2015 Campus Compact Member Survey

Summary of Institutions with Full-Time Equivalent Enrollment Between 7,501–15,000

2015 Service Statistics:
Campus Compact Membership Survey
Summary Results for Affinity Group
Total FTE 7,501 to 15,000

Campus Compact conducted an online member survey for twelve weeks beginning in October 2015 to capture student and faculty involvement in communities; assess institutional support and culture; and gather information on community-campus partnerships, tracking mechanisms, and more. Community engagement professionals at member colleges and universities were asked to coordinate a single institutional response with the most complete and accurate data possible. The survey is the most comprehensive and widely distributed review of service, service-learning, and community engagement in higher education and provides the clearest reflection on the changes in institutional commitment to community-based teaching, learning, and research over time.

Of 1079 member institutions in 2015, 400 responded to the survey, with a national response rate of 37%. This report contains a summary of the findings for Campus Compact members in the Affinity Group Total FTE 7,501 to 15,000 compared to the national data.

Due to the large number of different institutions that replied to this year's survey compared to last year's survey, as well as adjustments made in the survey, comparisons were not made between 2014 Affinity Groups and 2015 Affinity Groups.

	Number of Campus Compact members	Number of survey respondents	Response rate
National	1,079	400	37% of membership
FTE 7,501 to 15,000	N/A	60	15% of respondents

Institutional Information

	Private four-year	Public four-year	Private two-year	Public two-year
National	188	157	1	48
FTE 7,501 to 15,000	16	40	0	4

Carnegie Community Engagement Elective Classification	National	Affinity Group
Have the classification	43%	53%

Institutional numbers*	National	FTE 7,501 to 15,000
Average FTE Undergraduate Enrollment	6,187	9,173
Average FTE Graduate Enrollment	1,105	1,550
TOTAL Average FTE Enrollment	7,292	10,723
Average FTE Faculty	632	853

Note that in 2014, basic characteristics were self-reported by respondents. In 2015, basic characteristics of responding institutions were pulled from the Integrated Postsecondary Education Data System (IPEDS), which is a much more accurate way to collect this data. This shift in methodology could result in discrepancies between 2014 and 2015 data seen here.

Community Service/Service-Learning/Civic Engagement on Campus

How student participation is tracked	National	FTE 7,501 to 15,000
Track only curricular engagement	10%	13%
Track only co-curricular engagement	5%	0
Track both curricular and co-curricular engagement together	15%	15%
Track both curricular and co-curricular engagement, but separately	51%	58%
Don't track either curricular or co-curricular engagement	20%	13%

Student numbers	National	FTE 7,501 to 15,000
Average number of students **per campus** involved in Community Service, Service-Learning and Civic Engagement Activities	3,268	4,769
% of student FTE involved	45.5%	44%
Average hours per week/per campus	3.8	3.8
Total # of hours served by all students in 2013-2014 (based on 32-week academic year and the average student FTE enrollment at 400 institutions)	159,198,368	34,794,624
Overall Value of Service	$3,672,706,349*	$802,711,976**

based on Independent Sector's 2013 value of volunteer time of $22.55 per hour
** based on Independent Sector's 2014 value of volunteer time of $23.07 per hour

Community-based learning courses	National	FTE 7,501 to 15,000
Overall # offered by all institutions	37,420	10,680
Average # offered per campus	94	178
Average # of FTE faculty teaching a community-based learning course per campus	50	85
Average % of FTE faculty	13%	11%
Average # of staff per campus supporting student curricular community engagement	12	10
Average # of staff per campus supporting student co-curricular community engagement	9	22

Issue areas addressed through service	National	FTE 7,501 to 15,000
Access and retention in higher education	69%	73%
Arts	41%	41%
Civil rights/human rights	43%	52%
College readiness in K to 12 education	72%	77%
Conflict resolution	24%	32%
Criminal Justice and Legal Representation	31%	34%
Disaster preparedness	24%	27%
Economic development	56%	61%
Environment/sustainability issues	71%	68%
Food Security	62%	61%
Housing/homelessness	57%	55%
Immigrant/migrant worker rights	31%	41%
Individual and Community Health	63%	68%
K-12 Student Civic Learning	27%	43%
Poverty alleviation	60%	55%
Transportation	15%	21%
Voting	44%	55%

Infrastructure

Reported # of offices or centers on campus that coordinate curricular and/or co-curricular engagement	National	FTE 7,501 to 15,000
Institutions reporting one office/center	38%	31%
Reporting two offices/centers	26%	20%
Reporting three offices/centers	13%	9%
Reporting four offices/centers	5%	10%
Reporting five or more offices/centers	18%	30%

Summary results for Office 1 information

Office annual budget including salaries	National	FTE 7,501 to 15,000
Less than $20,000	11%	9%
$20,000-$49,999	7%	2%
$50,000-$99,999	19%	15%
$100,000-$249,999	26%	24%
$250,000-$499,999	17%	27%
$500,000-$999,999	8%	10%
$1,000,000 plus	7%	14%

Primary purpose of this office	National	FTE 7,501 to 15,000
Academic service-learning	39%	42%
Other	27%	27%
Volunteering	22%	19%
Public service	7%	12%

The office to which the center/office reports	National	FTE 7,501 to 15,000
Academic Affairs	41%	54%
Student Affairs	33%	29%
Both Academic and Student Affairs	11%	5%
President's office	4%	3%

Responsibilities of the office (check all that apply)	National	FTE 7,501 to 15,000
Community partnership development	85%	85%
Civic engagement	82%	90%
Community service	82%	76%
Community-based learning	81%	83%
Student leadership development	57%	61%
Experiential learning	64%	63%
Federal programming	40%	41%
Community work study	39%	42%

Office/Center leaders	National	FTE 7,501 to 15,000
Most common title: Director	71%	73%
Average number of years in the position	6	7
Average number of years working for the institution	11	13
Percent of time focused on supporting curricular and/or co-curricular community engagement	63%	61%
Highest level of education:		
Ph.D. or equivalent, Professional degree (J.D.)	37%	44%
Master's	53%	51%
Bachelor's	10%	5%

Institutional Support/Culture

	National		FTE 7,501 to 15,000	
	Yes	No	Yes	No
Institutional mission/purpose statement drives policies supporting curricular & co-curricular community engagement	346	54	82%	18%

Student outcomes for community engagement	National	FTE 7,501 to 15,000
Civic or democratic learning	44%	88%
Critical thinking	44%	73%
Engagement across differences	41%	70%
Global learning	35%	61%
Media literacy	11%	30%
Policy knowledge	14%	42%
Social justice orientation	35%	64%
Other	12%	27%

Student presence and voice in decision-making matters	National	FTE 7,501 to 15,000
Student(s) sit on academic committees	69%	73%
Student(s) sit on budgetary committees	45%	58%
Student(s) sit on hiring committees	63%	68%
Student(s) serve on the Board of Trustees	48%	70%
Student(s) have formal opportunities to discuss concerns with administration	94%	97%
Student government has autonomous control of funds/activity fees	79%	90%

Community member presence and voice in decision-making matters	National	FTE 7,501 to 15,000
Community member(s) sit on academic committees	20%	30%
Community member(s) sit on budgetary committees	9%	12%
Community member(s) sit on hiring committees	27%	38%
Participate on an institution-wide community advisory board	43%	58%
Participate on a unit-specific community advisory board	67%	80%
Serve on the Board of Trustees	64%	57%
Have formal opportunities to discuss concerns with administration	65%	75%

Presidential involvement in service/civic engagement activities	National	FTE 7,501 to 15,000
Publicly promotes service/community engagement	88%	93%
Participates in campus service/community engagement activities	77%	86%
Provides fiscal support for community-based work	78%	81%
Serves on community board	71%	80%
Speaks to alumni and trustees on service/community engagement	70%	75%
Meets regularly with community partners/representatives	66%	76%
Solicits foundation or other support	56%	54%
Attends service/community engagement conferences	45%	49%
Writes publicly on service/community engagement (e.g., op-eds, campus publications, national newspapers)	42%	53%
Hosts service/community engagement conferences	28%	32%
Teaches a service-learning course	3%	6%
Other	7%	12%

Student involvement in leading community service, academic service-learning and/or civic engagement efforts on campus	National	FTE 7,501 to 15,000
Students recruit their peers	91%	97%
Students assist in staffing the offices associated with curricular and/or co-curricular engagement	84%	92%
Students assist with reflection activities	68%	78%
Students act as liaisons to community sites	76%	78%
Students serve on campus service, community engagement and/or service-learning committees	67%	86%
Students play a lead role in setting the direction of the offices associated with curricular and/or co-curricular engagement	47%	54%
Students act as guest speakers in service-learning courses	42%	46%
Students act as service-learning course assistants	38%	48%
Students recruit faculty	41%	36%
Students act as service-learning co-instructors	16%	22%
Students help to design academic service-learning courses and create syllabi	17%	24%
Other	9%	7%

Institution fosters or supports student community service, academic service-learning and/or civic engagement	National	FTE 7,501 to 15,000
Designates a period of time (e.g., day of service, service week, etc.) to highlight student civic engagement and/or service activities	71%	78%
Manages liability associated with service placements	69%	82%
Provides/coordinates transportation to and from community sites	66%	62%
Considers service formally in admissions process	31%	23%
Considers service in awarding scholarships	67%	75%
Defines and identifies academic service-learning courses	61%	73%
Requires academic service-learning as part of core curriculum in at least one major	64%	68%
Offers community service/civic engagement major and/or minor	17%	17%
Offers courses on volunteerism	24%	32%
Offers courses on activism/advocacy	49%	65%
Designates academic service-learning courses in the course guide	45%	62%
Records service on student transcripts	25%	30%
Gives extra credit for co-curricular community engagement	39%	38%
Requires service for graduation	15%	20%
Gives awards to students for service	80%	88%
Offers mini-grants to students for service-related initiatives	38%	47%
Provides funding (e.g., scholarships, grants, fellowships, education awards, etc.) for curricular and/or co-curricular community engagement	66%	77%
Hosts and/or funds public dialogues on current issues	76%	77%
Provides physical space/communication mechanisms for peaceful student protest	62%	72%
Provides space for student political organizations on campus	71%	77%
Other	9%	7%

Average federal work study funds dedicated to community service	National	FTE 7,501 to 15,000
Average	15%	14%

Institution matches the Segal AmeriCorps Education Award	National	FTE 7,501 to 15,000
Yes	11%	13%
No	89%	87%

Community service, academic service-learning and/or civic engagement programs offered	National	FTE 7,501 to 15,000
One-day service projects	83%	93%
Nonprofit internships/practicum	44%	58%
Discipline-based service-learning courses	78%	85%
Service clubs	61%	75%
Alternative service breaks	76%	85%
International service opportunities	71%	75%
First-year experience service opportunities	67%	78%
Residence hall-based service	91%	90%
Government internships	56%	72%
Freshman year orientation to service	46%	53%
Fraternities/Sororities	85%	93%
Capstone service courses	57%	65%
Alumni service projects	45%	53%
Learning communities concerning service and engagement	34%	38%
Summer service programs	58%	88%
Graduate school service	32%	45%

Ways the institution builds faculty capacity for engaged and public scholarship	National	FTE 7,501 to 15,000
Encourages and supports faculty/staff financially to attend and present at conferences focused on community engagement	74%	73%
Provides faculty development workshops/fellowships	73%	75%
Provide faculty with grants to support public scholarship and/or community-based research	55%	63%
Gives awards for faculty engaged and public scholarship	48%	48%
Allows sabbaticals for community-based research, scholarship, and program development	46%	47%
Other	9%	8%

Do search and recruitment policies encourage the hiring of faculty with expertise in and commitment to community engagement?	National	FTE 7,501 to 15,000
Yes	41%	30%
No	59%	70%

Ways the institution builds faculty capacity for engaged teaching	National	FTE 7,501 to 15,000
Provides faculty development workshops	76%	80%
Provides materials to assist faculty in reflection and assessment	72%	77%
Provides curriculum models and sample syllabi	71%	82%
Encourages and supports faculty financially to attend and present at service-learning conferences	68%	72%
Gives awards for faculty	50%	58%
Provides faculty with grants to support curriculum redesign	52%	63%
Provides community-based learning and community orientation during faculty orientation	38%	43%
Allows sabbaticals for service-learning research, scholarship and program development	41%	43%
Provides support through faculty fellowships	34%	42%

Campus-Community Partnerships

Community partner involvement in student learning and engagement activities	National	FTE 7,501 to 15,000
Come into classes as speakers	93%	93%
Provide feedback on the development/maintenance of community service/volunteering/community engagement programs	80%	85%
Provide reflection on site in community setting	73%	75%
Act as uncompensated co-instructors	41%	52%
Participate in the design and delivery of community-based courses	38%	47%
Serve on campus committees that determine learning goals and/or engagement activities	37%	45%
Assist in creating syllabi and/or designing courses	27%	39%
Act as compensated co-instructors	22%	23%
Other	5%	3%

Community partner organization types	National	FTE 7,501 to 15,000
Non-profit/community-based organizations	98%	98%
K-12 schools	96%	98%
Faith-based organizations	78%	75%
Government	75%	87%
International community or organization	67%	75%
Other higher education institutions	63%	68%
For-profit businesses	65%	70%
Other	4%	5%

Institution engagement with alumni in community service or civic engagement activities	National	FTE 7,501 to 15,000
Invites alumni to serve as speakers or mentors to current students	73%	88%
Recognizes alumni for service in publications	64%	73%
Communicates service opportunities to alumni	56%	73%
Cultivates alumni donors to support service activities	49%	53%
Gives awards to alumni for service	44%	61%
Coordinates day of service or service weekend activities for alumni	40%	51%
Other	6%	10%

Programs offered to alumni entering public service careers	National	FTE 7,501 to 15,000
Informational program on public service careers	45%	47%
Network of alumni in public service careers	38%	37%
Student loan deferment	8%	10%
Student loan forgiveness	8%	8%
Other	10%	8%

Assessment

	National		FTE 7,501 to 15,000	
	Yes	No	Yes	No
The institution has defined the characteristics of high quality partnerships	27%	73%	33%	67%
There's a process in place for determining that partnerships are of high quality	64%	36%	50%	50%

Only those who said yes to defining high quality partnerships were asked if a process was in place.

The institution or its units (departments or schools) have mechanisms for systematic assessment of community perceptions of the institution's engagement with the community	National	FTE 7,501 to 15,000
Yes, the institution has mechanisms	9%	8%
Units within the institution have mechanisms	39%	48%
Both the institution and units have mechanisms	15%	15%
Neither the institution nor units have mechanisms	37%	28%

The institution or its units (departments or schools) have mechanisms for systematic assessment of the impact on the community of community engagement efforts	National	FTE 7,501 to 15,000
Yes, the institution has mechanisms	7%	3%
Units within the institution have mechanisms	37%	47%
Both the institution and units have mechanisms	9%	7%
Neither the institution nor units have mechanisms	48%	43%

The institution or its units (departments or schools) have mechanisms for systematic assessment of the impact on student learning of community engagement efforts	National	FTE 7,501 to 15,000
Yes, the institution has mechanisms	11%	8%
Units within the institution have mechanisms	43%	48%
Both the institution and units have mechanisms	18%	18%
Neither the institution nor units have mechanisms	29%	25%

Survey Information

How the institution will use the information gathered	National	FTE 7,501 to 15,000
Share with relevant contacts on campus	84%	89%
Use to inform strategic planning for community engagement office	71%	70%
Share with the president or chancellor	61%	60%
Use to complete the application for President's Higher Education Community Service Honor Roll	65%	60%
Use to inform strategic planning for the institution	55%	55%
Share with relevant contacts in the community	39%	45%
Use to complete the application for the elective Carnegie Community Engagement Classification	33%	36%
Use to inform accreditation	30%	32%
Share with current and/or prospective donors	24%	25%
Share with prospective students	24%	23%
Share with alumni	24%	23%
Share with institutional governing board	22%	23%