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2017-2018 Campus Compact Survey

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**Campus Compact
National Inventory for Institutional Infrastructure
on Community Engagement (NIIICE)**

2017-2018 Annual Survey

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Brief Overview of Survey

Campus Compact partnered with the National Inventory for Institutional Infrastructure on Community Engagement (NI³CE, NIIICE), out of the Swearer Center College & University Engagement Initiative at Brown University, to capture institutional data. Oklahoma Campus Compact recommended this survey to Oklahoma member institutions. A study on current best practices of campus centers for community engagement, NIIICE is a free institutional assessment tool to map infrastructure of campuses and community engagement centers.

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**. At SWOSU, curricular community engagement is synonymous with the term **service-learning**. Co-curricular activities are synonymous with the term **community engagement**.

Institutional Summary

SWOSU benefits greatly from its affiliation with Campus Compact and the opportunities it affords our students. SWOSU continued its tradition of submitting a candidate for the prestigious Newman Civic Fellow award. The 2017-2018 recipient was Tiler Rose. Tiler, a member of SWOSU's President's Leadership Class, is pursuing a double major in Engineering Technology and Computer Science. In all areas, she demonstrates great leadership abilities and community service commitments. Tiler is committed to pursuing a goal in which more women are involved in STEM fields. She has participated in many activities that have added to this pursuit, including organizations such as the Society of Women Engineers and the First Tech Challenge High School Robotics Competition. By volunteering with these organizations, Tiler has provided opportunities to many younger students, particularly women, who might never have had the ability to enjoy such an opportunity.

NSSE founding director George Kuh promotes the use of high-impact practices (HIP) of instruction to enhance the undergraduate experience. He specifically suggests that all institutions strive to incorporate one HIP during the freshman year and one in the context of major courses (NSSE, 2017). For the purposes of this report, High Impact Practices include service-learning, a learning community, and research with faculty. SWOSU uses the National Survey of Student Engagement (NSSE) as an indirect measure of student engagement through service learning courses. The NSSE is annually administered to freshmen and seniors at SWOSU. The 2018 NSSE indicated that 48% of SWOSU freshmen reported participating in at least one HIP and 7% reported participating in two or more. A majority of senior students, 60%, reported participating in two or more HIPs, while 30% participated in at least one high-impact practice.

The University began implementation of a new ERP system, one in which service-learning courses may be designated. Students will soon have the ability to search by this criterion in order to discover service-learning courses more effectively. Faculty members may submit their course for service-learning designation by completing an online application which documents the following tenets: 1) There is an identified need on the part of a community partner; 2) Students in the course can address that need; 3) The service-learning project meets specific course objective(s) and students receive course credit for the activity; 4) The students are required to complete a reflective activity about the service learning experience and to complete the online SWOSU Student Report Form.

SWOSU's B.L.U.E. Cord Initiative – Bulldogs Learning, Understanding, Empowering – continues. Students may earn the graduation honor cord by completing 9-credit hours of service-learning courses. During the 2018 commencement exercises, five SWOSU students proudly wore their BLUE honor cords.

Institutional Survey Highlights

During the 2017-2018 academic year, a total of 471 students completed service-learning reporting forms. This computes to roughly 10% of full-time equivalent students. Approximately 8% of full-time faculty members (16/203) led service-learning courses.

Live National Dataset Comparison

The Swearer Center College & University Engagement Initiative at Brown University provides institutions with a Live National Dataset for selected questions on the NI3CE survey document. Table 1 compares the national dataset to institutional responses.

Table 1

Question	National Dataset	SWOSU
Does your institution have dedicated funding for community engagement?	94% - yes 6% - no	No
Is there a clear institutional reporting line for community engagement on your campus?	92% - yes 8% - no	Yes
What is the current center director's [service-learning coordinator's] degree?	41% - terminal degree 45% - master's degree 14% - other	Terminal degree (Ed.D.)
Does your institution hold the Carnegie Foundations' Community Engagement Classification?	52% - yes 48% - no	No

[Link to live national dataset](#)