

FY 2008 – 2009 FUNCTION: SERVICE-LEARNING

Program Highlights and Information

Academic Service-Learning

The Office of Student Life's Service-Learning Center entered its fourth full year of operation with noteworthy increases in faculty participation, student interest, and community partnerships. Most notably, programmatic changes were made to address faculty involvement and increased opportunities for student service based on various academic disciplines.

Specifically, the following program changes were made:

- Increased number of community agency partnerships
- Improved agency communication and training
- Improved in-class reflection
- Improved student training and preparation

The following courses participated in service-learning during the 2008-2009 academic year:

- Nursing Process I, 2 sections
- Nursing Process II, 2 sections
- Nursing Process III, 2 sections
- Nursing Process IV, 2 sections
- Nursing BADNAP, 4 sections
- Nursing CLP, 4 sections
- Paramedic Care I, 2 sections
- Occupational Therapy Group Dynamics, 1 section
- Introduction to Psychology, 1 section
- Developmental Psychology, 5 sections
- Psychology of Women, 1 section
- Advocates of Peace, 2 sections
- Introduction to Public Speaking, 3 sections
- Leadership Development, 1 section
- Success in College and Life, 1 section

Co-Curricular Service-Learning

The Office of Student Life staff continues to support the objectives of service-learning, and continues to support efforts by student clubs and organizations to be involved in community service by assisting in the planning and organization of club service projects.

Additionally, the Service Day program enables students to participate in structured learning activities at community sites around Oklahoma City. Student Life sponsored four Service Days each semester that were open to all OCCC students. In addition, Student Life also added four Service Days specifically for OKC-Go students in the spring. The following agencies participated in the Service Days program during the 2008-2009 academic year:

- Adopt-A-Street: Three service days (two open to all students, one open to OKC-Go)
- City Rescue Mission: One service day (open to all students)
- Habitat for Humanity: Three service days (two open to all students, one open to OKC-Go)
- OKC Memorial Marathon: One service day (open to all students)
- Regional Food Bank: Three service days (one open to all students, two open to OKC-Go)
- Salvation Army: One service day (open to all students)

Student Life also hosted two Volunteer Fairs on campus during the year to highlight community partner agencies and to encourage students to get involved in service. Approximately 500 students participated in each Volunteer Fair, resulting in 1,000 total students participating.

The Civic Honors program entered its second full year of implementation during the 2008-2009 academic year with better than anticipated participation from students as compared to previous years. Twenty-three students are currently enrolled in the program. The following students completed the program and graduated with Civic Honors in May 2009:

- Tino Ceballos, December 2009 OCCC graduate
- An Dang, May 2009 OCCC graduate
- Dustin Dewett, May 2009 OCCC graduate
- Craig Nichols, May 2009 OCCC graduate
- Bao Pham, May 2009 OCCC graduate

Assessment and Usage Data

Service Days

Students Participating in Service Days: 155

OKC-Go Students Participating in Service Days: 64

Service Day Total Hours Served: 930

Financial Value of Hours Served: \$18,823.50*

Volunteer Fairs

Agencies Attending Volunteer Fairs: 41 (26 in Fall, 15 in Spring)

Students Attending Volunteer Fairs: 1000 (500 in Fall, 500 in Spring)

Civic Honors Service Award Program

Students Participating in Civic Honors: 23

Students Completing Civic Honors: 5

Civic Honors Total Hours Served (completed students only): 276
 Financial Value of Hours Served: \$5,589.00*

Participating Community Agencies

Total Community Partner Agencies: 82
 Agencies Served in 2008-2009: 76 (25 non-partner agencies)
 New Agencies in 2008-2009: 16
 Agencies Attending Volunteer Fairs: 41 (26 in Fall, 15 in Spring)

Academic Service-Learning Participation and Evaluations

Faculty Members Participating in Service Learning: 15
 Courses Including Service-Learning: 34 sections in 15 different courses
 Students Participating in Service-Learning (based on course capacity): 1,241
 (638 in Fall, 603 in Spring)
 Service-Learning Evaluations Returned: 512 (41.25%)
 Hours Served (based on course capacity and assignments): 6,889
 Financial Value of Hours Served: \$139,502.25*

Overall OCCC Service-Learning Evaluation Means

	<u>2007</u>	<u>2008</u>	<u>2009</u>
The service increased my awareness of the larger community.	4.04	4.06	4.11
The service helped me better understand community needs.			4.12
The service helped me better understand the course material.	4.09	4.1	2.93
The service made me more interested in attending class.			2.67
The service helped me reflect on my life and goals.	3.78	3.79	3.12
The service helped me reflect on my career and life goals	3.02	3.03	3.12
The service has increased my interest in doing further service.	3.78	3.78	3.86
I would recommend this activity to my friends.	3.85	3.87	3.86
My experience with the community agency was positive.	4.27	4.31	4.41
My experience with the service-learning program was positive.	4.13	4.17	4.13

Responses from All students Non-Nursing Nursing

	<u>All</u>	<u>Non</u>
<u>Nursing</u>		
The service increased my awareness of the larger community. 4.08	4.11	4.33
The service helped me better understand community needs. 4.09	4.12	4.39
The service helped me better understand the course material. 2.74	2.93	3.73
The service made me more interested in attending class. 2.46	2.67	3.59
The service helped me reflect on my life and goals. 3.65	3.72	4.12
The service helped me reflect on my career and life goals 3.09	3.12	3.29
The service has increased my interest in doing further service. 3.77	3.86	4.39
I would recommend this activity to my friends.	3.86	4.54

3.75		
My experience with the community agency was positive.	4.41	4.61
4.37		
My experience with the service-learning program was positive.	4.13	4.52
4.07		

Qualitative Summary

The qualitative results from the academic service-learning evaluations were similar to previous semesters. The majority of students completing the survey stated that they enjoyed their service-learning experience and successfully completed the learning objectives. Again, some students in the nursing program expressed frustration with both the academic requirement and the perceived lack of connection to course material. Once again, it appears that students in other courses were able to make connections with their course material and did not express the same concerns. This suggests that reinforced learning objectives, reflection, faculty training and agency training may be necessary.

**Calculations based on Independent Sector value of volunteer hour: \$20.25 in 2008.*

Future Plans

During the 2009-2010 academic year, staff will work to increase the number of participating faculty members by expanding the faculty service-learning guide and hosting additional training sessions on incorporating service-learning into OCCC courses. The Student Life Service-Learning Center was accepted as a host site for the AmeriCorps VISTA program, allowing for a full-time volunteer staff member to assist in the expansion of service-learning opportunities in the community. In partnership with this person, Student Life staff will continue to develop relationships with key community partner agencies and expand opportunities for student service. Student Life staff will also become more involved with the Oklahoma Campus Compact organization through participation in this program. Service-Learning Center staff plans to develop additional publications (both print and electronic) for students, faculty and community partner agencies.

FY 2007-2008

Assessment and Usage Data:

Service Saturday Participation – 105 Students

66 Participating Community Agencies

Academic Service-Learning Participation and Evaluations

11 Faculty members in 12 courses

Total year based on class capacity – 465

Total year based on survey returns – N/A

Evaluation Means

The service increased my awareness of the larger community	4.06
The service helped me better understand the course material	4.1
The service helped me reflect on my life and goals	3.79
The service helped my decide on career and life goals	3.03
The service has increased my interest in doing further service	3.78
I would recommend this activity to my friends	3.87
My experience with the community agency was positive	4.31
My experience with the Service-Learning Program has been positive	4.17

Qualitative summary

The qualitative results from the Academic Service-Learning were similar to previous semesters with the majority of students who completed the survey stating that they enjoyed their service and successfully completed the related learning objectives. Again, some students in nursing courses expressed frustration with both the academic requirement and the perceived lack of connection to course material. Once again, it appears that students in other courses were able to make these connections. This suggests that reinforcement of learning objectives in addition to more faculty and agency training may be needed.

Future Plans:

During the 2008-2009 academic year staff will work to increase the number of participating faculty members by hosting at least two WOW sessions and redesigning and redistributing brochures and faculty guides. Continue training for agencies on how OCCC provides services and access to student body. Staff will also explore ways to improve training for students, agencies and faculty. With the hire of a new professional in this position beginning June 23, 2008, plans are to present to Dean's and to faculty orientation.

FY 2006 – 2007
Assessment & Usage Data

Function: Service Learning

Program Highlights & Information:

Academic Service-Learning

The Office of Student Life's Service-Learning Center entered its second full year of operation with modest increases in faculty participation, student interest and community partnerships. Most notably programmatic changes were made to address student satisfaction and learning concerns raised by the research conducted during the first year of operation.

Specifically, the following program changes were made:

- Improved agency communication and training
- Comprehensive training session for nursing faculty
- Improved in-class reflection
- Improved student training and preparation

Co-Curricular Service-Learning

The Office of Student Life continues to support the objectives of Service-Learning, and the Student Life staff continues to support efforts by student clubs and organizations to be involved in community service by assisting in the planning and organization of club service projects.

Additionally, the Service Saturday program enables students to participate in structured learning activities at community sites around Oklahoma City. The following agencies participated in the Service Saturday program during the 2006-2007 academic year:

- Central Oklahoma Habitat for Humanity
- Regional Food Bank of Oklahoma
- The Salvation Army
- Oklahoma Library for the Blind and Physically Handicapped
- The Christmas Connection
- Oklahoma Heritage Association
- Special Care Inc.
- Oklahoma City Public Schools – Westwood Elementary

The office also hosted two Volunteer Service Fairs on campus during the year to highlight agencies that encourage students to get involved in service.

The Civic Honors program entered its first full year of implementation during 2006-2007 with less than anticipated participation from students. Of the five students that started the program, three of those students have lost contact with the Office of Student Life, and the remaining students have not completed the program.

Assessment and Usage Data:

Service Saturday Participation – 118 Students

62 Participating Community Agencies

Academic Service-Learning Participation and Evaluations

18 Faculty members in 18 courses

Total year based on class capacity – 540

Total year based on survey returns – 459

Evaluation Means

The service increased my awareness of the larger community	4.04
The service helped me better understand the course material	4.09
The service helped me reflect on my life and goals	3.78
The service helped my decide on career and life goals	3.02
The service has increased my interest in doing further service	3.78
I would recommend this activity to my friends	3.85
My experience with the community agency was positive	4.27
My experience with the Service-Learning Program has been positive	4.13

Qualitative summary

The qualitative results from the Academic Service-Learning were similar to previous semesters with the majority of students who completed the survey stating that they enjoyed their service and successfully completed the related learning objectives. Again, some students in nursing courses expressed frustration with both the academic requirement and the perceived lack of connection to course material. Once again, it appears that students in other courses were able to make these connections. This suggests that reinforcement of learning objectives in addition to more faculty and agency training may be needed.

Future Plans:

During the 2007-2008 academic year staff will work to increase the number of participating faculty members by hosting at least two WOW sessions and redesigning and redistributing brochures and faculty guides. Continue training for agencies on how OCCC provides services and access to student body. Adjust Service Day program (formerly Service Saturday) and policies to improve student participation. Staff will also explore ways to improve training for students, agencies and faculty.

2005 – 2006 - Office of Student Life: Service-Learning Program

SUMMARY OF ACTIVITIES TO SUPPORT AND ACCOMPLISH GOALS:

1. Activity Overview

This year marked the beginning of the implementation of a comprehensive service-learning program. Program components implemented include the co-curricular and academic service learning projects and the volunteer center. Planning also took place for the fourth and final component, the Civic Honors program, with full implementation planned for fall of 2006.

2. Academic Service Learning Review

The Student Life Service-Learning Center is designed to be a campus resource offering a number of options for both student and faculty participation in Service-Learning. Our mission is to promote, advise, and support the inclusion of Service-Learning as a teaching and learning tool at Oklahoma City Community College.

During the center's first two semesters 15 courses included Service-Learning as either a required or optional component in their courses. The majority of participating faculty are from the Division of Health Professions as the nursing program has adopted Service-Learning in all courses. Courses that had an integrated Service-Learning component are: Nur 1519,1529,2539,2549 & 2539 CLP, Hum 2423, 2163, OTA 1253, COMM 2213

Student Evaluations

The following data was collected on 8 questions regarding the student's experience with service-learning. Students were asked to rate their responses on a likert scale with 1 being strongly disagree and 5 being strongly agree.

QUESTION 1: The service increased by awareness of the larger community. MEAN: 3.9619

QUESTION 2: The service helped me better understand community needs. MEAN: 3.9726

QUESTION 3: The service helped me reflect on my life and goals. MEAN: 3.4905

QUESTION 4: The service helped me decide on career and life goals. MEAN: 2.8468

QUESTION 5: The service has increased my interest in doing further service. MEAN: 3.6081

QUESTION 6: I would recommend this activity to my friends. MEAN: 3.6200

QUESTION 7: My experience with the community agency was positive. MEAN: 4.2384

QUESTION 8: My experience with the Service-Learning program has been positive. MEAN: 4.0468

Overall Experience

As indicated on question 6 (mean=3.62) and question 8 (mean=4.0468), students participating in a course with a required service learning component indicate overall satisfaction with their experience. This success may be attributed, at least in part, to upfront orientation and reflection exercises presented to the students in a collaborative effort between staff in the Office of Student Life and the course faculty member. During the spring 2006 semester, for each participating course, a 30 minute to 1 hour session was lead by Student Life staff to explain the service learning process and to begin to reflect on the purpose of the experience, thus students were given the tools to engage in self-reflection during their engagement in the service.

Community Agency

As indicated by question 7 (mean=4.2384), students state that their experience at the community agency was a positive one. Student Life staff will continue to provide an information session for community partner agencies each semester, perform regular site visits, conduct evaluations of the

partner agency's experience and provide effective lines of communications between the College, the students, the faculty and the agencies.

Career & Life Goals Reflection

As indicated by question 4 (mean=2.8468), students are not using their service learning experience as a means by which to make career and life decisions. Future sessions held with student prior to each semester will place a stronger emphasis on this reflection component so that students may begin to better reflect on the experience in relationship to their personal and professional futures.

Academic Division Participation

As indicated by the descriptive statistics, the division of health professions is over-represented in terms of participation, with 85.9% of participants indicating they are majoring in a health professions field. In the upcoming academic year an emphasis will be placed on having service learning more broadly represented across the curriculum. Specifically, staff in the Office of Student Life will present to interested faculty members during their planning week prior to the beginning of the fall 2006 semester. An informational booklet is also being produced which outlines how each academic department, from math to literature, may be linked to a service learning objective.

Age & Dissatisfaction

Analysis of variance was performed on each demographic characteristic and response to each of the eight questions to assure the service learning experience was addressing the needs of a diverse student population.

In the cases of race, semesters at the College, and major, unequal group sizes within each characteristic made analysis results invalid. However, the characteristics of gender, age and parent's attended college were analyzed using a one-way ANOVA and Tukey's post hoc test to determine if there were significant differences among groups on the mean for each question.

For gender and whether or not parents attended college, no significance was found on any of the eight questions ($p > .05$). For age, however, on all questions, except for question #6, there was significant differences ($p < .05$) among the three age ranges (18-22, 23-29, 30+). The tables below outline the degree to which these differences were found. Overall, students in the younger age range tend to show higher levels of satisfaction than those in the upper age ranges. Furthermore in looking at the mean for each actual age, it appears that lower levels of dissatisfaction begin at age 27, continue to age 42, then begin to rise again.

TABLE 1-1

Multiple Comparisons

Dependent Variable: Q1
Tukey HSD

(I) AgeRange	(J) AgeRange	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
18 to 22	23 to 30	.2102	.15412	.361	-.1522	.5727
	31+	.4015*	.15161	.023	.0450	.7581
23 to 30	18 to 22	-.2102	.15412	.361	-.5727	.1522
	31+	.1913	.11413	.216	-.0771	.4597
31+	18 to 22	-.4015*	.15161	.023	-.7581	-.0450
	23 to 30	-.1913	.11413	.216	-.4597	.0771

Based on observed means.

*. The mean difference is significant at the .05 level.

TABLE 1-2

Multiple Comparisons

Dependent Variable: Q2
Tukey HSD

(I) AgeRange	(J) AgeRange	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
18 to 22	23 to 30	.2936	.15412	.139	-.0689	.6560
	31+	.4891*	.15151	.004	.1328	.8454
23 to 30	18 to 22	-.2936	.15412	.139	-.6560	.0689
	31+	.1956	.11400	.201	-.0725	.4636
31+	18 to 22	-.4891*	.15151	.004	-.8454	-.1328
	23 to 30	-.1956	.11400	.201	-.4636	.0725

Based on observed means.

*. The mean difference is significant at the .05 level.

TABLE 1-3

Multiple Comparisons

Dependent Variable: Q3
Tukey HSD

(I) AgeRange	(J) AgeRange	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
18 to 22	23 to 30	.0385	.17539	.974	-.3739	.4510
	31+	.3539	.17242	.101	-.0515	.7594
23 to 30	18 to 22	-.0385	.17539	.974	-.4510	.3739
	31+	.3154*	.12973	.041	.0103	.6205
31+	18 to 22	-.3539	.17242	.101	-.7594	.0515
	23 to 30	-.3154*	.12973	.041	-.6205	-.0103

Based on observed means.

*. The mean difference is significant at the .05 level.

TABLE 1-4

Multiple Comparisons

Dependent Variable: Q4
Tukey HSD

(I) AgeRange	(J) AgeRange	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
18 to 22	23 to 30	-.0856	.18826	.892	-.5284	.3571
	31+	.2967	.18505	.245	-.1385	.7319
23 to 30	18 to 22	.0856	.18826	.892	-.3571	.5284
	31+	.3823*	.13908	.017	.0553	.7094
31+	18 to 22	-.2967	.18505	.245	-.7319	.1385
	23 to 30	-.3823*	.13908	.017	-.7094	-.0553

Based on observed means.

*. The mean difference is significant at the .05 level.

TABLE 1-5

Multiple Comparisons

Dependent Variable: Q5
Tukey HSD

(I) AgeRange	(J) AgeRange	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
18 to 22	23 to 30	.1303	.17925	.748	-.2913	.5518
	31+	.4545*	.17604	.027	.0406	.8685
23 to 30	18 to 22	-.1303	.17925	.748	-.5518	.2913
	31+	.3243*	.13292	.040	.0117	.6369
31+	18 to 22	-.4545*	.17604	.027	-.8685	-.0406
	23 to 30	-.3243*	.13292	.040	-.6369	-.0117

Based on observed means.

*. The mean difference is significant at the .05 level.

TABLE 1-6

Multiple Comparisons

Dependent Variable: Q7
Tukey HSD

(I) AgeRange	(J) AgeRange	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
18 to 22	23 to 30	.2756	.14031	.122	-.0544	.6055
	31+	.4299*	.13783	.005	.1058	.7540
23 to 30	18 to 22	-.2756	.14031	.122	-.6055	.0544
	31+	.1544	.10386	.298	-.0899	.3986
31+	18 to 22	-.4299*	.13783	.005	-.7540	-.1058
	23 to 30	-.1544	.10386	.298	-.3986	.0899

Based on observed means.

*. The mean difference is significant at the .05 level.

TABLE 1-7

Multiple Comparisons

Dependent Variable: Q8
Tukey HSD

(I) AgeRange	(J) AgeRange	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
18 to 22	23 to 30	.4592*	.15376	.008	.0976	.8208
	31+	.6201*	.15145	.000	.2639	.9762
23 to 30	18 to 22	-.4592*	.15376	.008	-.8208	-.0976
	31+	.1609	.11435	.338	-.1080	.4298
31+	18 to 22	-.6201*	.15145	.000	-.9762	-.2639
	23 to 30	-.1609	.11435	.338	-.4298	.1080

Based on observed means.

*. The mean difference is significant at the .05 level.

Course Comparisons

Although additional data will be necessary in order to fully analyze and receive valid results, significance is emerging when comparing responses to question #8 between the various courses from semester to semester. For example, students in nursing courses consistently have significantly lower mean scores on question #8 than those students enrolled in humanities courses with required service learning components. With additional data more valid conclusions may be drawn as to whether this trend is specific to the course or the service learning program, or whether once service learning becomes more deeply embedded in the nursing program's curriculum over time if all students in all courses will begin to exhibit similar mean scores.

The center has also established and maintained "Community Partner" relationships with 45 metro area non-profit agencies that accept regular volunteers as part of the academic service-learning program. Agency orientations and events are held at least twice throughout the calendar year.

3. Co-Curricular Service Learning Review

The Student Life Service-Learning Center sponsored ten Service Saturday projects during the 05/06 academic year. These Co-Curricular programs are designed to expose first-time volunteers to structured Service-Learning experiences. About 60% of students who participate in Service Saturdays are participating to fulfill a requirement for academic Service-Learning.

Regional Food Bank of Oklahoma, Habitat for Humanity of Central Oklahoma, Habitat for Humanity of Cleveland County, Oklahoma City Weed & Seed, Oklahoma City Adopt-A-Street, and Campfire of Central Oklahoma participated in Service Saturday Programs as partner agencies.

The following data was collected on 8 questions regarding the student's experience with service-learning. Students were asked to rate their responses on a likert scale with 1 being strongly disagree and 5 being strongly agree.

QUESTION 1: The service increased by awareness of the larger community. MEAN: 4.4796

QUESTION 2: The service helped me better understand community needs. MEAN: 4.4286

QUESTION 3: The service helped me reflect on my life and goals. MEAN: 4.0306
QUESTION 4: The service helped me decide on career and life goals. MEAN: 3.0204
QUESTION 5: The service has increased my interest in doing further service. MEAN: 4.4592
QUESTION 6: I would recommend this activity to my friends. MEAN: 4.7041
QUESTION 7: My experience with the community agency was positive. MEAN: 4.8571
QUESTION 8: My experience with the Service-Learning program has been positive. MEAN: 4.8571

Overall Experience

As indicated on question 6 (mean=4.7041) and question 8 (mean=4.8571), students participating in co-curricular service learning indicate overall a very strong satisfaction with their experience. This success may be attributed, at least in part, to pre and post reflection exercises and the self-selection nature of co-curricular service learning experiences.

Community Agency

As indicated by question 7 (mean=4.8571), students state that their experience at the community agency was a positive one. Student Life staff will continue to provide an information session for community partner agencies each semester, perform regular site visits, conduct evaluations of the partner agency's experience and provide effective lines of communications between the College, the students, the faculty and the agencies.

Career & Life Goals Reflection

As indicated by question 4 (mean=3.0204), students are not using their service learning experience as a means by which to make career and life decisions as much as would be preferred. Future reflections exercise held before and after each service project will place a stronger emphasis on this reflection component so that students may begin to better reflect on the experience in relationship to their personal and professional futures.

Academic Division Participation

As indicated by the descriptive statistics, the division of health professions is over-represented in terms of participation, with 67.3% of participants indicating they are majoring in a health professions field. In the upcoming academic year an emphasis will be placed on having service learning more broadly represented across the curriculum.

Demographic Characteristics & Satisfaction

Analysis of variance was performed on each demographic characteristic and response to each of the eight questions to assure the service learning experience was addressing the needs of a diverse student population. In the cases of race, semesters at the College, and major, unequal group sizes within each characteristic made analysis results unreliable. However, the characteristics of gender, age and parent's attended college were analyzed using a one-way ANOVA and Tukey's post hoc test to determine if there were significant differences among groups on the mean for each question. For each of the demographic characteristic analyzed, no significance was found on any of the eight questions ($p > .05$). Overall it appears that all students are having a similar positive experience within co-curricular service learning.

4. Volunteer Center Review

The Volunteer Center expanded campus outreach during the academic year by establishing an online volunteer opportunity board at www.occc.edu/volunteer. The center also worked to

promote volunteerism and community service projects with student organizations. These included campus blood drives, Red Cross fundraisers, as well as clothing and food drives. Students also contributed more than \$2000 to the relief effort along the gulf coast.

Community Impact:

726 students participated in service*

5,306 hours contributed to local agencies

Total Community Impact = \$93,112.74

*does not include service completed by students individually

5. Civic Honors Implementation Plan

The Civic Honors Program, which is part of the comprehensive service-learning program at Oklahoma City Community College, is designed to be a co-curricular option for students who wish to participate in service-learning. Students who meet the required program elements will be awarded a certificate of achievement for Civic Honors at the annual Student Awards Ceremony. Full implementation is anticipated for fall 2006. Students wishing to participate will set up an initial appointment with Student Life staff to review the program objectives and requirements and receive all necessary materials to complete the program. Students will have 1 year from the date of enrollment to complete the civic honors program.

Program Objectives:

- ◆ Gain insight and experience about societal needs through civic involvement.
- ◆ Develop leadership skills and an understanding of leadership theory that can be used as a future leader in our community.
- ◆ Gain and understanding of the complex issues facing our society and the world.
- ◆ Expand awareness of self and others.

Program Requirements:

1. Complete 50 hours of service at approved service agencies.
2. Write a five page reflection paper.
3. Meet once each semester for a mentor session with Student Life Staff to monitor your progress and allow for appropriate reflection time.
4. Submit a final portfolio containing the following items:
 - Current Resume
 - Personal Vision Statement
 - Personal Life Goals
 - Academic Transcript
 - Paper
 - Signed time sheets or an official copy of the Student Activities and Recognition Transcript indicating completion of the 50 hours of service.
 - Signed mentor sessions (1 signature per semester of enrollment)
5. Set up a final review appointment with members of the student life staff for final interview and approval of civic honors certificate.

2004-2005 Assessment & Usage Data

11. Service Learning Student Assessment

During the first two weeks of the Spring 2005 semester Student Life staff administered a Service-Learning Interest Assessment Survey instrument to a randomly selected group of students. 220 total surveys were collected.

DEMOGRAPHICS

Age Range	% Represented
19 or younger	20.5%
20-22	35%
23-26	21.5%
27-32	8.5%%
33 or older	14.5%

SEMESTERS AT OKCCC

One	11.5%
Two	25.6%
Three	15%
Four	24.7%
Five	7.9%
Six +	15%

MAJOR (TOP 3)

Business	19%
Nursing	16%
Visual Art	7.1%

HAVE YOU PARTICIPATED IN A SERVICE OPPORTUNITY?

Yes	37.9%
No	62%

DID YOUR PARTICIPATION AFFECT YOUR MAJOR SELECTION

Confirmed Selection	2.8%
Had No Effect	81.5%
Made Me Think About my Major	15%
Changed My Major	0%

RANK WHAT MOTIVATED YOU TOPARTICIPATE IN SERVICE

1 = Not a Motivator 5 = Major Motivator

Course Credit	3.5
Desire To Help Others	4.3
Experience/ Career Exploration	3.6
Social/Political Activism	3.1

Apply Classroom Knowledge	3.2
Knowledge	3.7
Skill Development	3.9
Personal Development	4.1
Enjoyment	4.1
Meeting Others/Social	3.8
Free Time	3.4

WAS THE SERVICE REQUIRED BY AN ACADEMIC UNIT OR PROFESSOR?

Yes	8.3%
No	92%

IF NOT, WAS IT OFFERED AS AN EXTRA CREDIT OPTION?

Yes	10%
No	89%

WOULD A SERVICE COMPONENT IN A COURSE AFFECT YOUR DECISION TO ENROLL?

Yes	32%
No	67%

IN GENERAL MY SERVICE WORK WAS

More Educational	10.6%
Equally Educational	58.%
Less Educational	30%

12. Service Learning Community Assessment

In the Spring of 2005 the Office of Student Life conducted a survey of 65 randomly selected non-profit agencies. 4 out of 5 indicated interest in becoming a partner agency and the vast majority of respondents indicated that volunteers were needed for skilled functions at sites. Full results are pending as surveys continue to be collected.