courses
Q38: **What percentage of federal work study funds are dedicated to community service positions?Please report as a whole number. Do not include the percent symbol (%).Note: Financial Aid offices typically track this information.**	17
Q39: **Does your institution match the Segal AmeriCorps Education Award for students? Note: Admissions or Financial Aid offices typically gather this information.**	No

Q40: **How does the institution foster or support curricular and/or co-curricular community engagement? Check all that apply.**

Designates a period of time (e.g., day of service, civic engagement week, to highlight student curricular and/or co-curricular community engagement

,

Considers engagement formally in admissions process

,

Considers engagement in awarding scholarships,

Offers courses on activism/advocacy,

Gives extra credit for co-curricular community engagement

,

Gives awards to students for community engagement

,

Hosts and/or funds public dialogues on current issues

,

Provides physical space/communication mechanisms for peaceful student protest

,

Provides space for student political organizations on campus

Q41: **Which of the following curricular or co-curricular community engagement programs does your institution offer? Check all that apply.**

Alumni service projects, Capstone service courses,

Discipline-based community-based learning courses,

Freshman year orientation to service,

Government internships,

International service opportunities,

Nonprofit internships/practicum,

One-day service projects,

Residence hall-based service, Service clubs,

Service through fraternities/sororities

PAGE 18: Institutional Coordinating Unit(s)

Q42: **Is there a unit at your institution that coordinates curricular and/or co-curricular community engagement? Note: Include units at both the institution and division levels.**

Yes

PAGE 19: No Coordinating Unit

Q43: Indicate how your institution supports curricular and/or co-curricular engagement:

Respondent skipped this question

PAGE 20: Institutional Coordinating Units (continued)

Q44: How many units on campus coordinate curricular and/or co-curricular community engagement? Include units at both the institution and division levels.

1

PAGE 21: Primary Coordinating Unit

Q45: What is the name of the entity? Include full name, no abbreviations.

Student Development

Q46: Total annual budget (include salaries):

$50,000 - $99,999

Q47: What is the primary purpose?

Volunteering

Q48: What are the responsibilities? Check all that apply.

Community Service, Civic Engagement,

Student Leadership Development,

Community Partnership Development

Q49: Where does the unit fit into the institution's reporting structure?

Student Affairs

Q50: Where is the unit located?

On campus

Q51: Which best describes the leader of this unit?

Director

Q52: How many years has this leader been in this position?

6 months

Q53: How many years has this leader worked for the institution?

6 months

Q54: What is the leader's annual salary?

$40,001 - 50,000

Q55: What is the highest level of education completed by this leader?

Master's degree

Q56: What percentage of this position is focused on supporting the following areas? (include number only, no percent sign)

Curricular community engagement	5
Student co-curricular community engagement	15
Institutionalization of community engagement	5
Other	0

Q57: Support

Number of full-time staff	1
Number of part-time staff	0
Number of paid student workers (including graduate students and interns)	0

PAGE 22: Additional Unit 1

Q58: Do you have another unit supporting community engagement to report?	No

PAGE 23: Additional Supporting Unit #1

Q59: What is the name of the entity? Include full name, no abbreviations.	*Respondent skipped this question*
Q60: Total annual budget (include salaries):	*Respondent skipped this question*
Q61: What is the primary purpose?	*Respondent skipped this question*
Q62: What are the responsibilities? Check all that apply.	*Respondent skipped this question*
Q63: Where does the unit fit into the institution's reporting structure?	*Respondent skipped this question*
Q64: Where is the unit located?	*Respondent skipped this question*
Q65: Which best describes the leader of this unit?	*Respondent skipped this question*
Q66: How many years has this leader been in this position?	*Respondent skipped this question*
Q67: How many years has this leader worked for the institution?	*Respondent skipped this question*
Q68: What is the leader's annual salary?	*Respondent skipped this question*
Q69: What is the highest level of education completed by this leader?	*Respondent skipped this question*
Q70: What percentage of this position is focused on supporting the following areas? (include number only, no percent sign)	*Respondent skipped this question*
Q71: Support	*Respondent skipped this question*

PAGE 24: Additional Unit #2

Q72: Do you have another unit supporting community engagement to report?	*Respondent skipped this question*

PAGE 25: Additional Supporting Unit #2

Q73: What is the name of the entity? Include full name, no abbreviations.	*Respondent skipped this question*
Q74: Total annual budget (include salaries):	*Respondent skipped this question*
Q75: What is the primary purpose?	*Respondent skipped this question*
Q76: What are the responsibilities? Check all that apply.	*Respondent skipped this question*
Q77: Where does the unit fit into the institution's reporting structure?	*Respondent skipped this question*
Q78: Where is the unit located?	*Respondent skipped this question*
Q79: Which best describes the leader of this unit?	*Respondent skipped this question*
Q80: How many years has this leader been in this position?	*Respondent skipped this question*
Q81: How many years has this leader worked for the institution?	*Respondent skipped this question*
Q82: What is the leader's annual salary?	*Respondent skipped this question*
Q83: What is the highest level of education completed by this leader?	*Respondent skipped this question*
Q84: What percentage of this position is focused on supporting the following areas? (include number only, no percent sign)	*Respondent skipped this question*
Q85: Support	*Respondent skipped this question*

PAGE 26: Additional Unit #3

Q86: Do you have another unit supporting community engagement to report?	*Respondent skipped this question*

PAGE 27: Additional Supporting Unit #3

Q87: What is the name of the entity? Include full name, no abbreviations.	*Respondent skipped this question*
Q88: Total annual budget (include salaries):	*Respondent skipped this question*
Q89: What is the primary purpose?	*Respondent skipped this question*
Q90: What are the responsibilities? Check all that apply.	*Respondent skipped this question*
Q91: Where does the unit fit into the institution's reporting structure?	*Respondent skipped this question*
Q92: Where is the unit located?	*Respondent skipped this question*
Q93: Which best describes the leader of this unit?	*Respondent skipped this question*
Q94: How many years has this leader been in this position?	*Respondent skipped this question*
Q95: How many years has this leader worked for the institution?	*Respondent skipped this question*
Q96: What is the leader's annual salary?	*Respondent skipped this question*
Q97: What is the highest level of education completed by this leader?	*Respondent skipped this question*
Q98: What percentage of this position is focused on supporting the following areas? (include number only, no percent sign)	*Respondent skipped this question*
Q99: Support	*Respondent skipped this question*

PAGE 28: Additional Unit #4

Q100: Do you have another unit supporting community engagement to report?	*Respondent skipped this question*

PAGE 29: Additional Supporting Unit #4

Q101: What is the name of the entity? Include full name, no abbreviations.	*Respondent skipped this question*

Q102: Total annual budget (include salaries):	*Respondent skipped this question*
Q103: What is the primary purpose?	*Respondent skipped this question*
Q104: What are the responsibilities? Check all that apply.	*Respondent skipped this question*
Q105: Where does the unit fit into the institution's reporting structure?	*Respondent skipped this question*
Q106: Where is the unit located?	*Respondent skipped this question*
Q107: Which best describes the leader of this unit?	*Respondent skipped this question*
Q108: How many years has this leader been in this position?	*Respondent skipped this question*
Q109: How many years has this leader worked for the institution?	*Respondent skipped this question*
Q110: What is the leader's annual salary?	*Respondent skipped this question*
Q111: What is the highest level of education completed by this leader?	*Respondent skipped this question*
Q112: What percentage of this position is focused on supporting the following areas? (include number only, no percent sign)	*Respondent skipped this question*
Q113: Support	*Respondent skipped this question*

PAGE 30: Additional Unit #5

Q114: Do you have another unit supporting community engagement to report?	*Respondent skipped this question*

PAGE 31: Additional Supporting Unit #5

Q115: What is the name of the entity? Include full name, no abbreviations.	*Respondent skipped this question*
Q116: Total annual budget (include salaries):	*Respondent skipped this question*
Q117: What is the primary purpose?	*Respondent skipped this question*
Q118: What are the responsibilities? Check all that apply.	*Respondent skipped this question*

Q119: Where does the unit fit into the institution's reporting structure?	*Respondent skipped this question*
Q120: Where is the unit located?	*Respondent skipped this question*
Q121: Which best describes the leader of this unit?	*Respondent skipped this question*
Q122: How many years has this leader been in this position?	*Respondent skipped this question*
Q123: How many years has this leader worked for the institution?	*Respondent skipped this question*
Q124: What is the leader's annual salary?	*Respondent skipped this question*
Q125: What is the highest level of education completed by this leader?	*Respondent skipped this question*
Q126: What percentage of this position is focused on supporting the following areas? (include number only, no percent sign)	*Respondent skipped this question*
Q127: Support	*Respondent skipped this question*

PAGE 32: Faculty Roles and Rewards

Q128: Are there institution-level policies that recognize and reward community engagement in annual faculty review and/or tenure, and/or promotion? Check all that apply.

Community-engaged research	No
Community-engaged teaching	No
Community-engaged service	No

Q129: In what ways does the institution build faculty capacity for engaged and public scholarship? Check all that apply.	Gives awards for faculty engaged and public scholarship , Provides faculty development workshops/fellowships , Provides faculty with grants to support public scholarship and/or community-based research , Allows sabbaticals for community-based research, scholarship and program development , Encourages and supports faculty/staff financially to attend and present at conferences focused on community engagement

Q130: In what ways does the institution build capacity for engaged teaching, such as faculty involvement in community partnerships and community-based learning courses? Check all that apply.

Gives awards for faculty ,

Provides faculty development workshops ,

Provides faculty with grants to support curriculum redesign

,

Provides materials to assist faculty in reflection and assessment

,

Allows sabbaticals for community-based learning research, scholarship and program development

,

Encourages and supports faculty financially to attend and present at conferences focused on community engagement

---

Q131: Do search and recruitment policies encourage the hiring of faculty with expertise in and commitment to community engagement?

Yes

PAGE 33: Alumni

Q132: How does the institution engage alumni in community service or civic engagement activities? Check all that apply.

Communicates service opportunities to alumni ,

Coordinates day of service or service weekend activities for alumni

,

Cultivates alumni donors to support service activities ,

Invites alumni to serve as speakers or mentors to current students

---

Q133: What percent of 2014-15 graduates have entered public service careers (e.g., government, nonprofit, international, education)?Please report as a whole number. Do not include the percent symbol (%).

20.0

Q134: What percent of 2014-15 graduates have entered the following national service programs? Do not include the percent symbol (%). If the institution does not track this information, indicate "0" below.

AmeriCorps	0
AmeriCorps VISTA	0
AmeriCorps NCCC	0
Peace Corps	0
Senior Corps	0
Teach for America	0
Other national service programs not listed (indicate program and percent)	0
Institution does not track this information (write "0")	0

Q135: **Which programs are offered by the institution to alumni entering public service careers? Check all that apply.**

Informational program on public service careers

PAGE 34: Community-Campus Partnerships

Q136: **In which ways are community partners involved in student learning and engagement activities? Check all that apply.**

Come into classes as speakers ,

Provide reflection on site in community setting ,

Provide feedback on the development/maintenance of community service/volunteering/community engagement programs

Q137: **With what types of organizations does the institution have mutually beneficial, reciprocal community partnerships? Check all that apply.**

Faith-based organizations, For-profit business(es),

Government, K-12 school(s),

Non-profit/community-based organization(s),

Other higher education institution(s),

Other (please specify) USHMM

Q138: **Please identify the primary mission focus of your community partners. Check all that apply.**

Access and retention in higher education ,

Civil rights/human rights ,

College readiness in K to 12 education ,

Conflict resolution,

Criminal justice and legal representation ,

Disaster preparedness, Economic development,

Environment/sustainability issues ,

Poverty alleviation, Food security,

Housing/homelessness,

Individual and community health , Voting

Q139: **Has your institution developed shared outcome goals in any of these areas?Select N/A if your institution does not address the issue area.**

Access and retention in higher education	No
Arts	N/A
Civil rights/human rights	No
College readiness in K to 12 education	No
Conflict resolution	No
Criminal justice and legal representation	No
Disaster preparedness	No
Economic development	No
Environment/sustainability issues	No
Food security	No
Housing/homelessness	No
Immigrants/migrant worker rights	N/A
Individual and community health	No
K to 12 student civic learning	N/A
Poverty alleviation	No
Transportation	N/A
Voting	No

PAGE 35: Assessment

Q140: **Does the institution maintain systematic campus-wide tracking or documentation mechanisms to record and/or track engagement with the community?** — No

Q141: **Please indicate which tools your institution uses to collect data on engagement with the community.**

Survey or spreadsheet	Yes
Proprietary database system	No
Customized database system built at your institution	No

Q142: If you indicated that your institution uses a proprietary database system, please specify which system: — *Respondent skipped this question*

Q143: **Does your Office of Institutional Research support data collection on institutional engagement with the community?** — Yes

Q144: Does the institution, or do units within the institution, have mechanisms for systematic assessment of community perceptions of the institution's engagement with community?

Neither the institution nor the units have mechanisms to assess community perceptions

PAGE 36: Assessment (continued 1)

Q145: Describe the mechanisms your institution or unit utilizes to assess community perceptions.

Respondent skipped this question

Q146: Does the institution, or do units within the institution, have mechanisms for systematic assessment of the impact of community engagement on the community?

Neither the institution nor the units have mechanisms to assess community impact

PAGE 37: Assessment (continued 2)

Q147: Describe the mechanisms your institution or unit utilizes to assess community impact.

Respondent skipped this question

Q148: Does the institution, or do units within the institution, have mechanisms for systematic assessment of the impact of community engagement on student learning?

Neither the institution nor the units have mechanisms to assess the impact on student learning

PAGE 38: Assessment (continued 3)

Q149: Describe the mechanisms your institution or unit utilizes to assess impact of community engagement on student learning.

Respondent skipped this question

Q150: Has the institution systematically defined the characteristics of high quality partnerships?

No

PAGE 39: Assessment (continued 4)

Q151: Is there a process in place for determining that partnerships are of high quality?

Respondent skipped this question

PAGE 40: Assessment (continued 5)

Q152: Describe your process for assessing partnerships.

Respondent skipped this question

PAGE 41: Annual Survey Information

Q153: Which campus offices provided information for this report?

Academic Departments (Applied Technology, Psychology, Sociology, Criminal Justice, Biology, Math and Physical Sciences, Communication, Fine Arts, Business)
Athletics
Academic Enrichment
Student Affairs

Q154: Please share which question was most difficult to answer, and why.

The length of the survey is the most difficult aspect of the overall survey experience.

Q155: How will your institution use the information gathered for this survey? Check all that apply.

Share with relevant contacts on campus,

Share with the president or chancellor ,

Share with relevant contacts in the community ,

Share with marketing and public relations ,

Use to inform strategic planning for the institution ,

Use to inform accreditation

Q156: Please indicate if you are affiliated with one of the Campus Compact state/regional offices. Those with * have additional questions for their members.

Oklahoma*

PAGE 42: Connecticut Campus Compact

Q157: Connecticut Campus Compact features member institutions in different forms of communications, such as newsletters and social media, to highlight the great work of our campuses. Please share at least one success story (e.g partnerships with outstanding results, individual profiles, program highlights) from your institution, including contact information (name/email) for future follow up. You may also include links to websites, social media, or any communication outlets that may provide additional information on your highlighted story or stories.

Respondent skipped this question

Q158: Connecticut Campus Compact encourages partnerships between higher education institutions and K-12 schools. Does your institution partner with K-12 schools in your community?

Respondent skipped this question

PAGE 43: Connecticut Campus Compact (continued)

Q159: List the primary contact(s) for K-12 partnerships at your campus/institution.

Respondent skipped this question

Q160: Select those ways in which you connect with your K-12 schools. Check all that apply.

Respondent skipped this question

Q161: Connecticut Campus Compact values deliberative dialogue and civil discourse as methods of civic learning and democracy engagement. Campuses and their partners engage in formal dialogue and discourse work in diverse ways on campus using multiple methodologies such as National Issues Forum. Please describe any dialogue/discourse efforts on your campus and include contact information (name and email) of the person organizing each effort.

Respondent skipped this question

Q162: What is your overall satisfaction with Connecticut Campus Compact?

Respondent skipped this question

Q163: What are some ways that CTCC can improve its support of member institutions advance their civic learning and community engagement practices? Please provide specific suggestions when possible.

Respondent skipped this question

PAGE 44: Florida Campus Compact

Q164: How can Florida Campus Compact be more helpful to your work and your campus-community engagement? Check all that apply.

Respondent skipped this question

Q165: Membership in Florida Campus Compact has (check all that apply):

Respondent skipped this question

Q166: In which of the following content areas do you need additional trainings, materials, and/or other resources? Check all that apply.

Respondent skipped this question

PAGE 45: Indiana Campus Compact Questions

Q167: As far as I know, my institution has benefited from the following Indiana Campus Compact programs/services:

Respondent skipped this question

Q168: Partnership in Indiana Campus Compact (check all that apply):

Respondent skipped this question

Q169: How can Indiana Campus Compact help you in your role?

Respondent skipped this question

PAGE 46: Iowa Campus Compact

Q170: Overall, how satisfied have you been with the benefits of your institution's Iowa Campus Compact membership in the past year?

Respondent skipped this question

Q171: We are striving for excellence. If you selected anything lower than Very Satisfied, please let us know what we could do to improve the benefits to your institution.

Respondent skipped this question

Q172: Would you recommend Iowa Campus Compact membership to colleagues at other institutions?

Respondent skipped this question

PAGE 47: Kentucky Campus Compact

Q173: Considering your institution, please rank the importance of participating in the following National Campus Compact network-wide priorities (1 = most important, 4 = least important):

Respondent skipped this question

Q174: Considering Kentucky Campus Compact, please rank in order the importance that KyCC should address these priorities (1 = most important, 4 = least important):

Respondent skipped this question

Q175: Does your campus have a designation for academic service learning courses?

Respondent skipped this question

Q176: Kentucky Campus Compact develops programs and trainings to promote civic engagement and community-based learning as tools to improve educational outcomes for students of color and first generation students. Who at your institution is tasked with leadership on student access, retention, and success and multicultural affairs? Please list their names, positions, and emails.

Respondent skipped this question

Q177: Kentucky Campus Compact can feature every member institution in KYCC and national conversations/publications. Identify one or two of your institutional community engagement success stories (e.g., partnerships with outstanding results, individual profiles) you would like shared.

Respondent skipped this question

PAGE 48: Maine Campus Compact

Q178: What activities or programs does your office/campus offer to help prepare students for life after college?

Respondent skipped this question

Q179: What suggestions do you have for getting students to take a more active role on campus committees?

Respondent skipped this question

Q180: What Maine Campus Compact resources/services/member benefits are most useful?

Respondent skipped this question

Q181: What Maine Campus Compact resources/services/member benefits could be enhanced or improved?

Respondent skipped this question

Q182: What more can Maine Campus Compact to support your efforts?	*Respondent skipped this question*

PAGE 49: Maryland-DC Campus Compact

Q183: Membership in MDCCC (check all that apply):	*Respondent skipped this question*
Q184: Please check all of the MDCCC programs your institution utilized or was a part of during the 2014-15 academic year:	*Respondent skipped this question*
Q185: MDCCC features its members in its bi-weekly enewsletter and social media. Please share a success story that can be highlighted for others in the network.	*Respondent skipped this question*
Q186: Who at your institution is in charge of student access, retention, and success and multicultural affairs (name, title, email address)?	*Respondent skipped this question*
Q187: Would you be open to MDCCC providing diversity training related to service-learning and engagement?	*Respondent skipped this question*
Q188: MDCCC is spearheading a collective impact partnership with K-12 schools to improve our region's pipeline for college, career, and civic readiness through civic engagement, with the understanding that we can accomplish more collectively than we can independently. How can MDCCC support your institution in advancing your current engagement and service-learning efforts (with your local K-12 schools and community organizations) toward this collective impact initiative?	*Respondent skipped this question*

PAGE 50: Michigan Campus Compact

Q189: Please rate the following services/resources provided by Michigan Campus Compact in terms of their importance and usefulness to your campus/community work:	*Respondent skipped this question*
Q190: In Spring 2014, MiCC membership identified five network priorities. Rate how we're doing in each of the five priority areas:	*Respondent skipped this question*
Q191: Please identify the ways in which your campus is engaged in college access and success programming. Check all that apply.	*Respondent skipped this question*
Q192: How can Michigan Campus Compact be more helpful to your work and your campus-community engagement? Check all that apply.	*Respondent skipped this question*

PAGE 51: Minnesota Campus Compact

Q193: As far as I know, my institution has benefited from the following Minnesota Campus Compact programs/services:	*Respondent skipped this question*
Q194: Membership in Minnesota Campus Compact (check all that apply):	*Respondent skipped this question*
Q195: What audiences do you think need to hear more about civic and community engagement (CE) in higher education -- and what information is most important for them to receive? Check all that apply.	*Respondent skipped this question*
Q196: What do you think Minnesota Campus Compact is doing well – and what could we improve?	*Respondent skipped this question*

PAGE 52: Missouri Campus Compact

Q197: What audiences do you think need to hear more about civic and community engagement (CE) in higher education -- and what information is most important for them to receive? Check all that apply.	*Respondent skipped this question*
Q198: How can Missouri Campus Compact support students and student leaders at your institution? (rank in order of 1 = most important to 7 = least important)	*Respondent skipped this question*
Q199: What is one topic area within civic engagement where your campus might need more materials, resources, trainings, or general assistance?	*Respondent skipped this question*

PAGE 53: New Hampshire Campus Compact

Q200: How can Campus Compact for New Hampshire be more helpful to your work and your campus-community engagement? Check all that apply.	*Respondent skipped this question*
Q201: Membership in Campus Compact for NH has (check all that apply):	*Respondent skipped this question*
Q202: In which of the following content areas do you need additional trainings, materials, and/or other resources? Check all that apply.	*Respondent skipped this question*

PAGE 54: North Carolina Campus Compact

Q203: Has your campus participated (as a host OR partner site) in the NC Campus Compact VISTA program in 2014-15 or 2015-16?	*Respondent skipped this question*
Q204: If your campus were to utilize a VISTA member to build the capacity of a community-based service program, what single issue would your VISTA-supported program address? (A VISTA project must focus on a single issue.) Select UP TO THREE priority areas.	*Respondent skipped this question*
Q205: Of the community-based service program(s) a VISTA would support, which of the following groups would the program serve? (SELECT UP TO THREE groups)	*Respondent skipped this question*
Q206: Briefly describe the community-based program(s) you have in mind.	*Respondent skipped this question*
Q207: Currently, a campus must pay a $4500 cost share payment to host a full-time VISTA member for 1 year. Campuses are also strongly encouraged to provide a housing stipend.Considering these costs and the current resources on your campus to support service and engagement around the top issues/target populations identified above, how likely is your campus to seek a VISTA member placement for 2017-2020?	*Respondent skipped this question*

PAGE 55: Ohio Campus Compact

Q208: To my knowledge, my institution has benefited from the following Ohio Campus Compact programs/services:	*Respondent skipped this question*
Q209: Membership in Ohio Campus Compact (check all that apply):	*Respondent skipped this question*
Q210: What new services/offerings/programs or other would your campus benefit from? Please be specific (i.e. webinar series on food security, more regional gatherings, etc.).	*Respondent skipped this question*

PAGE 56: Oklahoma Campus Compact

Q211: Please check all of the OkCC services and/or programs your institution utilized during the 2014-2015 academic year:	Attended the Oklahoma Service-Learning Conference , Received the OkCC newsletter, Participated in the OkCC Voter Registration Contest , Participated in the Campus Compact Annual Membership Survey

Q212: **For which, if any, of these programs did your institution apply in the 2014-2015 academic year?**	None of the above
Q213: **Would you apply to participate in any of these Corporation for National and Community Service Programs, if the opportunity was available? Check all that apply.**	Martin Luther King, Jr. Day of Service grant (requires some in-kind contribution) , AmeriCorps VISTA program (requires some financial and in-kind contribution) , An AmeriCorps program relating to College Access and Success (requires some financial and in-kind contribution)
Q214: **How can Oklahoma Campus Compact be more helpful to your work and your campus-community engagement? Check all that apply.**	More state training/symposia, More guidance to resources such as webinars, networking , Other (please specify) Form and databases for collecting and tracking information
Q215: **Membership in Oklahoma Campus Compact (check all that apply):**	Has not yet reached its full capacity and we would like to increase our interaction.

PAGE 57: Oregon Campus Compact

Q216: Would you describe your institution as primarily:	*Respondent skipped this question*
Q217: Oregon Campus Compact develops programs and trainings to promote civic engagement and community-based learning as tools to improve educational outcomes for students of color and first generation students. Who at your institution is tasked with leadership on student access, retention, and success and multicultural affairs?Please list their names, positions, and emails.	*Respondent skipped this question*
Q218: Does your institution partner with K-12 schools in your community?	*Respondent skipped this question*

PAGE 58: Oregon Campus Compact (continued)

Q219: List the partner schools and the primary contacts at your institution for those specific partnerships:	*Respondent skipped this question*
Q220: Select those ways in which you connect with local K-12 schools:	*Respondent skipped this question*

Q221: Oregon Campus Compact features every member institution in its monthly e-news and social media at least twice per year. Please identify up to two success stories (e.g., partnerships with outstanding results, individual profiles) you would like to be shared.

Respondent skipped this question

PAGE 59: Washington Campus Compact

Q222: Does your institution have entrepreneurism programs/initiatives?

Respondent skipped this question

Q223: Will your institution participate in the Students Serving Washington Awards student recognition program?

Respondent skipped this question

Q224: Check all engagement activities in which your students participate:

Respondent skipped this question

Q225: If specifically tracked, please report the total number of hours for all students in 2014-15:

Respondent skipped this question

Q226: Does your institution partner with K-12 schools in your community?

Respondent skipped this question

PAGE 60: Washington Campus Compact (continued)

Q227: List the partner schools and partner contacts:

Respondent skipped this question

Q228: List the primary contacts at your institution for those specific partnerships.

Respondent skipped this question

Q229: Select those ways in which your institution connects with local K-12 schools. Check all that apply.

Respondent skipped this question

Q230: Select critical issues on which your student engagement was focused during 2014-15. Check all that apply.

Respondent skipped this question

Q231: Check populations served with your student engagement programs/initiatives. Check all that apply.

Respondent skipped this question

PAGE 61: West Virginia Campus Compact

Q232: In your opinion, how important are curricular and co-curricular community engagement activities/programs at higher education institutions to West Virginia?

Respondent skipped this question

Q233: In your opinion, how important are curricular and co-curricular community engagement activities/programs at your institution to your local community?

Respondent skipped this question

Q234: In your opinion, how important are the following Campus Compact network-wide priorities to your institution? (rank in order of 1 = most important to 4 = least important)

Respondent skipped this question

Q235: Did your campus participate in the Governor's Day to Serve program?

Respondent skipped this question

PAGE 62: West Virginia (continued)

Q236: How many students, faculty, and staff were involved in Day to Serve program(s) at your campus?

Respondent skipped this question

Q237: How many hours did students, faculty, and staff serve during Day to Serve program(s) at your campus?

Respondent skipped this question

Q238: What community partner(s) did you work with/serve during the Day to Serve program(s) at your campus?

Respondent skipped this question

PAGE 63: Wisconsin Campus Compact

Q239: As far as I know, my institution has benefited from the following Wisconsin Campus Compact programs/services:

Respondent skipped this question

Q240: Membership in Wisconsin Campus Compact (check all that apply):

Respondent skipped this question

Q241: Which of the following would you or your institution be interested in if offered by Wisconsin Campus Compact? Please provide detailed suggestions for topics in the comment box below the choices.

Respondent skipped this question

Q242: What do you think Wisconsin Campus Compact is doing well – and what could we improve?

Respondent skipped this question

Q243: Wisconsin Campus Compact features every member institution in its monthly e-newsletter and social media at least twice per year. Please identify up to two success stories (e.g., partnerships with outstanding results, individual profiles) you would like to be shared.

Respondent skipped this question