



## 2015 Annual Member Survey

Preparing to  
Accelerate Change:  
Understanding  
our Starting Line

## Introduction

The 2015 Campus Compact member survey provides evidence of both the substantial community engagement infrastructure that exists across our network of institutions and an emergent commitment to the systemic alignment of these efforts. The data gathered this year demonstrate depth and diversity in student civic learning opportunities and attention to assessing the impact of engaged teaching, scholarship, and activities—both on student development and on community health.

Campus Compact’s 30th Anniversary Action Statement provides a useful frame within which to interpret the data from this year’s survey. In signing the statement, member presidents and chancellors are committing to accelerate the pace of change in the years ahead by taking action to make the institutional systems, policy, and cultural changes necessary to fulfill the public purposes of higher education in an environment of increasing polarization and inequality. Survey results reinforce that institutions are poised for this challenge and are already running toward it, a state of the field that becomes evident when the data are aligned with the five commitments that form the heart of the Action Statement.

## Beginning With The End In Mind: Student Development

More than half of those responding to the survey (53%) indicated that their institutions have identified specific student outcomes for community engagement. These respondents also indicated that they track student outcomes in the following areas: critical thinking (82%); civic or democratic learning (81%); engagement across differences (76%); social justice orientation (64%); global learning (64%); policy knowledge (25%); and media literacy (21%). An additional 22% noted that they track student outcomes for engagement including problem solving, communication, and civic skills.

Student Outcomes Tracked by Institutions	Responding Institutions
Critical thinking	82%
Civic or democratic learning	81%
Engagement across differences	76%
Social justice orientation	64%
Global learning	64%
Policy knowledge	25%
Media literacy	21%
Other	22%

(Sample size = 216)

Across institutions, there is a wide variety of vehicles for both curricular and co-curricular student engagement, ranging from residence-hall based service (91%) and international service opportunities (71%) to disciplinary community-based learning courses (78%) and capstone service courses (57%). Sixty percent of respondents have formally adopted a definition of community-based learning, and 55% of respondents formally designate community-based learning courses.

26,381 aggregate community-based learning courses were offered across all responding institutions. On average, respondents reported 94 community-based learning course offerings, which made up 5% of all institutional course offerings. Fifty-nine percent of responding institutions indicated that they did not track the proportion of community-based learning courses among all institutional course offerings.

**“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.”**

—Campus Compact 30th Anniversary Action Statement

To assess progress toward a goal of preparing students for lives of engaged citizenship, with the capacity to deliberate, act, and lead in pursuit of the public good, institutions were asked to report on the ways they tracked participation in courses contributing to the development of civic

skills and competencies. Respondents indicated that they tracked participation in courses that focus on skill development in: diversity (41%); deliberative discussion (26%); democratic participation (22%); and democratic practices (16%). Approximately 55% of respondents indicated that they do not track course participation linked to these areas of skill development.

Civic Skills and Competencies Taught in Courses	Responding Institutions
Focus on diversity	41%
Build skills in deliberative discussion	26%
Contribute to democratic participation	22%
Involve simulations of democratic practices	16%
None of the above	55%

(Sample size = 400)

Respondents were also asked to indicate whether they tracked student participation in courses that incorporate a variety of curricular and co-curricular activities supportive of civic competency development. Respondents indicated that they tracked participation in the following activities: philanthropy (37%); advocacy (36%); fundraising (36%); activism (31%); and social entrepreneurship (28%). Forty-four percent of respondents indicated that they do not track participation in courses including these activities.

Student Participation Tracked by Institutions	Responding Institutions
Philanthropy	37%
Advocacy	36%
Fundraising	36%
Activism	31%
Social Entrepreneurship	28%
None of the above	44%
Other	1%

(Sample size = 400)

A majority of the systematic assessment of the impact of community engagement on student learning is occurring at the unit level. Forty-three percent report that units within

the institution have mechanisms to assess impact, while approximately 18% indicated that there were mechanisms for assessment at both the institution and unit levels. Eleven percent indicated that such assessment occurs only at the institution level. Twenty-nine percent reported that there are no mechanisms in place to measure the impact of engagement on student learning.

## Working Toward A Culture Of Co-Creation

Institutional culture is an important contributor to civic education and development for students. Within democratic spaces, students can explore pathways for participation and leadership and actively contribute to achieving community and campus goals. Member campuses report that students have a presence and voice in decision-making matters in many ways.

**“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.”**

—Campus Compact 30th Anniversary Action Statement

Students are members of academic committees (69%), hiring committees (63%), and budgetary committees (45%); they serve on the Board of Trustees (48%), have formal opportunities to discuss concerns with administrators (94%), and (through student government) maintain autonomous control of activity fees (79%). Several members (12%) shared other ways that students participate in decision-making on campus, including student advocacy councils, project committees, and strategic planning committees. Six percent of respondents indicated that students do not currently have a presence or voice in decision-making matters on campus.

<b>Presence &amp; Voice in Institutional Decisionmaking Matters</b>	<b>Community members</b>	<b>Students</b>
Have formal opportunities to discuss concerns with administrators	64.5%	93.5%
Sit on academic committees	20.3%	68.8%
Sit on hiring committees	26.8%	63.0%
Serve on the Board of Trustees	63.8%	47.8%
Sit on budgetary committees	9.3%	44.8%
Have a presence or voice in other ways	11.0%	11.5%
Do not currently have a presence or voice	5.8%	5.8%

(Sample size = 400)

Institutions also reported on the level of involvement of community members in decision-making on campus. Respondents indicated that community members sit on hiring committees (27%), academic committees (20%), and budgetary committees (9%). Community members participate on institution-wide community advisory boards (43%), on unit-specific community advisory boards (67%), and on the Board of Trustees (64%). Sixty five percent reported that community members have formal opportunities to discuss concerns with administrators. In addition to these areas, 11% reported that community members are involved in decision-making on campus through boards of visitors, parent councils, service-learning committees, and sustainability committees, among others. Additional comments shared how community members were broadly represented in town hall meetings, chambers of commerce, and civic/community engagement offices. Six percent of respondents indicated that community members do not currently have a presence or voice in decision-making matters on campus.

Looking broadly at opportunities for participation and contribution, 43% of respondents indicated that there was an institution-wide standing committee responsible for overseeing or coordinating community engagement. The following stakeholders were reported as serving on those committees: administrators/staff (95%); faculty (91%); students (53%); executive leadership (52%); and community partners (43%). In addition, 21% of

respondents reported that their institution had a formal faculty governance committee with responsibilities for community engagement.

<b>Service on Institution-Wide Committees Responsible for Coordinating Community Engagement</b>	<b>Responding Institutions</b>
Administrators/staff	95%
Faculty	91%
Students	53%
Executive leadership	52%
Community partners	43%

(Sample size = 173)

## **Harnessing Institutional Capacity**

### **The Infrastructure of Engagement**

It is now the norm that multiple units are involved in curricular and co-curricular engagement at institutions. Survey responses indicate that, on average, 3.4 units coordinate curricular and co-curricular engagement at a single institution. Ninety-four percent of member respondents (n = 376) indicate that they have at least one unit at the institution responsible for coordinating curricular and co-curricular engagement. The remaining 6% (n = 24) indicated that while they did not have a unit, alternative support structure(s) enabled engagement, including: a staff person providing support as part of his/her job (80%); student (undergraduate or graduate) providing support (20%); or an AmeriCorps member providing support (13%). Thirty-three percent identified other methods of support, primarily a faculty member as part

of his/her position. It is important to note that 100% of respondents have dedicated resources (either through formal units or alternative structures) for supporting community engagement.

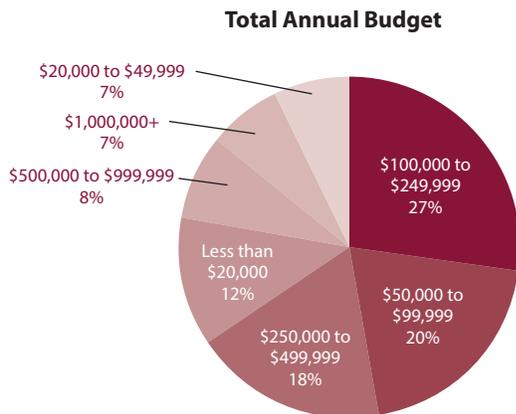
**“We harness the capacity of our institutions—through research, teaching, partnerships, and institutional practice—to challenge the prevailing social and economic inequalities that threaten our democratic future.”**

—Campus Compact 30th Anniversary Action Statement

### Units of Coordination

Members were asked to provide information about the primary coordinating entity supporting civic learning, service-learning, and community partnerships on their campus. While the survey asked members to report on all supporting units, this report shares data on the primary unit only. Data reported in this section reflects the 376 institutions that indicated at least one unit supported community engagement.

A slight majority of units (27%) have operating budgets (including salaries) between \$100,00–\$249,999. Nineteen percent of units operate with less than \$49,999; and 16% of units operate with more than \$500,000.



(Sample size = 376)

Units are staffed by an average of 3.6 full-time staff, 1.5 part-time staff, and 12.6 student workers (including graduate students

and interns). Seventy percent reported that the leader of their primary coordinating unit was best described as a “director.” Unit leaders have served an average of 6.14 years in their current position, and an average of 11.2 years at the institution. On average, 33% of the leader’s position supports curricular community engagement; 30% supports co-curricular community engagement; 25% supports institutionalization of community engagement; and 28% supports other activities. Fifty-three percent hold master’s degrees and 35% hold a Ph.D. or equivalent terminal degree.

Respondents reported that their primary coordinating unit had responsibilities ranging across a wide variety of areas, including community partnership development (85%); civic engagement (82%); experiential learning (64%); federal programming (e.g., America Reads, AmeriCorps) (40%); and community work study (39%). Seventeen percent indicated other responsibilities, including interfaith service support, managing liability, career development, community-based research, faculty professional development, diversity, immersion programs, social entrepreneurship, and student activities.

Responsibilities	Responding Institutions
Community partnership development	85%
Civic engagement	82%
Community service	82%
Community-based learning	81%
Experiential learning	64%
Student leadership development	57%
Federal programming (e.g., America Reads, AmeriCorps)	40%
Community work study	39%
Internships	32%
Other	17%

(Sample size = 376)

Forty-one percent of respondents indicated that the primary coordinating unit reported to academic affairs, while 33%

report to student affairs and 11% have a dual reporting line. Noteworthy is that 10% indicated that the primary coordinating unit reported somewhere else: campus ministries, the College of Education, city and community affairs, mission division, strategic effectiveness, and others.

### Partnership—Issue Focus and Impact

Across the Campus Compact network there remains continued prioritization of partnerships focused on the education continuum, including preparing K–12 students for higher education, creating access to college, and supporting persistence to graduation. Ninety-six percent of respondents reported partnerships with K–12 schools. Respondents indicated that their institutions and partners had developed shared outcome goals in college readiness in K–12 education (69%), access and retention in higher education (62%), and K–12 student civic learning (26%).

Twenty-seven percent of respondents indicated that their institution systematically defines the characteristics of high quality partnerships. Where these systems exist, we asked whether there was a process in place for determining that partnerships were of high quality. Of the initial 27% of respondents reporting that their institutions systematically define the characteristics of a high quality partnership, 64% indicated that there is a process in place for determining whether partnerships are of high quality.

Slightly more than half of respondents (53%) reported that they systematically assess the impact of community engagement on the community. The primary locus of assessment is now occurring at the unit level within institutions—37% report that there are mechanisms in place for assessing the community impact of engagement activities. Seven percent report that there are institution-level assessment mechanisms and 9% report that both the institution and units have mechanisms to assess impact.

Shared Outcomes with Community Partners	Responding Institutions
College readiness in K–12 education	69%
Access and retention in higher education	62%
Environment/sustainability issues	57%
Economic development	49%
Individual and community health	48%
Food security	40%
Housing/homelessness	34%
Poverty alleviation	32%
Arts	28%
Voting	27%
K–12 student civic learning	26%
Civil rights/human rights	24%
Immigrants/migrant worker rights	24%
Criminal justice and legal representation	23%
Disaster preparedness	23%
Conflict resolution	15%
Transportation	14%

(Sample size = 191)

### Prioritizing Higher Education’s Public Purposes

Survey responses demonstrate that members are prioritizing public purposes through policies rewarding the scholarship of engagement in hiring, promotion, and tenure review and through commitments to building the professional capacity of faculty. The variety of efforts to build capacity for engaged scholarship and teaching demonstrates a shift in institutional conversation away from “teaching, service, and research” to a conversation about how teaching and research can serve the public good.

**“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.”**

—Campus Compact 30th Anniversary Action Statement

<b>Institutional Supports for Engagement</b>	<b>Responding Institutions</b>
Gives awards to students for community engagement	80%
Hosts and/or funds public dialogues on current issues	76%
Designates a period of time (e.g., day of service, civic engagement week, to highlight student curricular and/or co-curricular community engagement	71%
Provides space for student political organizations on campus	71%
Manages liability associated with community placements	69%
Considers engagement in awarding scholarships	67%
Provides/coordinates transportation to and from community sites	66%
Provides funding (e.g., scholarships, grants, fellowships, education awards) for curricular and/or co-curricular community engagement	66%
Requires community-based learning courses as part of core curriculum in at least one major	64%
Provides physical space/communication mechanisms for peaceful student protest	62%
Defines and identifies community-based learning courses	61%
Offers courses on activism/advocacy	49%
Designates community-based learning courses in the course guide	45%
Gives extra credit for co-curricular community engagement	39%
Offers minigrants to students for community initiatives	38%
Considers engagement formally in admissions process	31%
Records service on student transcripts	25%
Offers courses on volunteerism	24%
Offers community service/civic engagement major and/or minor	17%
Requires community engagement for graduation	15%

(Sample size = 400)

### **Institutional Supports for Student Engagement**

Member institutions are fostering curricular and co-curricular community engagement using a wide variety of approaches. These range from offering student awards for community engagement (80%) to providing physical space and communication mechanisms for peaceful student protest (62%).

The use of Federal Work-Study funds to support engagement remains pervasive among members. On average, respondents reported that 15% of Federal Work-Study funds were dedicated to community service positions. Eleven percent of respondents indicated that their institutions match the Segal AmeriCorps Education Award for students, providing financial support for the education of national service alumni.

### **Support for Engaged Scholarship and Teaching**

Approximately half of all respondents indicated that their institution has policies in place that reward community engaged service (56%), community engaged teaching (52%), and community engaged research (47%). Forty percent of respondents reported that there were search and recruitment policies in place to encourage the hiring of faculty with expertise in and commitment to community engagement.

Survey responses indicate that institutions are building faculty capacity for engaged and public scholarship by encouraging and supporting faculty and staff financially to attend and present at conferences focused on community engagement (74%); by providing faculty development workshops or fellowships (73%); by providing faculty

with grants to support public scholarship and community-based research (55%); and by allowing sabbaticals for community-based research, scholarship and program development (46%). Approximately 8% indicated that their institution builds faculty capacity for engaged and public scholarship in other ways.

How Institution Builds Support for Engaged Scholarship	Responding Institutions
Encourages and supports faculty/staff financially to attend and present at conferences focused on community engagement	74%
Provides faculty development workshops/fellowships	73%
Provides faculty with grants to support public scholarship and/or community-based research	55%
Gives awards for faculty engaged and public scholarship	48%
Allows sabbaticals for community-based research, scholarship and program development	46%
Other	9%
None of the above	7%

(Sample size = 400)

Institutions are also actively building capacity for engaged teaching. In addition to faculty awards and professional development workshops, faculty members are finding support through grants to support

curriculum redesign (52%); sabbaticals for community-based research, scholarship, program development (41%); and fellowships (34%).

### Presidents and Chancellors as Public Scholars

Institutional leaders are also community leaders. The personal involvement of the president or chancellor is important for establishing a culture focused on the public purposes of higher education. Survey respondents reported that presidents and chancellors remain active supporters through serving on community boards (71%), speaking to alumni and trustees on engagement (70%), meeting regularly with community partners and representatives (66%), and publicly promoting community engagement (42%).

### Embracing the Responsibilities Of Place

In addition to the leadership of student affairs, academic affairs and the units focused on engagement, respondents were asked to indicate other areas of the institution involved in formal discussions about the role of their college or university as an anchor institution in the community. Respondents reported that admissions (40%), grant or research offices (40%), economic

How Institution Builds Capacity for Engaged Teaching	Responding Institutions
Provides faculty development workshops	76%
Provides materials to assist faculty in reflection and assessment	72%
Provides curriculum models and sample syllabi	71%
Encourages and supports faculty financially to attend and present at conferences focused on community engagement	68%
Provides faculty with grants to support curriculum redesign	52%
Gives awards for faculty	50%
Allows sabbaticals for community-based learning research, scholarship and program development	41%
Provides community-based learning and community orientation	38%
Provides support through faculty fellowships	34%
Other	6%
None of the above	5%

(Sample size = 400)

development offices (33%), institutional research (33%), libraries (26%), facilities (24%), financial aid (23%), human resources (20%), and purchasing (14%) units are part of anchor conversations. Approximately 22% indicated that their institution does not have formal discussions about their role as an anchor institution in the community.

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

—Campus Compact 30th Anniversary Action Statement

It should be noted that 45% indicated “other” areas of institutional involvement beyond the choices provided. These include marketing and public relations, alumni relations, athletics, community and government relations, and advancement units.

## **Conclusion**

The 2015 Campus Compact survey reveals that institutions are building from curricular, co-curricular, and scholarly engagement to a broader vision of engagement grounded in a recognition of the wide variety of ways colleges and universities can contribute to the achievement of public goods and the commitments central to Campus Compact’s 30th Anniversary Action Statement. The survey also reveals that there is much more to be done in this area. As in the past, the results of the survey will guide Campus Compact’s work in supporting the engagement efforts of our members and can be useful for institutions seeking to enhance their engagement work in service of their public purposes.

## **About Campus Compact**

Campus Compact advances the public purposes of colleges and universities by deepening their ability to improve

community life and to educate students for civic and social responsibility. Campus Compact envisions colleges and universities as vital agents and architects of a diverse democracy, committed to educating students for responsible citizenship in ways that both deepen their education and improve the quality of community life. We challenge all of higher education to make civic and community engagement an institutional priority.

Campus Compact comprises a national office based in Boston, MA, and state and regional Compact offices in CA, CT, FL, HI, IL, IN, IA, KY, ME, MD-DC, MA, MI, MN, MO, Mountain West, MT, NH, NJ, NY, NC, OH, OK, OR, PA, RI, SC, TN, UT, VT, WA, WI, and WV.

## **About This Survey**

### **Purpose**

Conducted each year since 1986, Campus Compact’s member survey is the most comprehensive and widely distributed review of community-based learning, community partnerships, and civic engagement in higher education. This instrument provides institutions, researchers, and higher education organizations with a powerful tool to capture curricular and co-curricular engagement, campus engagement infrastructure, and an array of other elements of higher education’s community engagement landscape.

### **Methodology**

For twelve weeks beginning in October 2015, Campus Compact conducted an online member survey 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.

For the first time, basic characteristics of responding institutions were pulled from the Integrated Postsecondary Education Data System (IPEDS). Respondent institution names were matched to IPEDS data using a Unit ID. Unit IDs were successfully identified for 394 of the 400 survey respondents. As a result, sample size for all institutional characteristics is  $n = 394$ .

Of 1,079 member institutions, 400 responded to the survey, with a national response rate of 37%. Data includes responses from 40 states and the District of Columbia. Fifty-two percent of respondents represented public two- and four-year institutions, while 48% represented private two- and four-year institutions.

While we encouraged member institutions to complete the survey with input from multiple stakeholders, in some cases the data may reflect the understanding and perspectives of a single individual or office. It is also difficult to ensure that the survey is completed by the individual at the institution with the most comprehensive understanding of community engagement. Some institutions may have had difficulty completing the survey, leading to non-response and potential response bias. Campus Compact continues to be committed to strengthening the survey methodology in the coming years.

We have found value in creating Affinity Reports, which cluster respondents by various institutional characteristics, as they allow for a more narrow comparison of data. These reports are accessible on our website.

This Executive Summary highlights only a portion of the data collected by the Campus Compact member survey. If you are interested in reviewing the raw data, please contact us.

## Acknowledgements

This iteration of the Campus Compact survey is the product of a collaborative effort to ensure greater alignment of our data with other instruments in the field while maintaining continuity with data gathered historically. We are grateful to the following people for their contributions as members of a committee dedicated to this effort:

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