

# Campus Compact 2017

## Introduction

OKCC invites you to complete the state annual member survey for 2016-2017. Because the national Campus Compact annual Member Survey is on hiatus this year undergoing a redesign, our members have requested that Oklahoma Campus Compact (OKCC) conduct the survey and make a state report for its members. This was done on one other occasion in 2014 (for the 2013 data) under similar circumstances. Campus Compact's Member Survey is the most comprehensive and widely distributed review of community-based learning, community partnerships, and civic engagement in higher education. This instrument provides institutions, researchers, and higher education organizations with a powerful tool to capture curricular and co-curricular engagement, campus engagement infrastructure, and an array of other elements of higher education

## Survey purposes

Results allow campuses to compare their progress with institutional, state and national trends, and help all of us better articulate our case to the public and our constituencies. These results tell the story of Campus Compact members as educators of students for democratic participation and as anchor institutions in their communities. As a portion of the instrument's power comes from widespread participation, we are grateful to you for taking the time to complete it. Oklahoma Campus Compact will use the data collected through the annual survey to report information to the public in the aggregate only. The state summary will be utilized to educate others about the collective efforts of our membership.

## Benefits to your Institution

In addition to providing the opportunity for aggregating state data and comparing across institutions, the annual survey provides a mechanism for campus-based information gathering that enables evaluation of campus community engagement efforts, and supports preparation for other surveys and/or award applications. The information collected may be useful as you prepare your annual report or communicate internally about institutional community engagement strategies, outcomes, and impact. The Survey makes an effort to maintain longitudinal questions that allow for measurement in the growth of the field. Your institution's responses will be combined with those from the 36 public, private and tribal campuses in the state that comprise the Oklahoma Campus Compact network. Although national Campus Compact will not collect data this year, you will be able to compare your institution's progress with the state data, and may compare with prior year national trends, as well as against similar institutions, to better articulate the value of your work. The national Campus Compact website link to templates at <https://compact.org/initiatives/membership-survey/> allow comparisons with like institutions (e.g., four-year, historically minority-serving, faith-based, community college). The responses also help to inform professional development and services OKCC can provide to members.

## Directions

### 1. Who should fill out the annual membership survey.

Every Oklahoma Campus Compact member institution is invited to submit one response to the survey. OKCC will identify only one **primary contact** at each member institution that will receive the survey via email. That individual is responsible for coordinating their institution's response, and is encouraged to collaborate with others to gather the survey information, but will be solely responsible for providing data to the annual survey and submitting it. In the event that the incorrect primary contact was identified, this link may be forwarded to another appropriate contact at your institution.

**While the survey will be received through and responses must be submitted online**, we are also sending a copy of the survey in Word form for ease in sharing, collection, and assimilation of data into one report for

institutional amalgamation, and use in entering the online response for submission. **Institutions should save a Word copy of their response for their own use. As data amassed from the online submissions is cumbersome to later extract for individual institutions, OKCC is also asking members to send a hard copy of its response in Word form for our files, to facilitate response to requests from members for past years data.**

Regardless of the entity which receives and submits the online version of your institution's response, a hard copy of the survey will be copied to your faculty service-learning coordinator, your chief academic officer, and your chief student affairs officer, for their awareness and assistance in coordination and completion of the survey. Please contact Debbie Terlip, Executive Director of OKCC, at dterlip@osrhe.edu or 405.225.9128 with any questions.

## **2. May we get a copy of the institution's response to last year's survey?**

Yes, contact Debbie Terlip, Executive Director of OKCC at dterlip@osrhe.edu or 405.225.9128.

## **2017 Membership Survey Guidelines**

- Please ensure that only one response is submitted for your institution.
- All data reported in the survey should reflect the 2016-17 Academic Year.
- Multiple offices will need to provide data for the most accurate campus portrait. Specifically, we suggest you include those involved in student and academic affairs, Institutional Research, and the registrar -- as well as any others you know who have key roles in facilitating your institution's community engagement.
- The survey is to be completed and submitted online, **and on paper**.
- We recommend that you review questions before starting, and gather information needed from other institutional offices and/or committees. You can share the hard copy in Word of this survey and/or individual questions.
- When responding to questions about students, please include data for all students -- graduate and undergraduate -- at your institution.
- The survey site will be open between December 20, 2017 and February 28, 2018, and is accessible via the transmitted link. Please start early so that you will have time to gather the information requested. **No extensions to the February 28th deadline will be granted for submission**, as we intend to make the state survey report prior to the end of the 2018 spring semester.

## **Confidentiality**

Oklahoma Campus Compact will use the data collected through the annual survey to report information to the public in the aggregate only. The state summary may be utilized to educate others about the collective efforts of our membership. The institution should retain a hard copy of its response to the survey, and can share with relevant contacts at that institution. Individual institution responses may be used by Oklahoma Campus Compact to inform professional development and services it can provide to its members.

## **Questions?**

For questions about the substance of the survey, contact Debbie Terlip, Executive Director of OKCC, at dterlip@osrhe.edu or 405-225-9128. For questions about the technical online submission and password you will be given, contact Cindy Poulton in the Oklahoma State Regents Strategic Planning and Analysis Division at cpoulton@osrhe.edu or 405-225-9203.

## **Definitions**

**Community engagement:** For the purposes of this survey, the definition of community engagement follows the one used for the Carnegie Community Engagement Classification: 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. The purpose of community engagement is the partnership of college and university knowledge and resources with those of the public and private sectors to enrich scholarship, research, and creative activity; enhance curriculum, teaching and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good.

**Community-based learning:** All credit-bearing learning experiences in which student action on behalf of community goals is a significant component of the learning process. Community -based learning includes practices such as service-learning and community -based research, along with other pedagogies through which students participate in advocacy, electoral processes, community dialogue, or other similar activities. Campus Compact promotes student community engagement that is either **curricular** (occurring as an aspect of a credit-bearing academic experience) or **co-curricular**. Beyond these definitions, we ask that you interpret terms throughout the survey as they are utilized at your institution.

### Institution information

Institution: Rogers State University

Contact Information: Provide contact information for primary person completing survey.

Name: Dr. Mary Millikin

Title: AVP for Accountability and Academics

Email address: mmillikin@rsu.edu

Phone number: 918-343-7605

Please identify a secondary contact:

Name: Dr. Richard Beck

Title: VP for Academic Affairs

Email address: rbeck@rsu.edu

Phone number: 918-343-7615

### Student Community Engagement

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

☐ Do not track student participation in any formal way

If checked, what is your best estimate of the number (unduplicated) of students involved during 2016-17 in:

Curricular community engagement

Co-curricular community engagement

☐ Track only curricular engagement

If checked, how many students involved in 2016-17

☐ Track only co-curricular engagement

If checked, how many students involved in 2016-17

☐ Track both curricular and co-curricular engagement together

If checked, how many (unduplicated) students involved overall in 2016-17

☒ Track both curricular and co-curricular engagement, but separately

If checked, how many students during 2016-17 involved in:



Curricular community engagement 125

Co-curricular community engagement 1170

Is this number based on an actual count or an estimate?

- ☐ Actual Count  
☒ Estimate

Does your institution track the **number of hours** students spend completing co-curricular or curricular community engagement?

- ☒ Yes  
☐ No

If no, what is your best estimate of the **average number of hours per week that a student** served in co-curricular and curricular community engagement during 2016-17?

If yes, **on average, how many hours per week did each student** participate in co-curricular and curricular community engagement during 2016-17?

3

*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).*

If yes, is this number based on an actual count or an estimate?

- ☐ Actual Count  
☒ Estimate

Do you track student participation -- either curricular or co-curricular -- in any of the following areas, which may be either curricular or co-curricular? Check all that apply.

- ☒ Activism  
☐ Advocacy  
☒ Fundraising  
☒ Philanthropy  
☐ Social entrepreneurship  
☐ Other. Please specify:

☐ None of the above

### Institutional Support/Culture

Does your institution's mission/purpose statement drive policies which support curricular, co-curricular community and/or civic engagement?

- ☒ Yes  
☐ No

By which methods does your institution foster or support student curricular, co-curricular and/or civic engagement? Check all that apply.

- ☒ Designates a period of time (e.g., day of service, service week, etc.) to highlight student civic engagement and/or service activities  
☐ Manages liability associated with service placements  
☒ Provides/coordinates transportation to and from community sites  
☐ Considers service formally in admissions process



- ☒ Considers service in awarding scholarships
- ☐ Defines and identifies academic service-learning courses
- ☐ Requires academic service-learning as part of core curriculum in at least one major
- ☐ Offers community service/civic engagement major and/or minor
- ☐ Offers courses on volunteerism
- ☐ Offers courses on activism/advocacy
- ☐ Designates academic service-learning courses in the course guide
- ☐ Records service on student transcripts
- ☒ Gives extra credit for co-curricular community engagement
- ☐ Requires service for graduation
- ☒ Gives awards to students for service
- ☐ Offers mini-grants to students for service-related initiatives
- ☒ Provides funding (e.g., scholarships, grants, fellowships, education awards, etc.) for curricular and/or co-curricular 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
- ☐ Other. Please specify:

Does your institution dedicate a portion of federal work study funds to community service?

- ☐ Yes  
☒ No

If yes, what is the **average percentage** of federal work student funds dedicated to community service?

Which, if any, of these methods does your institution employ in offering student curricular, co-curricular and/or civic engagement? Check all that apply.

- ☒ One-day service projects
- ☒ Nonprofit internships/practicum
- ☒ Discipline-based service-learning courses
- ☒ Service clubs
- ☐ Alternative service breaks
- ☐ International service opportunities
- ☐ First-year experience service opportunities
- ☒ Residence hall-based service
- ☒ Government internships
- ☐ Freshman year orientation to service
- ☒ Fraternities/Sororities
- ☒ Capstone service courses
- ☒ Alumni service projects
- ☐ Learning communities concerning service and engagement
- ☐ Summer service programs
- ☐ Graduate school service

Please indicate the methods, if applicable, of your institution's support for faculty involvement in curricular & co-curricular community and/or civic engagement courses.

- ☐ Provides faculty development workshops/fellowships
- ☐ Provides materials to assist faculty in reflection and assessment

- ☐ Provides curriculum models and sample syllabi
- ☒ Encourages and supports faculty financially to attend and present at service-learning conferences
- ☒ Gives awards for faculty
- ☐ Provides faculty with grants to support curriculum redesign
- ☐ Provides service-learning and community orientation during faculty orientation
- ☐ Search and recruitment policies encourage hiring of faculty with expertise in and commitment to community engagement
- ☒ Allows sabbaticals for service-learning research, scholarship and program development

### Community-Based Learning

Has your institution formally adopted a definition of community-based learning?

*Note: If your institution has formally adopted a definition that you consider synonymous with community-based learning (e.g., service-learning), indicate yes.*

- ☐ Yes  
☐ No

Does your institution formally designate community-based learning courses?

*Note: Community-based learning designations could include, for example, service-learning, internships, practica, or clinicals*

- ☐ Yes  
☒ No

If yes, please indicate the designation names and codes used by your institution for community-based learning courses:

*E.g., service-learning: SVL*

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Does your institution track the number of community-based learning courses (either designated or undesignated) offered?

- ☒ Yes  
☐ No

If no, what is your best estimate of the number of community-based learning courses - either designated or undesignated - that your institution offered in 2016-17

If yes, how many community-based learning courses -- either designated or undesignated -- did the institution offer in 2016-17?

0

Is this number based on an actual count or an estimate?

- ☒ Actual count  
☐ Estimate

If yes, what percentage is that of all institutional courses?

*Note: Your registrar should be able to provide the total number of courses offered at your institution in 2016-17.*

*Formula: (# of community-based learning courses / total # of course offerings) \* 100.*

0

Is this number based on an actual count or an estimate?

- ☒ Actual Count  
☐ Estimate

What percentage of 2016-17 graduates took at least one community-based learning course during their academic career?

*Note: Your registrar can provide the total number of graduating students, as well as how many completed a community-based learning course, if designated. If courses are not designated, you may estimate.*

*Formula: (# of graduates enrolled in community-based learning courses / total # of graduates) \* 100.*

0

Do you track participation in courses that (check all that apply):

- ☒ Focus on diversity  
☒ Build skills in deliberative discussion  
☒ Contribute to democratic participation  
☒ Involve simulations of democratic practices  
☐ None of the above

Does your institution identify specific student outcomes for community engagement?

- ☒ Yes  
☐ No

If yes, 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  
☒ Other. Please specify:

Demonstrate civic knowledge and engagement, ethical reasoning

If yes, are there specific courses that are designated as contributing to these learning outcomes?

- ☒ Yes  
☐ No

If yes, please provide up to five examples of course titles (with the offering department or program).

PHIL 1313 Values and Ethics  
SBS 3033 Perspectives on Human Behavior  
SBS 3053 Social Systems and Problems  
SOC 2123 Social Problems  
SOC 3043 Social Ethics

Does your institution track the number of faculty/staff who teach community-based learning courses?

- ☒ Yes  
☐ No

If no, what is your best estimate of the number of faculty who taught a community-based learning course in 2016-17?



If yes, how many faculty taught a community-based learning course in 2016-17? *Report this number as an unduplicated count (e.g., if one faculty member taught 3 service-learning courses during the 2016-17 academic year, only count that faculty member once).*

0

If yes, what percentage is that of all faculty who taught a course at your institution in 2016-17?

*Note: Your registrar can provide the total number of faculty/staff that taught a course.*

*Formula: (# of faculty teaching community-based learning courses / total # of faculty at your institution) \* 100.*

0

Is this number based on an actual count or an estimate?

- ☒ Actual Count  
☐ Estimate

### Community-Campus Partnerships

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

- ☐ Act as uncompensated co-instructors
- ☐ Act as compensated co-instructors
- ☐ Assist in creating syllabi and/or designing courses
- ☒ 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
- ☐ Participate in the design and delivery of community-based courses
- ☐ Serve on campus committees that determine learning goals and/or engagement activities
- ☐ Other. Please specify:

☐ Community partners are not currently involved in student learning and engagement activities

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
- ☐ International community or organization
- ☒ K-12 school(s)
- ☒ Non-profit/community-based organization(s)
- ☒ Other higher education institution(s)
- ☐ Other. Please specify:

☐ The institution does not currently have mutually beneficial, reciprocal community partnerships

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

- ☒ Access and retention in higher education
- ☒ Arts
- ☒ 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
- ☒ Immigrants/migrant worker rights
- ☒ Individual and community health
- ☒ K to 12 student civic learning
- ☐ Transportation
- ☒ Voting
- ☐ Other. Please specify:

Please indicate if your institution has developed shared outcome goals in any of these areas.  
Tutoring, Women's Issues

### Assessment

Has the institution defined the characteristics of high quality partnerships?

- ☐ Yes
- ☒ No

If yes, is there a process in place for determining that partnerships are of high quality:

- ☐ Yes
- ☒ No

Does the institution, or its units (departments or schools), have mechanisms for systematic assessment of community perceptions of the institution's engagement with the community?

- ☐ Institution has mechanisms
- ☒ Units within the institution have mechanisms
- ☐ Both the institution and units have mechanisms
- ☐ Neither the institution nor units have mechanisms

Does the institution, or its units (departments or schools), have mechanisms for systematic assessment of the impact on the community of community engagement efforts?

- ☐ Institution has mechanisms
- ☒ Units within the institution have mechanisms
- ☐ Both the institution and units have mechanisms
- ☐ Neither the institution nor units have mechanisms

Does the institution, or its units (departments or schools), have mechanisms for systematic assessment of the impact on student learning of community engagement efforts?

- ☐ Institution has mechanisms
- ☒ Units within the institution have mechanisms

- ☐ Both the institution and units have mechanisms
- ☐ Neither the institution nor units have mechanisms

### Annual survey information

Which campus offices provided information for this report?

All university departments were invited to provide summary information.

Please share which questions were most difficult to answer, and why.

No single question was most difficult. The challenge lies in the fact that RSU does not currently have funding to support a service learning and community engagement office with adequate personnel. //

Many questions in this survey asked institutions to provide counts (e.g., the number of students, number of courses, number of faculty, etc.). Please summarize how your institution calculated these data.

Department heads were surveyed for their specific counts. These department counts were summed for a university total. //

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 institutional governing board
- ☒ Share with relevant contacts in the community
- ☒ Share with current and/or prospective donors
- ☒ Share with marketing and public relations
- ☒ Share with prospective students
- ☒ Share with alumni
- ☐ Use to complete the application for the elective Carnegie Community Engagement Classification
- ☐ Use to complete applications for recognition, such as the President's Higher Education Community Service Honor Roll
- ☒ Use to inform strategic planning for the institution
- ☒ Use to inform strategic planning for the community engagement office
- ☐ Use to inform accreditation
- ☐ Other. Please specify:
- ☐ None of the above

Campus Compact is committed to ensuring the usability of annual survey data. Please indicate which resources your institution plans to utilize once they are made available. Check all that apply.

- ☒ Executive Summary of aggregated results
- ☒ Comparison to Campus Compact national/state reports from other years, including Affinity group reports and national/individual comparison report, which provides space for member campuses to enter their data in alongside state and national averages (note: CC did not conduct a 2017 survey)
- ☐ None of the above



**If you would like to continue this form later, please type in your email address, and choose a password.**

Assigned login: RSU

Assigned password: .....

