ADVANCE

EMPOWER

PREPARE

EMBRACE

NOC NORTHERN
Oklahoma College

CIVIC
ACTION PLAN

FOSTER

HARNESS

As a member of Campus Compact, Northern Oklahoma College is committed to developing institutional culture that actively combines academic pursuits with civic involvement. As a sign of NOC's commitment to being a "Life Changing" institution, President Cheryl Evans was the first college president in Oklahoma to sign *Campus Compact's 30th Anniversary Action Statement of Presidents and Chancellors.*

Academic service learning, as distinct from volunteerism, integrates academic coursework and civic engagement as part of the overall learning experience. The goal of service learning is to challenge students intellectually by actively applying the principles of discipline-specific knowledge in order to meet identified community needs.

CIVIC ACTION PLAN APPROACH

All civic action plan initiatives will be driven by the institutional mission, the civic action plan mission, and the NOC strategic plan.

Mission Statement
Northern Oklahoma College, the State's oldest community college, is a multi-campus, land-grant institution that provides high quality, accessible, and affordable educational opportunities and services which create life-changing experiences and develop students as effective learners and leaders within their communities in a connected ever-changing world.

Civic Action Plan Mission
The primary mission for Civic Action Plan (CAP) will be to serve as a resource for faculty and students of Northern Oklahoma College engaged in academic service learning and to facilitate collaboration with community partners.

NOC Strategic Plan—All civic action plan initiatives will align with the institutional strategic plan.

Goal 1A: Enhance the quality of life for students.

Goal 1B: Enhance recruitment efforts as well as retention and graduation rates.

Goal 2: Cultivate and maintain partnerships to inform and improve academic decisions, enrich student experiences, and support regional needs.

Goal 3: Upgrade facilities for quality and efficiency to enhance the student experience.

Goal 4: Enhance professional development opportunities and quality working conditions for NOC employees.

Goal 5: Diversify and increase revenue streams.

CIVIC ACTION PLAN PURPOSE

The Civic Action Plan will combine the national Campus Compact goals and NOC Strategic Plan goals. A fully implemented and successful academic service-learning program requires commitment at all levels of the institution—office space, access to campus resources, financial support, incentives for faculty, federal work study funds, and internships for students. The Civic Action Plan, through collaborative efforts between administration, staff, faculty, students, community leaders, and organizations, will:

- Aid faculty in the development of service-learning courses and curriculum that are discipline-specific,
- Provide students enrolled in service-learning courses with opportunities for academic and civic engagement, and
- Establish partnerships with community organizations in order to define and address specific community needs.

Because academic service learning is related to classroom instruction as well as student clubs and organizations, the Civic Action Plan will require the support of the President and campus Vice Presidents. The primary responsibility for initiating, developing, and implementing specific projects will lie with the stakeholders, i.e., division chairs, club advisors, faculty, students, and community leaders. The organizational structure of the plan, then, is one that emphasizes a close and mutually supportive relationship between all collaborative parties.

CAMPUS COMPACT NATIONAL GOALS

To advance the public purposes of higher education, we affirm the following statements, which characterize our current commitments and name the ideals toward which we will work with renewed dedication, focus, and vigor:

We empower our students, faculty, staff, and community partners to co-create mutually respectful partnerships in pursuit of a just, equitable, and sustainable future for communities beyond the campus—nearby and around the world.

We prepare our students for lives of engaged citizenship, with the motivation and capacity to deliberate, act, and lead in pursuit of the public good.

We embrace our responsibilities as place based institutions, contributing to the health and strength of our communities—economically, socially, environmentally, educationally, and politically.

We harness the capacity of our institutions—through research, teaching, partnership, and institutional practice—to challenge the prevailing social and economic inequalities that threaten our democratic future.

We foster an environment that consistently affirms the centrality of the public purposes of higher education by setting high expectations for members of the campus community to contribute to their achievement.

NOC GOALS

Integrating academic service learning into an institution of higher education requires both substantial planning and ongoing assessment. Below are three service-learning goals. An assessment rubric for the goals is located in Appendix A.

Goal 1 — Institutionalizing Academic Service Learning

Step 1:
Create and support an office of academic service learning that provides assistance to faculty, students, and community partners in placement and course development. The office need not be freestanding, but academic service learning must be an explicit responsibility of the office, and a person (or persons) must be appointed to coordinate the responsibilities of the office.

Step 2:
Integrate academic service learning into the campus strategic plan.

Step 3:
Develop a campus strategic academic service-learning plan with clear goals and a timeline to achieve those goals.

Step 4:
Develop and distribute an instrument to collect data about college and community needs and resources.

Step 5:
Create a computerized information management system, which allows for efficient exchange among college and community partners.

Goal 2 — Building Faculty Support for Academic Service Learning

Step 1:
Provide faculty training about experiential education methods in general and academic service learning in specific.

Step 2:
Provide financial support, when available, for faculty who wish to attend academic service-learning workshops or conferences.

Step 3:
Establish a curriculum sub-committee for Academic Service Learning.

Step 4:
Post academic service-learning updates to NOC website and give at administrative meetings.

Step 5:
Create divisional incentives for faculty involvement.

Step 6:
Create campus awards for faculty and students involved in academic service learning.

Goal 3 — Design Student and Community-Based Programs

Step 1:
Involve students and community partners in planning and developing academic service-learning programs and policies.

Step 2:
Prepare student and community handbooks on academic service learning, as well as other materials to engage students and partners in the educational process.

Step 3:
Develop assessment techniques and tools to evaluate partnership outcomes and use the information to improve the overall academic service-learning program.

Step 4:
Conduct academic service-learning workshops with community partners.

In August 2008, Dr. Paul Bowers' proposal for the establishment of an NOC Center for Academic and Civic Engagement (CACE) was accepted and implemented. The goal of service learning at NOC was to connect community partners with NOC students, faculty, and staff. The mission was to complement the traditional aims of higher education with principles of active and responsible citizenship through service learning and volunteer outreach. Through Dr. Bowers' efforts, faculty were encouraged to incorporate service learning into coursework and student organization activities. Dr. DeLisa Ging took over the CACE in 2015 and further developed the webpage and service learning activities.

Activities in the early years of the Center for Academic and Civic Engagement (CACE) included:
- Creating a service-learning webpage with service opportunities
- Nominating students for the national Newman Civic Fellows Award
- Participating in the Oklahoma Campus Compact Voter Registration Contest
- Developing activities for the Civitans Club
- Reporting data to the Campus Compact national survey

During fall 2015, NOC created and filled the Dean of Academic Services position. This position further developed an office of academic service learning that provides assistance to faculty, students, and community partners in service learning placement, data collection, recognition, and course development. The Dean of Academic Services has an explicit responsibility to support academic service learning and coordinate service learning activities and internships at each location.

Academic service learning is implied in NOC's Strategic Goal #2: *Cultivate and maintain partnerships to inform and improve academic decisions, enrich student experiences, and support regional needs.*

Volunteerism

Volunteers at NOC made a difference too. NOC athletic teams committed to performing two community service activities each year (one per semester). Athletes volunteered locally in Tonkawa and Enid fed community members through Forgotten Ministries, assisted with a carnival night at an elementary school, and provided support for the 4RKids walk/run. Coaches, faculty members, and the athletic director raised money along with athletes by participating in the national ALS ice bucket challenge. Volunteer efforts also reached out internationally. NOC athletic trainers bagged over 23,000 meals for Stamp Out Starvation to send to Haiti. In all, 236 athletes participated in 20 community service projects during the 2016-2017 school year.

Student organizations and classes at all NOC locations have also volunteered their time and talents to our area communities, providing donations for animal rescues, collecting canned foods for campus-wide food drives, donating items for local food pantries and homeless shelters, and participating in United Way fundraisers, among other activities.

NOC and the University Center in Ponca City sponsored a Volunteer Expo on October 5, 2016. NOC-Tonkawa students toured exhibits to discover area volunteer opportunities.

SERVICE LEARNING HOURS

During fall 2016, NOC submitted this 2015-2016 data to Campus Compact indicating over 60,000 hours of service learning performed by NOC students locally, statewide, nationally, and internationally.

GROUP	NO. OF STUDENTS	NO. OF HOURS	TOTAL HOURS	TYPE
Mass Comm Public Relations Project	19	20	380	Curricular
Nursing Nicaragua Trip	2	72	144	Curricular
Nursing Fundamentals Practicum Hours	136	157	21,352	Curricular
Nursing Clinical Hours—Child	65	169	10,985	Curricular
Nursing Clinical Hours—Adult I	71	157	11,147	Curricular
Nursing Clinical Hours—Adult II	59	200	11,800	Curricular
HPER Athletic Training	7	585	4,095	Curricular
Global Education—Dominican Republic	2	40	80	Curricular
Lincoln Project	11	10	110	Curricular
Service Learning Class—Stillwater	4	12	48	Curricular
TOTAL	**376**	**1,422**	**60,141**	**Curricular**
Voter Registration Drive	30	2	60	Co-Curricular
Mass Comm Basketball Board Work	2	42	84	Co-Curricular
Mass Comm Football Board Work	10	3	30	Co-Curricular
Missouri Hope Disaster Training	10	29	290	Co-Curricular
TOTAL	**52**	**76**	**404**	**Co-Curricular**

CIVIC ACTION PLAN IMPLEMENTATION

The organizational structure of the Civic Action Plan is one that emphasizes a close and mutually supportive relationship between NOC faculty, staff, and students as well as community organizations.

NOC will continue to connect with:
- Students and student organizations to provide community service resources
- Provide service learning resources for students
- Support service learning resources for faculty

Appendix A

CIVIC ACTION PLAN ASSESSMENT

What follows is an assessment plan rubric (based on a similar rubric developed at California State University) that creates a set of overall goals, steps to achieve those goals, and the current state of development (underdeveloped, in process, or complete).

GOAL ONE: Institutionalizing Academic Service-Learning

STEP 1: Create and support an office of academic service learning that provides assistance to faculty, students, and community partners in placement and course development. The office need not be freestanding, but academic service learning must be an explicit responsibility of the office, and a person (or persons) must be appointed to coordinate the responsibilities of the office.

___ Undeveloped: An academic service-learning office is not established; a person (or persons) may have been designated as a service-learning contact.

___ In process: An academic service-learning office is established and a person (or persons) works at least part time in support of service learning on campus.

___ Complete: An academic service-learning office is established and a person (or persons), preferably with F.T.E. status, assumes primary responsibility for the office.

STEP 2: Integrate academic service learning into the campus strategic plan.

___ Undeveloped: Academic service learning is neither implicitly or explicitly implied in the campus strategic plan and modifications to the plan are not being discussed with campus faculty and administration.

___ In process: Academic service learning is implied in the strategic plan, and/or is being explicitly considered by campus faculty and administration for inclusion.

___ Complete: Academic service learning is explicitly integrated into the campus strategic plan.

STEP 3: Develop a campus strategic academic service-learning plan with clear goals and a timeline to achieve those goals.

___ Undeveloped: There is no academic service-learning strategic plan being developed at this time.

___ In process: An academic service-learning strategic plan has been created but not formally recognized by the faculty or administration, or a preliminary plan has been created.

___ Complete: An academic service-learning strategic plan, with clear goals and a timeline to achieve those goals, has been developed and approved by the faculty and administration.

STEP 4: Develop and distribute an instrument to collect data about college and community needs and resources.

___ Undeveloped: Instruments have not been developed to capture data regarding college and community needs and resources.

___ In process: Instruments have been developed and distributed to only one entity (college or community) to capture data regarding needs and resources.

___ Complete: Instruments have been developed and distributed to capture data about both college and community needs and resources.

STEP 5: Create a computerized information management system which allows for efficient exchange among college and community partners.

___ Undeveloped: An information management system has not been established

___ In process: An information management system is currently being developed

___ Complete: An information management system is in place and allows for efficient communication among college and community partners.

GOAL TWO: Building Faculty Support for Academic Service-Learning

STEP 1: Provide faculty training about experiential education methods in general and academic service learning in specific.

___ Undeveloped: Training is not offered to faculty regarding experiential education or academic service learning.

___ In process: A limited number of training sessions is made available to faculty regarding experiential education and academic service learning.

___ Complete: Training sessions regarding experiential education and academic service learning are offered to faculty on a regular basis.

STEP 2: Provide financial support, when available, for faculty who wish to attend academic service-learning workshops or conferences.

___ Undeveloped: The institution provides no funding or incentives for professional development in the field of academic service learning.

___ In process: The institution encourages faculty to attend professional development workshops or conferences related to academic service learning but provides limited financial support or incentive.

___ Complete: Faculty are encouraged to attend conferences and workshops and are offered full financial support.

STEP 3: Establish an Academic Service-Learning Committee.

___ Undeveloped: No service-learning committee exists.

___ In process: An ad hoc committee on academic service learning has been established.

___ Complete: An officially recognized, ongoing Academic Service-Learning Committee has been established and meets on a regular basis.

STEP 4: Post academic service-learning updates to the website (www.noc.edu) and report at administrative meetings.

___ Undeveloped: No reports on service learning are posted to the website and/or presented at administrative meetings.

___ In process: Reports on academic service learning are provided, but on an inconsistent basis.

___ Complete: Reports on academic service learning are routinely updated on the website and included in administrative meetings.

STEP 5: Create divisional incentives for faculty involvement.

___ Undeveloped: No divisional incentives exist for faculty involvement in service learning.

___ In process: Incentives exist at the divisional level, but there is little coordination across the division or specific commitments to regularly offer service-learning courses.

___ Complete: Incentives exists at the divisional level, and there is a planned commitment to offer service-learning courses as part of the normal course offerings.

STEP 6: Create campus awards for faculty and students involved in academic service learning.

___ Undeveloped: There is no formal recognition of faculty and student achievement in service learning.

___ In process: Only one award (for faculty or student) has been developed, and the criteria for the award is still in process of development.

___ Complete: Criteria for faculty and student awards have been developed, and individuals are recognized on an annual basis.

GOAL THREE: Design Student and Community-Based Programs.

STEP 1: Involve students and community partners in planning and developing academic service-learning programs and policies.

___ Undeveloped: Students and community partners are not involved with planning and developing service-learning programs and policies.

___ In process: Students and community partners are intermittently involved with planning and developing service-learning programs and policies.

___ Complete: Students and community partners are actively involved on a regular basis with planning and developing service-learning policies and programs.

STEP 2: Prepare student and community handbooks on academic service learning, as well as other materials to engage students and partners in the educational process.

___ Undeveloped: Handbooks or other materials for students and community partners are not currently available.

___ In process: Handbooks and other materials for one constituency have been developed.

___ Complete: Handbooks and other materials for students and community partners are complete and readily available.

STEP 3: Develop assessment techniques and tools to evaluate partnership outcomes and use the information to improve the overall academic service-learning program.

___ Undeveloped: No assessment tools exist to evaluate partnership outcomes.

___ In process: Assessment tools for evaluation of partnership outcomes have been developed.

___ Complete: Assessment instruments are in place, and findings are used to improve the quality of college/community partnerships.

STEP 4: Conduct academic service-learning workshops with community partners.

___ Undeveloped: Workshops are not conducted with community partners of organizations.

___ In process: Workshops are conducted intermittently with a limited number of community partners; workshops are focused on only a few specific courses.

___ Complete: Workshops are conducted on a regular basis with a broad range of community partners and are focused on several courses.
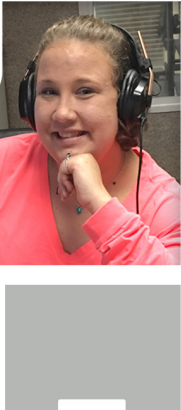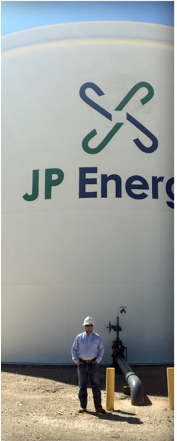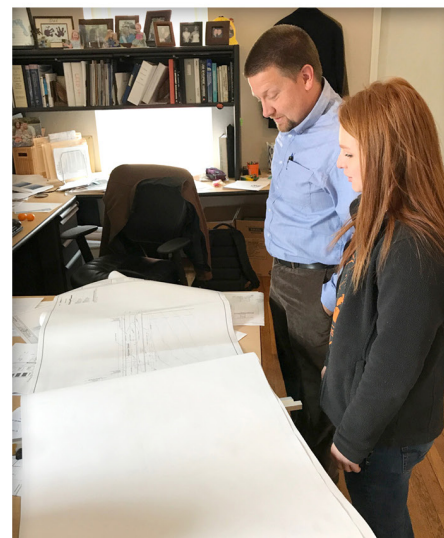
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