

Oklahoma | Campus Compact

# 2007 ANNUAL MEMBERSHIP SURVEY





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**Oklahoma State Regents for Higher Education**

**OKLAHOMA CAMPUS COMPACT  
2007**

**BACKGROUND:**

- Oklahoma Campus Compact (OkCC) was created in October 2000 by the Oklahoma State Regents for Higher Education and State System presidents in October 2000. It is affiliated with a national office in Providence, Rhode Island and there are 34 state offices across the country with over 1,200 member institutions.
- OkCC has 33 campus members that pay annual dues including all State System institutions and six private/independent institutions. OkCC's mission is to support the civic purpose of higher education that includes developing students as citizens. OkCC assists member institutions in their efforts to develop citizenship skills by promoting and advancing methodologies including service-learning, volunteerism, community service, and political engagement.
- OkCC is unique in that it is one of two state offices located in the coordinating board's office. OkCC's location at the coordinating board allows convenient access to State System institution leaders and opportunities to partner with member institutions and provide services to achieve goals. Other state Campus Compact offices are located on college campuses.
- Since 2000, OkCC has provided service to its members in the form of workshops, on-site technical training and assistance, sub grants, learning resources, faculty development initiatives, and student-led activities.
- OkCC applied and received a three-year grant (to be renewed each year) from the Corporation for National and Community Service AmeriCorps\*Volunteers in Service to America (VISTA). The application requested a full-time coordinator position and 15 "slots" or VISTA volunteers to deploy to OkCC member institutions to develop programs and services to meet OkCC's objectives focused on alleviating poverty through education and community development. The program was created in the 1970s to serve as a stateside Peace Corps. AmeriCorps offices are located in each state to administer and support state programs. The central function of the AmeriCorps\*VISTA program is to alleviate poverty through grants that provide a certain number of VISTA positions that can be allotted through an application process.
- The Jimmy and Rosalynn Carter Partnership Foundation selected OkCC to present \$1,000 grants from the Jimmy and Rosalynn Carter Partnership Foundation to three students who's applications indicate the most innovative and promising use of the grant to establish or significantly deepen a partnership between the student, his or her school and a community non-profit organization. This grant is sponsored by the W. K. Kellogg Foundation, and seeks to foster academic-service learning at American colleges and universities.

## **OKLAHOMA CAMPUS COMPACT MEMBERSHIP SURVEY RESULTS 2007**

### **Executive Summary**

#### **FINDINGS:**

- 31 of 33 OkCC members responded to the survey, a response rate of 94%, the highest of all Campus Compact states.
- On average, Oklahoma institutions offered 19 service-learning courses over the past year. This number is half of the national number of 36.
- 97% of Oklahoma member institutions have a mission or purpose statement that drives policies supporting community service, service-learning and/or civic engagement. This was slightly higher than the nation at 90%.
- On average, Oklahoma institutions have 43 community partnerships compared with 77 in the nation.
- 84% of members were extremely or very satisfied with the services and resources they received from Campus Compact. This is slightly higher than the nation at 83%.
- Nineteen institutions in Oklahoma assess the impact of their service-learning, civic engagement, and/or community service activities on the local community, compared with twelve institutions that do not.

#### **CONCLUSIONS:**

- While students at Oklahoma's Campus Compact institutions contributed an estimated \$83 million in service to their communities during the 2006-2007 academic year, only a fourth of students participated in civic engagement activities each week. Only 23% of students were involved in community service during the year.
- A majority (74%) of OkCC institutions reported that their students serve on community service committees and 61% reported that their students act as liaisons to community partners. However, Oklahoma is below the nation in every area regarding the ways in which students are involved in civic engagement efforts on their campus.
- Institutional support for faculty and administrative staff is higher than the national average. 94% of institutions allow faculty and staff to serve with students on service projects. However, funding is reported as a major roadblock for most institutions.
- OkCC members seem to be please with the services provided by the state office. Almost all institutions said they would like more workshops, conferences and training. Most think that faculty development, conferences and workshops are very important.
- A significant number of members indicated they did not know what the Frank Newman leadership Award and the Howard R. Swearer Student Humanitarian Award were. 42% were unaware or unsure of what the Newman Award was and 35% for the Swearer Award.
- Another area for improvement is the understanding of the AmeriCorps\*VISTA Program. Almost 30% of members said this program was not important.

## Oklahoma State Regents for Higher Education

### CAMPUS COMPACT ANNUAL MEMBERSHIP SURVEY RESULTS 2007

#### INTRODUCTION

Oklahoma Campus Compact was created in October 2000 by the Oklahoma State Regents for Higher Education and State System presidents in October 2000. It is affiliated with a national office in Providence, Rhode Island and there are 32 state offices across the country with over 1,200 member institutions. Campus Compact has conducted an annual membership survey since 1987. Its purpose is to assess the current state of campus-based community engagement and identify emerging trends.

This is the 7<sup>th</sup> annual membership survey that Oklahoma has participated in. This year's statistics are from a survey of Campus Compact member campuses for activities during the 2006-2007 academic year and provides comparisons with national data. Data was gathered through an online survey during October through December 2007. Of the 33 members, a total of 31 responded, yielding a response rate of 94%.

#### BACKGROUND

Campus Compact is a national member organization located at Brown University. It was founded in 1985 by the presidents of Brown, Georgetown, and Stanford universities who were concerned about student disengagement on campus, in the community, and in political and civic processes. There are 34 state Campus Compact offices that provide services to over 1,200 colleges and universities committed to help students develop the knowledge and skills of civic participation through involvement in public service.

OkCC is a membership organization that encourages and supports its members in developing college students' awareness and skills in civic participation through service-learning, community service, and other methodologies. Oklahoma joined Campus Compact in August 2000 and was the first State System office to form a Campus Compact office. Most Campus Compact offices are located on college campuses. Oklahoma Campus Compact members pay annual dues that are sent to the National Campus Compact office to support the network. OkCC has 33 public and private college members. The Oklahoma State Regents for Higher Education hosts OkCC and provides staffing, facilities, and equipment. An Executive Committee guides the work of the OkCC. The mission of Oklahoma Campus Compact is to support the civic purpose of higher education that includes developing students as citizens. OkCC assists member institutions in a number of ways.

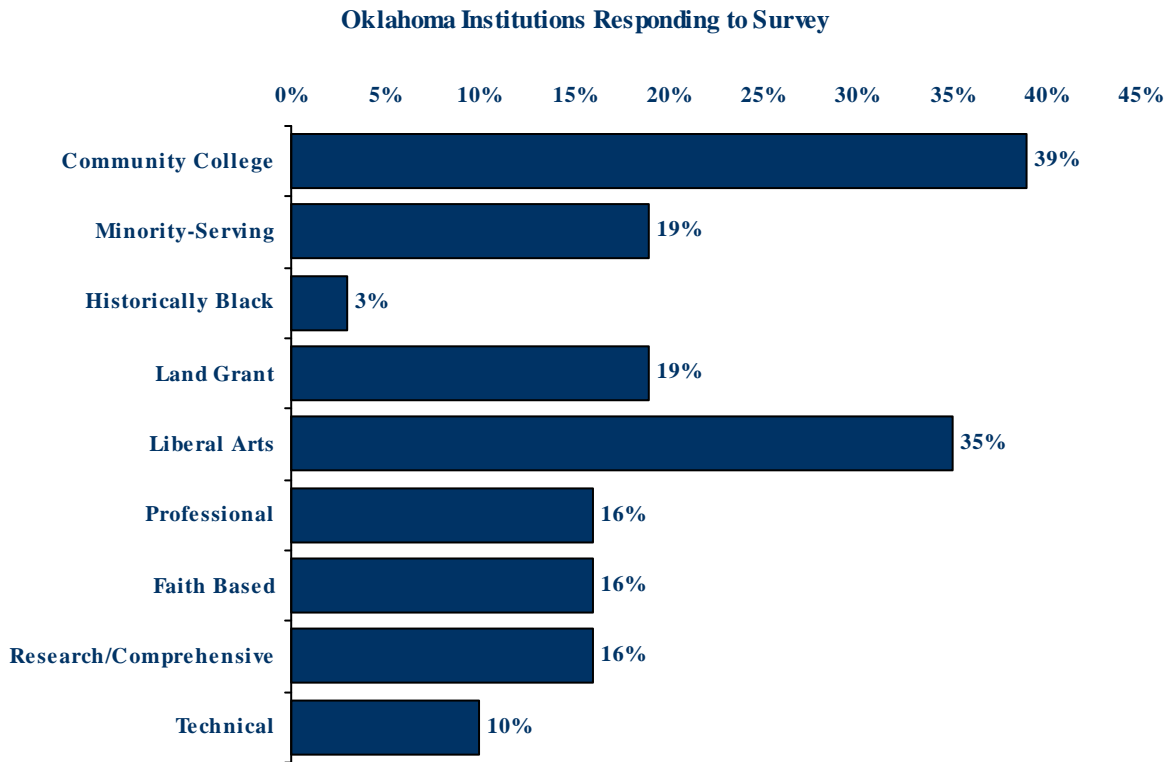
#### Campus Compact 2007 Membership Survey Highlights

- The estimated value of service contributed by students at National Campus Compact member schools through campus-organized activities was \$7.1 billion during the 2006-2007 academic year.
- In Oklahoma, 19% of students are engaged in some type of community service.
- The most common service programs on member campuses focused on tutoring and mentoring.
- Oklahoma reported 4,297,033 total hours of student service in 2006-2007.
- Minority-serving institutions offer the greatest number of service-learning courses of any institutional type, with an average of 64 courses per campus.
- The total hours of student service in Oklahoma translate to \$83,835,113 as the total value of service.
- Nearly all member schools cite at least one student outcome that relates to students' development as contributors to society.

### Institutional Information

Campus Compact member institutions were asked to participate in the online annual membership survey from October 2007 to December 2007. Respondents were able to create a unique username and password so that they could log on and return to the survey as many times as needed over the data collection phase. A series of follow-up emails were sent to member institutions reminding them to complete the survey. Of the 33 member institutions that were active during the previous academic year, 31 responded, which yielded a response rate of 94%. This is higher than the 82% response rate achieved in 2005-2006. It is also the highest rate of all the Campus Compact states.

Oklahoma Campus Compact institutions were asked to describe the characteristics of their institution. 42% of those institutions responding were public two-year institutions and 39% were public four-year institutions. 35% were liberal arts institutions which is a little more than half of the national figure of 53%.



### Student Service

Students at Oklahoma’s Campus Compact institutions contributed an estimated \$83 million in service to their communities during the 2006-2007 academic year. Almost a fourth of students participated in community service, service-learning or civic engagement activities, performing an average of 4 hours of work each week. An average of 16 faculty taught a service-learning course during the year, compared to an average of 37 across the nation.

The most common service programs on member campuses focused on serving in the civic engagement office, acting as liaisons to community partners and serving on campus service committees. Some examples given by institutions were: 1) students help with tutoring 2) students participate in at least one community service project during the school year and 3) participate in preparing middle school students for the transition to high school and a college preparatory curriculum.

Student Involvement	Oklahoma	National
Students assist in staffing the Civic Engagement office	42%	68%
Students play a lead role in the direction of the office	10%	42%
Students recruit faculty participation	32%	36%
Students act as liaisons to community partners	61%	67%
Students act as co-instructors	6%	21%
Students act as guest speakers in the classroom	39%	45%
Students serve on campus service committees	74%	75%
Other	19%	18%

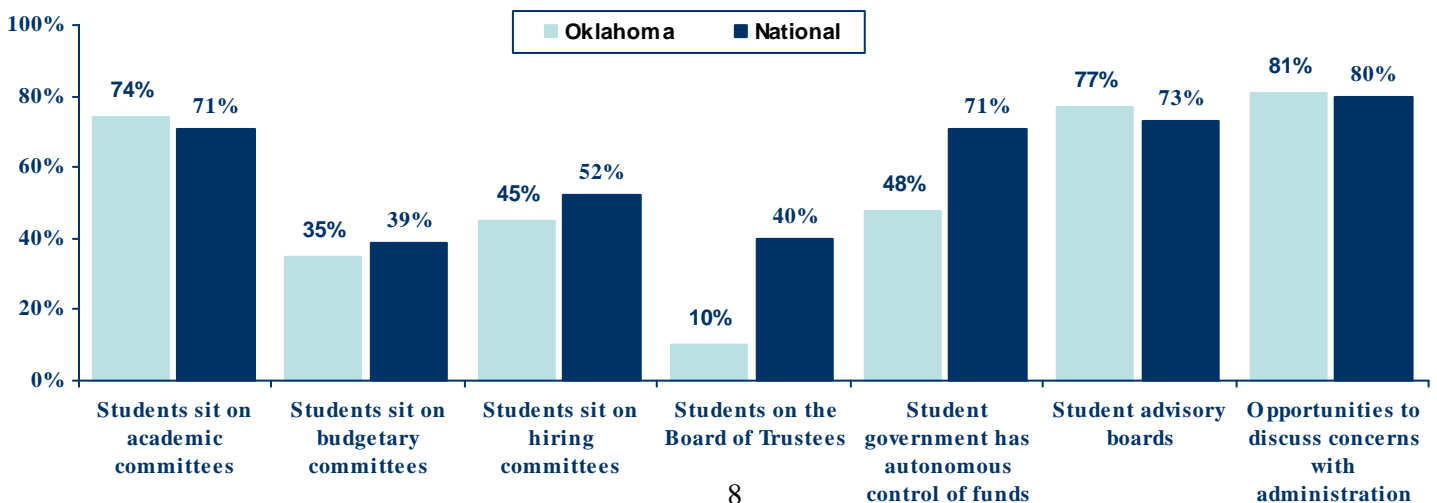
An area of improvement for Student Service is the way institutions allow students to assist in service-learning courses. Oklahoma was below the national average in almost every category. Only 10% of OkCC members said that students help design courses and create syllabi and only 19% receive funding for their service-learning work, compared with the national average of 40%. An even larger disparity exists in students acting as course assistants in the classroom. 16% of Oklahoma students act as course assistants compare with twice that nationally, 32%.

### Institutional Commitment

Support from the institution for students and faculty involved in civic engagement is imperative. Almost all (97% OK, 90% US) Oklahoma Campus Compact institutions have a mission or purpose statement that drives policies supporting community service, service-learning and/or civic engagement. Furthermore, presidents of Oklahoma’s Campus Compact institutions are very involved in promoting community service activities. 94% of presidents participate in campus events, 74% provide fiscal support for activities and 81% serve on community boards. However, only 29% solicit foundations and others for support.

Another important point is the way in which students have a presence and voice in decision-making matters on their campus. 74% of institutions said that students sit on academic committees, 77% have student advisory boards and 81% of institutions provide formal opportunities for students to discuss concerns with the administration; all higher than the national average.

Student Presence and Voice in Decision-Making on Campus



Campus Compact members were also asked how their institution fosters or supports student community service. Oklahoma institutions were below the national average in almost every category. The potential for students and faculty to have an impact on the community could be hampered without adequate support from the institution. For example:

1. Only 35% designate a period of time to highlight student civic engagement activities (48% U.S.)
2. Not one institution offers Community Service as a major or minor (6% U.S.)
3. 13% offer courses on volunteerism (21% U.S.)
4. 39% of institutions said that service-learning is incorporated into their majors (45% U.S.)
5. Only 10% offer students mini-grants for service-related initiatives.

However, the survey also asked how the institution supports faculty and administrative staff in participating in service or volunteer activities. Oklahoma was above the national average in almost every category. Most outstanding, 94% of Campus Compact members said that they have opportunities for faculty to serve with students on service projects.

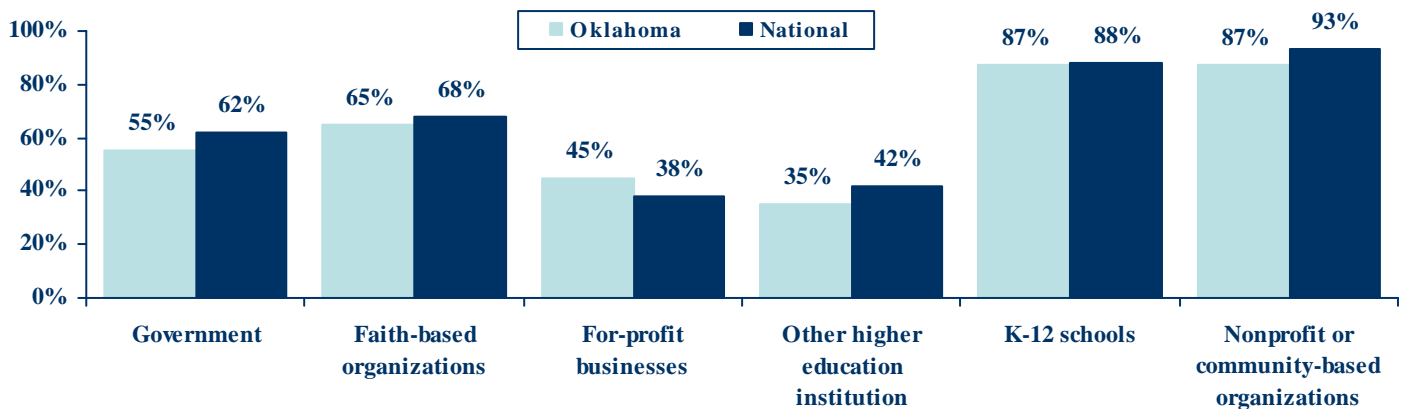
Faculty and Administrative Staff Support	Oklahoma	National
Paid time off to participate in service activities	23%	28%
On site service opportunities (e.g., blood drives, food drives, etc.)	87%	89%
Public recognition of service	68%	65%
Campus days of service to include staff and faculty	32%	51%
Opportunities to serve with students on service projects	94%	85%
Opportunities to serve with students as advisors to extracurricular service groups	90%	85%
Other	6%	8%

Institutions were also asked if they assess the impact of their service-learning, civic engagement, and/or community service activities on the local community. Thirty-one institutions responded with nineteen indicating they do assess their impact and twelve indicating they do not.

### Community Partnerships

Community partners are vital to the work of civic engagement. OkCC members have an average of 43 community partnerships.

Types of Institutions' Community Partners

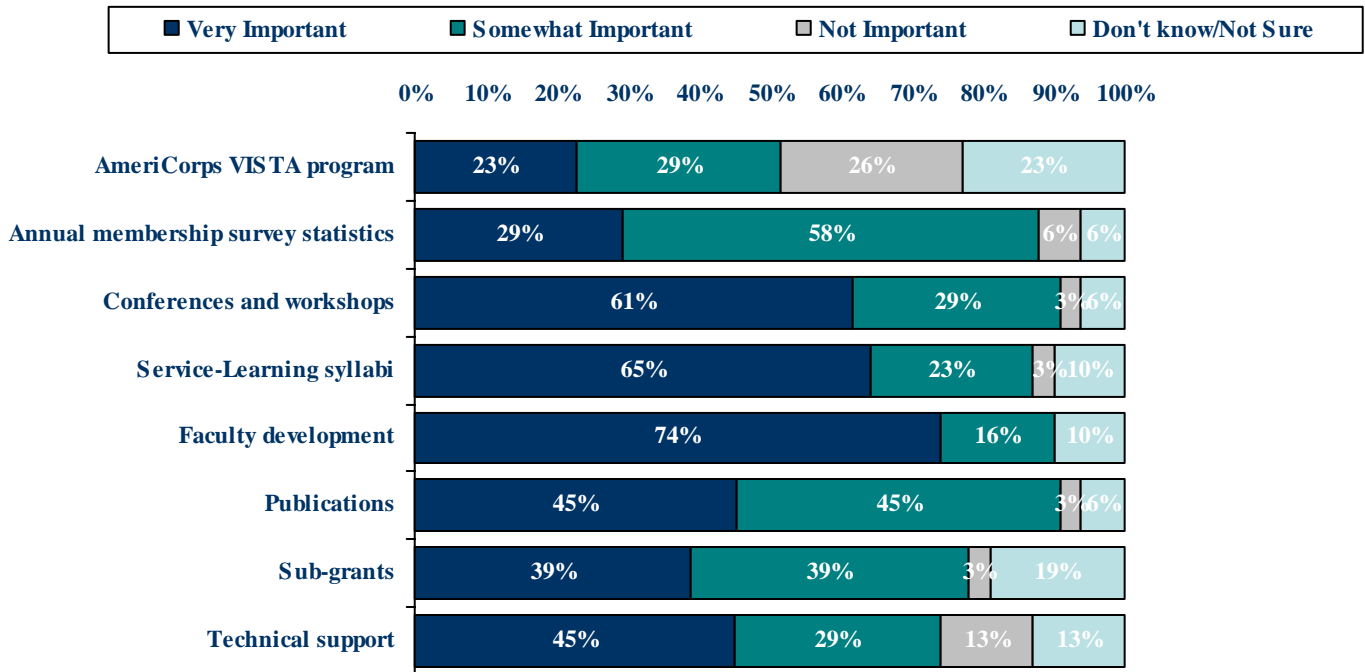


Most of these community partners are involved in student learning and engagement activities through speaking in classes or providing feedback on the development or maintenance of community service programs. Less than 30% act as co-instructors and only 19% participate in the design and delivery of community-based courses.

**Value of State Office**

OkCC members were asked to provide feedback regarding the services and resources provided by the OkCC State Office. 84% of Oklahoma members said that they were extremely or very satisfied with the services and resources received from their state office. Most considered the most valuable state service or resource, to be conferences, workshops and regional faculty workshops. Others thought the state newsletter, faculty development and technical support were also very important.

**Oklahoma Institutions Level of Satisfaction with Selected National Campus Compact Services and Resources**



*Programs, Services and Resources OkCC members would like to for the State Office to provide:*

- On-campus presentations to Administration and Faculty
- Introductions to service-learning
- Webinars
- Grant money
- Public relations campaign on service

**Resources**

*Campus Compact. (2007). 2006 Service statistics: Highlights and trends of Campus Compact's annual membership survey. Providence, RI: Campus Compact.*

**Contributions**

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