



2015 Campus Compact Member Survey

Summary of All Public Institutions



2015 Service Statistics: Campus Compact Membership Survey Summary Results for Affinity Group All Public Institutions

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 for All Public Institutions 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 |
| All Public | N/A | 205 | 51% of respondents |

Institutional Information

| | Private four-year | Public four-year | Private two-year | Public two-year |
|------------|--------------------------|-------------------------|-------------------------|------------------------|
| National | 188 | 157 | 1 | 48 |
| All Public | 0 | 157 | 0 | 48 |

| Carnegie Community Engagement Elective Classification | National | Affinity Group |
|--|-----------------|-----------------------|
| Have the classification | 43% | 45% |

| Institutional numbers* | National | All Public |
|--------------------------------------|-----------------|-------------------|
| Average FTE Undergraduate Enrollment | 6,187 | 9227 |
| Average FTE Graduate Enrollment | 1,105 | 1301 |
| TOTAL Average FTE Enrollment | 7,292 | 10,528 |
| Average FTE Faculty | 632 | 836 |

**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 | All Public |
|--|-----------------|-------------------|
| Track only curricular engagement | 10% | 11% |
| Track only co-curricular engagement | 5% | 4% |
| Track both curricular and co-curricular engagement together | 15% | 15% |
| Track both curricular and co-curricular engagement, but separately | 51% | 46% |
| Don't track either curricular or co-curricular engagement | 20% | 23% |

| Student numbers | National | All Public |
|--|------------------|-------------------|
| Average number of students per campus involved in Community Service, Service-Learning and Civic Engagement Activities | 3,268 | 4,389 |
| % of student FTE involved | 45.5% | 38% |
| 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 | 109,408,992 |
| Overall Value of Service | \$3,672,706,349* | 2,524,065,445** |

**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 | All Public |
|---|-----------------|-------------------|
| Overall # offered by all institutions | 37,420 | 27,880 |
| Average # offered per campus | 94 | 136 |
| Average # of FTE faculty teaching a community-based learning course per campus | 50 | 69 |
| Average % of FTE faculty | 13% | 12% |
| Average # of staff per campus supporting student curricular community engagement | 12 | 10 |
| Average # of staff per campus supporting student co-curricular community engagement | 9 | 14 |

| Issue areas addressed through service | National | All Public |
|--|-----------------|-------------------|
| Access and retention in higher education | 69% | 79% |
| Arts | 41% | 45% |
| Civil rights/human rights | 43% | 46% |
| College readiness in K to 12 education | 72% | 75% |
| Conflict resolution | 24% | 24% |
| Criminal Justice and Legal Representation | 31% | 32% |
| Disaster preparedness | 24% | 28% |
| Economic development | 56% | 66% |
| Environment/sustainability issues | 71% | 72% |
| Food Security | 62% | 63% |
| Housing/homelessness | 57% | 55% |
| Immigrant/migrant worker rights | 31% | 27% |
| Individual and Community Health | 63% | 64% |
| K-12 Student Civic Learning | 27% | 39% |
| Poverty alleviation | 60% | 57% |
| Transportation | 15% | 20% |
| Voting | 44% | 52% |

Infrastructure

| Reported # of offices or centers on campus that coordinate curricular and/or co-curricular engagement | National | All Public |
|--|-----------------|-------------------|
| Institutions reporting one office/center | 38% | 38% |
| Reporting two offices/centers | 26% | 23% |
| Reporting three offices/centers | 13% | 12% |
| Reporting four offices/centers | 5% | 8% |
| Reporting five or more offices/centers | 18% | 27% |

Summary results for Office 1 information

| Office annual budget including salaries | National | All Public |
|--|-----------------|-------------------|
| Less than \$20,000 | 11% | 13%B |
| \$20,000-\$49,999 | 7% | 4% |
| \$50,000-\$99,999 | 19% | 22% |
| \$100,000-\$249,999 | 26% | 23% |
| \$250,000-\$499,999 | 17% | 25% |
| \$500,000-\$999,999 | 8% | 6% |
| \$1,000,000 plus | 7% | 7% |

| Primary purpose of this office | National | All Public |
|---------------------------------------|-----------------|-------------------|
| Academic service-learning | 39% | 43% |
| Other | 27% | 28% |
| Volunteering | 22% | 20% |
| Public service | 7% | 9% |

| The office to which the center/office reports | National | All Public |
|--|-----------------|-------------------|
| Academic Affairs | 41% | 39% |
| Student Affairs | 33% | 34% |
| Both Academic and Student Affairs | 11% | 12% |
| President's office | 4% | 3% |

| Responsibilities of the office (check all that apply) | National | All Public |
|--|-----------------|-------------------|
| Community partnership development | 85% | 79% |
| Civic engagement | 82% | 82% |
| Community service | 82% | 79% |
| Community-based learning | 81% | 80% |
| Student leadership development | 57% | 52% |
| Experiential learning | 64% | 58% |
| Federal programming | 40% | 35% |
| Community work study | 39% | 29% |

| Office/Center leaders | National | All Public |
|--|-----------------|-------------------|
| Most common title: Director | 71% | 62% |
| Average number of years in the position | 6 | 6 |
| Average number of years working for the institution | 11 | 12 |
| Percent of time focused on supporting curricular and/or co-curricular community engagement | 63% | 62% |
| Highest level of education: | | |
| Ph.D. or equivalent, Professional degree (J.D.) | 37% | 32% |
| Master's | 53% | 58% |
| Bachelor's | 10% | 10% |

Institutional Support/Culture

| | National | | All Public | |
|--|-----------------|-----------|-------------------|-----------|
| | Yes | No | Yes | No |
| Institutional mission/purpose statement drives policies supporting curricular & co-curricular community engagement | 87% | 13% | 85% | 15% |

| Student outcomes for community engagement | National | All Public |
|--|-----------------|-------------------|
| Civic or democratic learning | 44% | 88% |
| Critical thinking | 44% | 80% |
| Engagement across differences | 41% | 73% |
| Global learning | 35% | 67% |
| Media literacy | 11% | 28% |
| Policy knowledge | 14% | 31% |
| Social justice orientation | 35% | 57% |
| Other | 12% | 22% |

| Student presence and voice in decision-making matters | National | All Public |
|--|-----------------|-------------------|
| Student(s) sit on academic committees | 69% | 71% |
| Student(s) sit on budgetary committees | 45% | 52% |
| Student(s) sit on hiring committees | 63% | 62% |
| Student(s) serve on the Board of Trustees | 48% | 54% |
| Student(s) have formal opportunities to discuss concerns with administration | 94% | 95% |
| Student government has autonomous control of funds/activity fees | 79% | 81% |

| Community member presence and voice in decision-making matters | National | All Public |
|---|-----------------|-------------------|
| Community member(s) sit on academic committees | 20% | 26% |
| Community member(s) sit on budgetary committees | 9% | 12% |
| Community member(s) sit on hiring committees | 27% | 32% |
| Participate on an institution-wide community advisory board | 43% | 57% |
| Participate on a unit-specific community advisory board | 67% | 73% |
| Serve on the Board of Trustees | 64% | 68% |
| Have formal opportunities to discuss concerns with administration | 65% | 73% |

| Presidential involvement in service/civic engagement activities | National | All Public |
|--|-----------------|-------------------|
| Publicly promotes service/community engagement | 88% | 91% |
| Participates in campus service/community engagement activities | 77% | 79% |
| Provides fiscal support for community-based work | 78% | 78% |
| Serves on community board | 71% | 76% |
| Speaks to alumni and trustees on service/community engagement | 70% | 67% |
| Meets regularly with community partners/representatives | 66% | 73% |
| Solicits foundation or other support | 56% | 57% |
| Attends service/community engagement conferences | 45% | 49% |
| Writes publicly on service/community engagement (e.g., op-eds, campus publications, national newspapers) | 42% | 41% |
| Hosts service/community engagement conferences | 28% | 32% |
| Teaches a service-learning course | 3% | 3% |
| Other | 7% | 5% |

| Student involvement in leading community service, academic service-learning and/or civic engagement efforts on campus | National | All Public |
|--|-----------------|-------------------|
| Students recruit their peers | 91% | 91% |
| Students assist in staffing the offices associated with curricular and/or co-curricular engagement | 84% | 84% |
| Students assist with reflection activities | 68% | 65% |
| Students act as liaisons to community sites | 76% | 70% |
| Students serve on campus service, community engagement and/or service-learning committees | 67% | 71% |
| Students play a lead role in setting the direction of the offices associated with curricular and/or co-curricular engagement | 47% | 44% |
| Students act as guest speakers in service-learning courses | 42% | 44% |
| Students act as service-learning course assistants | 38% | 37% |
| Students recruit faculty | 41% | 35% |
| Students act as service-learning co-instructors | 16% | 18% |
| Students help to design academic service-learning courses and create syllabi | 17% | 17% |
| Other | 9% | 9% |

| Institution fosters or supports student community service, academic service-learning and/or civic engagement | National | All Public |
|---|-----------------|-------------------|
| Designates a period of time (e.g., day of service, service week, etc.) to highlight student civic engagement and/or service activities | 71% | 68% |
| Manages liability associated with service placements | 69% | 65% |
| Provides/coordinates transportation to and from community sites | 66% | 57% |
| Considers service formally in admissions process | 31% | 19% |
| Considers service in awarding scholarships | 67% | 67% |
| Defines and identifies academic service-learning courses | 61% | 59% |
| Requires academic service-learning as part of core curriculum in at least one major | 64% | 64% |
| Offers community service/civic engagement major and/or minor | 17% | 15% |
| Offers courses on volunteerism | 24% | 25% |
| Offers courses on activism/advocacy | 49% | 48% |
| Designates academic service-learning courses in the course guide | 45% | 42% |
| Records service on student transcripts | 25% | 26% |
| Gives extra credit for co-curricular community engagement | 39% | 49% |
| Requires service for graduation | 15% | 9% |
| Gives awards to students for service | 80% | 78% |
| Offers mini-grants to students for service-related initiatives | 38% | 33% |
| Provides funding (e.g., scholarships, grants, fellowships, education awards, etc.) for curricular and/or co-curricular community engagement | 66% | 60% |
| Hosts and/or funds public dialogues on current issues | 76% | 74% |
| Provides physical space/communication mechanisms for peaceful student protest | 62% | 62% |
| Provides space for student political organizations on campus | 71% | 69% |
| Other | 9% | 10% |

| Average federal work study funds dedicated to community service | National | All Public |
|--|-----------------|-------------------|
| Average | 15% | 15% |

| Institution matches the Segal AmeriCorps Education Award | National | All Public |
|---|-----------------|-------------------|
| Yes | 11% | 10% |
| No | 89% | 90% |

| Community service, academic service-learning and/or civic engagement programs offered | National | All Public |
|--|-----------------|-------------------|
| One-day service projects | 83% | 77% |
| Nonprofit internships/practicum | 44% | 43% |
| Discipline-based service-learning courses | 78% | 76% |
| Service clubs | 61% | 54% |
| Alternative service breaks | 76% | 69% |
| International service opportunities | 71% | 65% |
| First-year experience service opportunities | 67% | 61% |
| Residence hall-based service | 91% | 88% |
| Government internships | 56% | 56% |
| Freshman year orientation to service | 46% | 33% |
| Fraternities/Sororities | 85% | 86% |
| Capstone service courses | 57% | 62% |
| Alumni service projects | 45% | 33% |
| Learning communities concerning service and engagement | 34% | 32% |
| Summer service programs | 58% | 63% |
| Graduate school service | 32% | 32% |

| Ways the institution builds faculty capacity for engaged and public scholarship | National | All Public |
|--|-----------------|-------------------|
| Encourages and supports faculty/staff financially to attend and present at conferences focused on community engagement | 74% | 72% |
| Provides faculty development workshops/fellowships | 73% | 72% |
| Provide faculty with grants to support public scholarship and/or community-based research | 55% | 51% |
| Gives awards for faculty engaged and public scholarship | 48% | 50% |
| Allows sabbaticals for community-based research, scholarship, and program development | 46% | 43% |
| Other | 9% | 9% |

| Do search and recruitment policies encourage the hiring of faculty with expertise in and commitment to community engagement? | National | All Public |
|---|-----------------|-------------------|
| Yes | 41% | 40% |
| No | 59% | 60% |

| Ways the institution builds faculty capacity for engaged teaching | National | All Public |
|---|-----------------|-------------------|
| Provides faculty development workshops | 76% | 77% |
| Provides materials to assist faculty in reflection and assessment | 72% | 70% |
| Provides curriculum models and sample syllabi | 71% | 69% |
| Encourages and supports faculty financially to attend and present at service-learning conferences | 68% | 67% |
| Gives awards for faculty | 50% | 54% |
| Provides faculty with grants to support curriculum redesign | 52% | 49% |
| Provides community-based learning and community orientation during faculty orientation | 38% | 37% |
| Allows sabbaticals for service-learning research, scholarship and program development | 41% | 40% |
| Provides support through faculty fellowships | 34% | 33% |

Campus-Community Partnerships

| Community partner involvement in student learning and engagement activities | National | All Public |
|---|-----------------|-------------------|
| Come into classes as speakers | 93% | 93% |
| Provide feedback on the development/maintenance of community service/volunteering/community engagement programs | 80% | 78% |
| Provide reflection on site in community setting | 73% | 70% |
| Act as uncompensated co-instructors | 41% | 42% |
| Participate in the design and delivery of community-based courses | 38% | 36% |
| Serve on campus committees that determine learning goals and/or engagement activities | 37% | 43% |
| Assist in creating syllabi and/or designing courses | 27% | 28% |
| Act as compensated co-instructors | 22% | 18% |
| Other | 5% | 4% |

| Community partner organization types | National | All Public |
|---|-----------------|-------------------|
| Non-profit/community-based organizations | 98% | 96% |
| K-12 schools | 96% | 96% |
| Faith-based organizations | 78% | 71% |
| Government | 75% | 78% |
| International community or organization | 67% | 63% |
| Other higher education institutions | 63% | 64% |
| For-profit businesses | 65% | 66% |
| Other | 4% | 6% |

| Institution engagement with alumni in community service or civic engagement activities | National | All Public |
|---|-----------------|-------------------|
| Invites alumni to serve as speakers or mentors to current students | 73% | 77% |
| Recognizes alumni for service in publications | 64% | 65% |
| Communicates service opportunities to alumni | 56% | 55% |
| Cultivates alumni donors to support service activities | 49% | 45% |
| Gives awards to alumni for service | 44% | 44% |
| Coordinates day of service or service weekend activities for alumni | 40% | 37% |
| Other | 6% | 8% |

| Programs offered to alumni entering public service careers | National | All Public |
|---|-----------------|-------------------|
| Informational program on public service careers | 45% | 33% |
| Network of alumni in public service careers | 38% | 22% |
| Student loan deferment | 8% | 6% |
| Student loan forgiveness | 8% | 6% |
| Other | 10% | 11% |

Assessment

| | National | | All Public | |
|--|-----------------|-----------|-------------------|-----------|
| | Yes | No | Yes | No |
| The institution has defined the characteristics of high quality partnerships | 27% | 73% | 26% | 74% |
| There's a process in place for determining that partnerships are of high quality | 64% | 36% | 63% | 37% |

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 | All Public |
|--|-----------------|-------------------|
| Yes, the institution has mechanisms | 9% | 10% |
| Units within the institution have mechanisms | 39% | 36% |
| Both the institution and units have mechanisms | 15% | 19% |
| Neither the institution nor units have mechanisms | 37% | 36% |

| The institution or its units (departments or schools) have mechanisms for systematic assessment of the impact on the community of community engagement efforts | National | All Public |
|---|-----------------|-------------------|
| Yes, the institution has mechanisms | 7% | 6% |
| Units within the institution have mechanisms | 37% | 37% |
| Both the institution and units have mechanisms | 9% | 9% |
| Neither the institution nor units have mechanisms | 48% | 48% |

| The institution or its units (departments or schools) have mechanisms for systematic assessment of the impact on student learning of community engagement efforts | National | All Public |
|--|-----------------|-------------------|
| Yes, the institution has mechanisms | 11% | 13% |
| Units within the institution have mechanisms | 43% | 41% |
| Both the institution and units have mechanisms | 18% | 17% |
| Neither the institution nor units have mechanisms | 29% | 30% |

Survey Information

| How the institution will use the information gathered | National | All Public |
|---|-----------------|-------------------|
| Share with relevant contacts on campus | 84% | 87% |
| Use to inform strategic planning for community engagement office | 71% | 70% |
| Share with the president or chancellor | 61% | 65% |
| Use to complete the application for President's Higher Education Community Service Honor Roll | 65% | 58% |
| Use to inform strategic planning for the institution | 55% | 58% |
| Share with relevant contacts in the community | 39% | 42% |
| Use to complete the application for the elective Carnegie Community Engagement Classification | 33% | 33% |
| Use to inform accreditation | 30% | 26% |
| Share with current and/or prospective donors | 24% | 21% |
| Share with prospective students | 24% | 21% |
| Share with alumni | 24% | 20% |
| Share with institutional governing board | 22% | 22% |



Campus Compact
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