REVITALIZING OUR DEMOCRACY: BUILDING ON OUR ASSETS

2016 Summary of Research/Comprehensive Institutions

Campus Compact

Service Statistics:
Campus Compact Annual Survey
Summary Results for Affinity Group
Research Institutions

Campus Compact conducted an online member survey for nine weeks beginning in October 2016 to gather information on students' community engagement, community-based learning, alumni, and community-campus partnerships. Community engagement professionals at member colleges and universities were asked to coordinate a single institutional response with the most complete and accurate data possible.

Changes to the 2016 Survey
Campus Compact works each year to capture the most accurate data, in the most efficient and inclusive ways possible. This year that led to:
- returning to the practice of alternating questions annually, focusing this year on information on students' community engagement, community-based learning, alumni, and community-campus partnerships.
- utilizing the Qualtrics survey platform and instituting a new process to solicit one institutional response from the individual with the most comprehensive understanding of community engagement who would seek input from other relevant stakeholders.
- populating institutional characteristics from the Integrated Postsecondary Education Data System (IPEDS).

This report contains a summary of the findings for research institution Campus Compact members placed next to the national data. Percentages for the affinity group and national comparisons are rounded up to the nearest whole number. The sample size for national analyses is 396, unless otherwise indicated. If you choose to compare this data with the related Affinity Group data collected in previous years, be aware there have been adjustments in the survey and the institutions that respond each year may be different so not all data points are analogous across academic years.

Additional information about the methodology can be found in the Annual Survey Executive Summary which will be available on the Campus Compact website.

Table 1. Response rates			
	Number of Campus Compact members contacted	**Number of survey respondents**	**Response rate**
National 2016	1,002	396	40%
All Research 2016	N/C*	102	26%

*Not counted

INSTITUTIONAL CHARACTERISTICS

Table 2. Institutional characteristics: Sector of Institution**				
	Private four-year	**Public four-year**	**Private two-year**	**Public two-year**
National 2016 *(n = 390)*	49%	36%	0	13%
All Research 2016 *(n = 102)*	43%	57%	0	0

**Institutional Characteristics pulled from IPEDS

Table 3. Institutional characteristics: Enrollment profile**		
	National 2016 *(n = 390)*	**All Research 2016** *(n = 102)*
Total FTE Undergraduate Enrollment	2,340,279	1,297,594
Average FTE Undergraduate Enrollment	6,001	12,722
Total FTE Graduate Enrollment	437,069	357,262
Average FTE Graduate Enrollment	1,121	3,503
Total FTE Enrollment	2,777,348	1,654,856
Total Average FTE Enrollment	7,121	16,224
Total FTE faculty	255,060	168,162
Average FTE Faculty	654	1,649

**Institutional Characteristics pulled from IPEDS

STUDENT COMMUNITY ENGAGEMENT

Table 4. How does the institution track student curricular and/or co-curricular community engagement?		
	National 2016	**All Research 2016**
Track only curricular engagement	10%	10%
Track only co-curricular engagement	6%	6%
Track both curricular and co-curricular engagement together	14%	12%
Track both curricular and co-curricular engagement, but separately	50%	51%
Do not track either curricular or co-curricular engagement	19%	22%

Table 5. Did your institution track the number of hours students spent completing co-curricular and/or curricular community engagement in 2015-2016?		
	National 2016	**All Research 2016**
Yes	66%	64%
No	34%	36%

COMMUNITY-BASED LEARNING

Table 6. Community-Based Learning Courses: Tracking		
	National 2016	All Research 2016
Institution has formally adopted a definition of community-based learning	63%	65%
Institution formally designates community-based learning courses	52%	60%
Institution tracks the number of community-based learning courses (either designated or undesignated) offered in 2015-2016	67%	71%
Institution tracks the number of faculty/staff who teach community-based learning courses	62%	63%

Table 7. Community-Based Learning Courses: By the Numbers***		
	National 2016	All Research 2016
Total # of community-based learning courses offered by all institutions	33,975	13,420
Average # of community-based learning courses offered per institution	83	117
Total # of faculty teaching a community-based learning course at all institutions	20,381	8,208
Average # of faculty teaching a community-based learning course per institution	51	76
Average % of FTE faculty	13%	9%

*** Institutions that indicated they do not track the number of faculty teaching a community-based learning course were asked to estimate. Data presented is based on both estimates and actual counts provided by respondents.

Table 8. Percent of institutions that track curricular and/or co-curricular student participation in any of the following areas		
(Check all that apply)	National 2016	All Research 2016
Activism	22%	28%
Advocacy	27%	32%
Fundraising	29%	33%
Philanthropy	27%	39%
Social entrepreneurship	19%	33%
None of the above	57%	45%

Table 9. Percent of institutions that track participation in courses that:		
(Check all that apply)	National 2016	All Research 2016
Focus on diversity	35%	41%
Build skills in deliberative discussion	16%	15%
Contribute to democratic participation	14%	13%
Involve simulations of democratic practices	10%	10%
None of the above	63%	59%

Table 10. Student outcomes for community engagement		
	National 2016	**All Research 2016**
Percent of institutions that identify specific student outcomes for community engagement	51%	54%
If student outcomes for community engagement were identified, in what areas do these fall?		
(Check all that apply)	**National 2016** *(n = 202)*	**All Research 2016** *(n = 55)*
Civic or democratic learning	77%	87%
Critical thinking	80%	78%
Engagement across differences	77%	86%
Global learning	64%	60%
Media literacy	21%	26%
Policy knowledge	28%	36%
Social justice orientation	62%	71%
Other	23%	33%
If student outcomes for community engagement were identified, are there specific courses designated as contributing to these learning outcomes?		
	National 2016 *(n = 202)*	**All Research 2016** *(n = 55)*
Yes, percent of institutions that identify specific courses	62%	66%

ALUMNI

Table 11. Alumni: Tracking		
	National 2016	**All Research 2016**
Percent of institutions that track the number of graduates entering **public service** careers	31%	35%
Percent of institutions that track the number of graduates entering **national service** programs	34%	46%

Table 12. Which of these resources are offered by your institution to alumni entering public service careers?		
(Check all that apply)	National 2016	All Research 2016
Informational program on public service careers	51%	66%
Network of alumni in public service careers	35%	43%
Student loan deferment	11%	15%
Student loan forgiveness	10%	12%
Other	9%	12%
None of the above	39%	23%

Table 13. How does the institution engage alumni in community engagement activities?		
(Check all that apply)	National 2016	All Research 2016
Communicates service opportunities to alumni	57%	72%
Coordinates day of service or service weekend activities for alumni	41%	57%
Cultivates alumni donors to support service activities	49%	57%
Gives awards to alumni for service	50%	52%
Invites alumni to serve as speakers or mentors to current students	73%	80%
Recognizes alumni for service in publications	60%	71%
Other	9%	6%
None of the above	13%	6%

COMMUNITY-CAMPUS PARTNERSHIPS

Table 14. In which ways are community partners involved in student learning and engagement activities?		
(Check all that apply)	National 2016	All Research 2016
Act as compensated co-instructors	27%	45%
Act as uncompensated co-instructors	38%	57%
Assist in creating syllabi and/or designing courses	33%	47%
Come into classes as speakers	94%	97%
Participate in the design and delivery of community-based courses	48%	68%
Provide feedback on the development/maintenance of community service/volunteering/community engagement programs	83%	92%
Provide reflection on site in community setting	68%	79%
Serve on campus committees that determine learning goals and/or engagement activities	47%	61%
Other	8%	8%
Community partners are not currently involved in student learning and engagement activities	3%	2%

Table 15. Types of organizations involved in community partnerships		
(Check all that apply)	National 2016	All Research 2016
Faith-based organizations	82%	93%
For-profit business(es)	67%	81%
Government	77%	94%
International community or organization	70%	88%
K-12 schools	95%	97%
Non-profit/community-based organization(s)	99%	100%
Other higher education institution(s)	59%	70%
Other	4%	5%
The institution does not currently have mutually beneficial, reciprocal community partnerships	1%	0

Table 16. Primary mission focus of community partners		
(Check all that apply)	**National 2016**	**All Research 2016**
Access and retention in higher education	63%	80%
Arts	68%	82%
Civil rights/human rights	63%	79%
College readiness in K-12 education	90%	93%
Conflict resolution	35%	55%
Criminal justice and legal representation	54%	72%
Disaster preparedness	38%	50%
Economic development	77%	86%
Environment/sustainability issues	82%	95%
Food Security	86%	94%
Housing/homelessness	82%	94%
Immigrant/migrant worker rights	54%	74%
Individual and community health	85%	96%
K-12 student civic learning	53%	78%
Poverty alleviation	77%	88%
Transportation	27%	42%
Voting	49%	62%
Other	7%	2%

SURVEY INFORMATION

Table 17. How will your institution use the information gathered for this survey?		
(Check all that apply)	National 2016	All Research 2016
Share with relevant contacts on campus	84%	81%
Share with the president or chancellor	64%	57%
Share with institutional governing board	24%	21%
Share with relevant contacts in the community	44%	41%
Share with current and/or prospective donors	29%	30%
Share with marketing and public relations	45%	43%
Share with prospective students	31%	24%
Share with alumni	27%	25%
Use to complete the application for the elective Carnegie Community Engagement Classification	39%	48%
Use to complete the application for President's Higher Education Community Service Honor Roll	58%	57%
Use to inform strategic planning for the institution	53%	51%
Use to inform strategic planning for community engagement office	65%	66%
Use to inform accreditation	28%	17%
Other	8%	7%
None of the above	5%	6%