



Campus Compact

Deepening the
roots of
civic engagement



Introduction

DECADES OF EFFORT YIELD FRUITFUL RESULTS

Campus Compact has supported the efforts of campuses to develop an engaged academy and promote the public purposes of higher education for more than 25 years. As demonstrated by the annual survey of Campus Compact's nearly 1,200 member colleges and universities, this effort continues to pay off: Each year more students on more campuses are engaging with their communities in ways that create strong partnerships and encourage growth and development. These experiences reinforce academic learning and encourage lifelong civic habits.

The 2011 annual survey shows a deepening of engagement work as campuses increasingly put in place measures such as including service and civic knowledge in strategic plans, providing resources and rewards for faculty involvement, increasing the community's voice in decision making, and considering service in admissions and scholarships.

These measures combine to create a culture of engagement that facilitates meaningful campus-community connections and reinforces higher education's role in preparing future leaders to tackle pressing issues. To ensure that this role is fulfilled, however, campuses need to focus not only on the extent of this work, but also on its effectiveness.

This year's survey has identified a major gap in campuses' ability to assess the impact of engaged work on the community and on student learning. Putting in place assessment measures will deepen the roots of engagement by allowing campuses to identify strengths and weaknesses in their current programs. Formal processes can ensure continuous improvement and bolster both internal and external support for this work.



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Tracking the numbers of civically engaged students—and the faculty and staff who support them—is a

great starting point for understanding campus activity. However, Campus Compact believes it is more important to know how this work is changing the fabric of institutions and of higher education.

Planting THE SEEDS

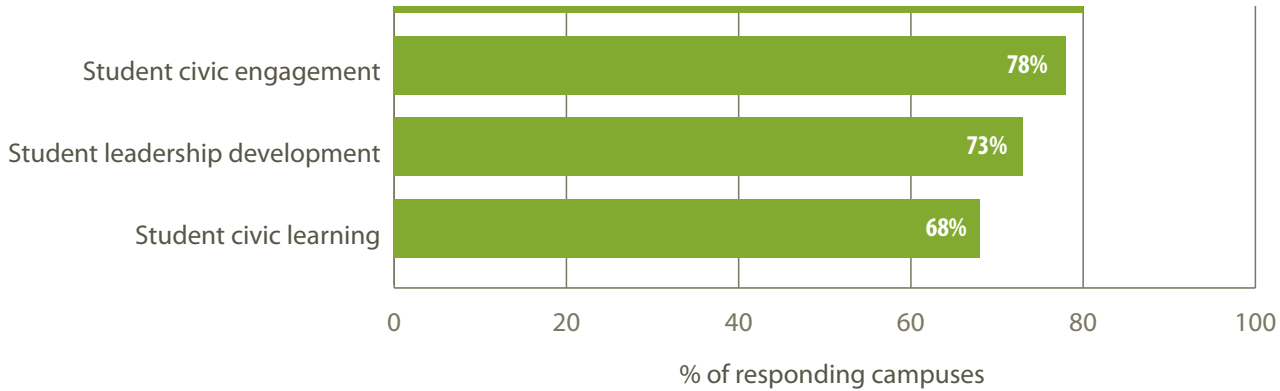


To view previous years' survey results, see <http://www.compact.org/about/statistics>.

Institutional commitment is essential for engaged work to take hold. A key measure of this commitment is the inclusion of community engagement in campus mission statements and strategic plans. In 2011, 91% of Campus Compact member schools indicated that their institution had a mission statement that included service, service-learning, or civic engagement; 90% noted that their strategic plan explicitly addressed these areas.

These figures represent a significant rise in institutional commitment over the past two years. In 2009, 87% of responding institutions included service or civic engagement in their mission and just 83% in their strategic plan. Particularly heartening is the increased recognition that a strong mission or purpose statement must be backed by an equally strong plan of action.

FIGURE 1: CIVIC LEARNING OUTCOMES ADDRESSED IN STRATEGIC PLANS, 2011



Among types of schools, faith-based (97%) and minority-serving (92%) institutions reported above average rates for missions that purposely drive the work of engagement. They also have strategic plans with a focus on service, civic engagement, and/or service-learning at 93% and 95%, respectively. These findings reflect the historic focus of these schools on linking leadership with community development, which has resulted in a pervasive culture of engagement.

Among general student learning outcomes addressed in strategic plans, civic knowledge and engagement were cited by 83% of responding campuses in 2011, second only to critical thinking (88%). The most commonly included learning outcomes that are specifically related to civic knowledge and skills are

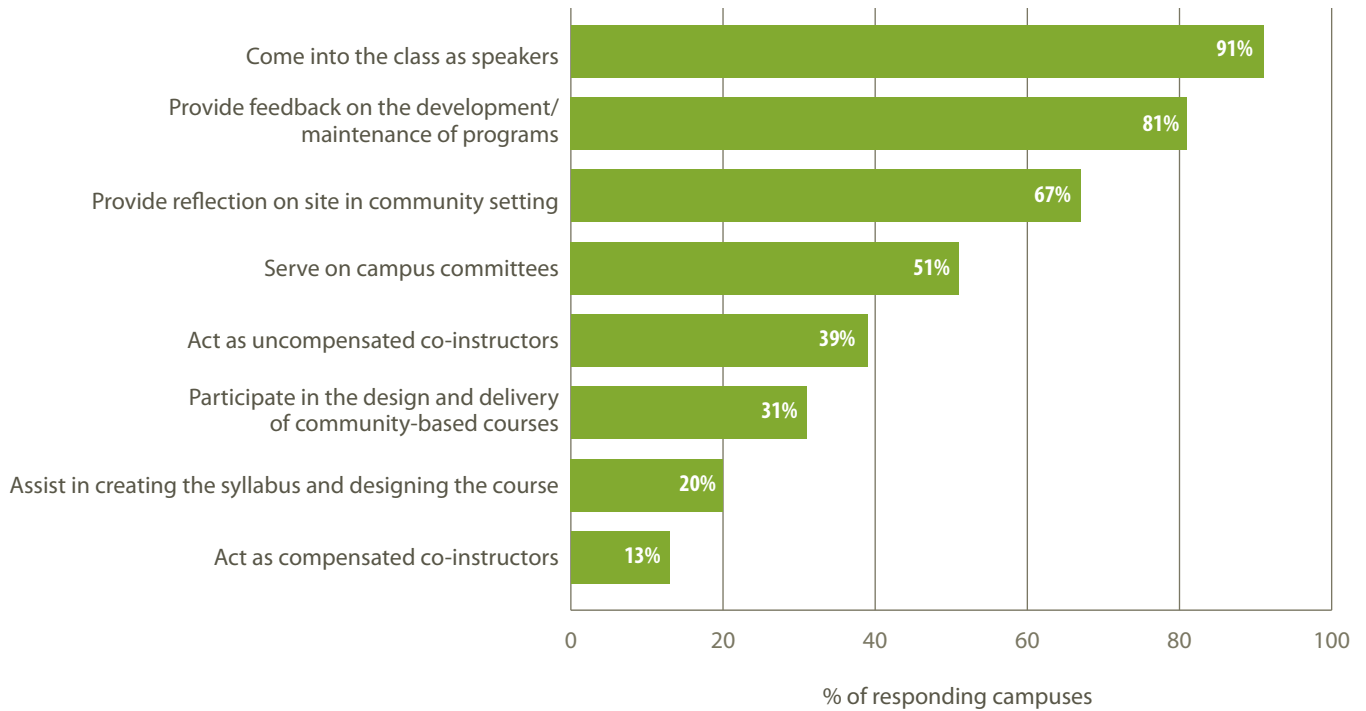


service to the community, education for global citizenship, student civic engagement, student leadership development, and student civic learning, all noted by more than two-thirds of respondents (Figure 1).

Another indicator of institutional commitment to engagement is the Carnegie Community Engagement Classification, which recognizes community engagement as demonstrated through curricular and partnership activities. Among campuses that responded to this question, 39%, or 277 institutions, had been selected for this classification—an astounding figure, given that only 311 institutions nationally have received the classification since it was instituted in 2006. The overlap between institutions that are Campus Compact members and those that have received the Community Engagement Classification confirms that Campus Compact institutions are at the forefront of engaged work.

For more on Campus Compact and the Carnegie Classification, see <http://www.compact.org/initiatives>.

FIGURE 2: COMMUNITY PARTNER INVOLVEMENT IN STUDENT LEARNING AND ENGAGEMENT, 2011



Fertile ground FOR GROWTH

A commitment to building deep, reciprocal, and sustainable community relationships is essential to strengthening engaged institutions. In 2011, members reported having an average of 125 community partnerships per campus. Nearly all members—98%—have at least one partnership with a community-based organization. Most also have partnerships with K-12 schools (95%), faith-based organizations (82%), and government agencies (69%).

Although these numbers are impressive, quality is more important than quantity when it comes to partnerships. Ensuring that com-

munity work is effective requires that partners have an equal voice, and that they help determine which projects are to be undertaken on their behalf. This year's survey looks beyond the numbers to gauge community involvement in campus decision making, which indicates both a willingness to build truly reciprocal relationships and a commitment to developing policies and practices that help prepare students to address actual community needs.

Campuses offer a variety of mechanisms for community members to have a voice in campus decision making. Most (78%) offer formal opportunities for community members to discuss concerns with the administration. Nearly three-quarters (74%) include community members on the Board of Trustees. Community members may also serve on committees overseeing academic (29%), hiring (26%), or budgetary (12%) matters.

 Many campuses involve community partners in guiding student learning.

In addition, most campuses involve community partners in at least some aspects of student learning (Figure 2). Involvement at the academic level is most often limited to serving as classroom speakers (reported by 91% of campuses) or as uncompensated co-instructors (39%), while more formal roles are uncommon.

We were pleased to find 81% of campuses report that community partners provide feedback on engagement programs. All community engagement programs benefit from feedback mechanisms to ensure that they are achieving their goals.

Preparing students for lives of active and effective civic participation also requires giving students themselves opportunities to take on leadership roles. Students most often lead campus engagement efforts by recruiting their peers (reported at 93% of campuses), but they also commonly act as liaisons to community sites (75%), serve on relevant

committees (74%), or assist (74%) or lead (58%) efforts in service, service-learning, or civic engagement offices.

On the academic front, students again are most active in recruiting, with 55% of schools reporting that students recruit faculty to participate in civic engagement activities. Many students also expand their roles beyond learners in service-learning courses, serving as guest speakers at 41% of responding campuses, as course assistants at 39%, and as co-instructors at 14%. Students help design service-learning courses and syllabi at 15% of campuses.

Providing mechanisms for student voice in other decision-making matters on campus promotes student civic learning and leadership. Students at nearly all schools (92%) have formal opportunities to discuss concerns with administrators, and the student government has



control over how finances are allocated at 75%. Students also have a presence on key committees, including academic (69%), hiring (58%), and budgetary committees (39%), as well as on the Board of Trustees (43%).

Branching OUT

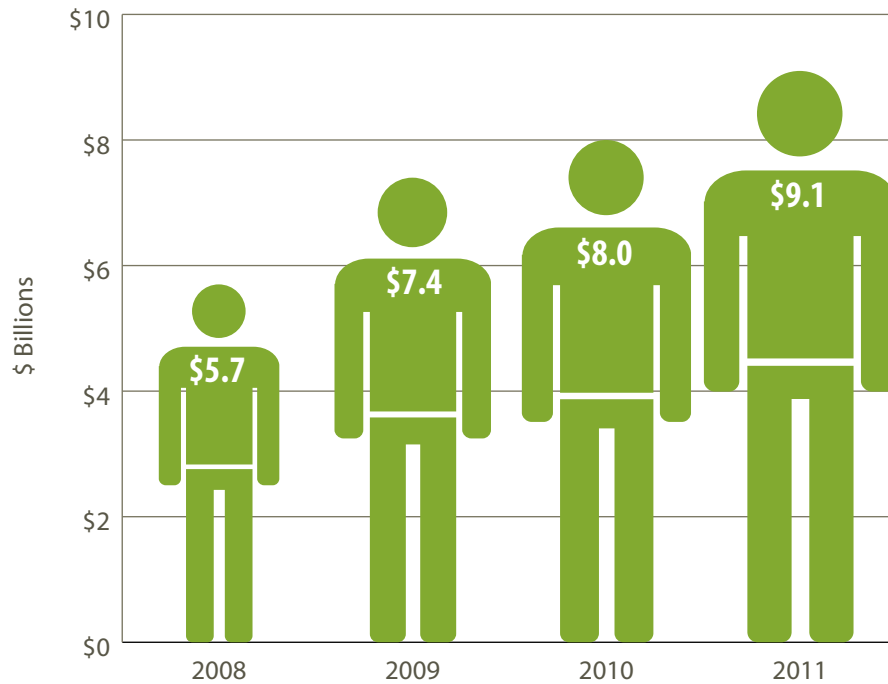
Campus Compact member institutions clearly view civic engagement as a priority. A key question is whether this commitment translates into greater opportunities for students to engage with their communities. In terms of quantity, the answer is

a resounding yes. In 2011, students at Campus Compact member schools served at record-high levels, even while corresponding figures for all college students declined. According to the federal Corporation for National and Community Service (CNCS),

average national volunteer rates among college students declined from a peak of 31% in 2004 to 26% in 2010.

At Campus Compact member schools, 37% of students were engaged in service, service-learning, or civic engagement activities during the 2010–

FIGURE 3: VALUE OF STUDENT SERVICE AT CAMPUS COMPACT MEMBER INSTITUTIONS, 2008–2011 (\$ BILLIONS)



2011 academic year, contributing an estimated \$9.1 billion¹ in service to their communities (Figure 3).

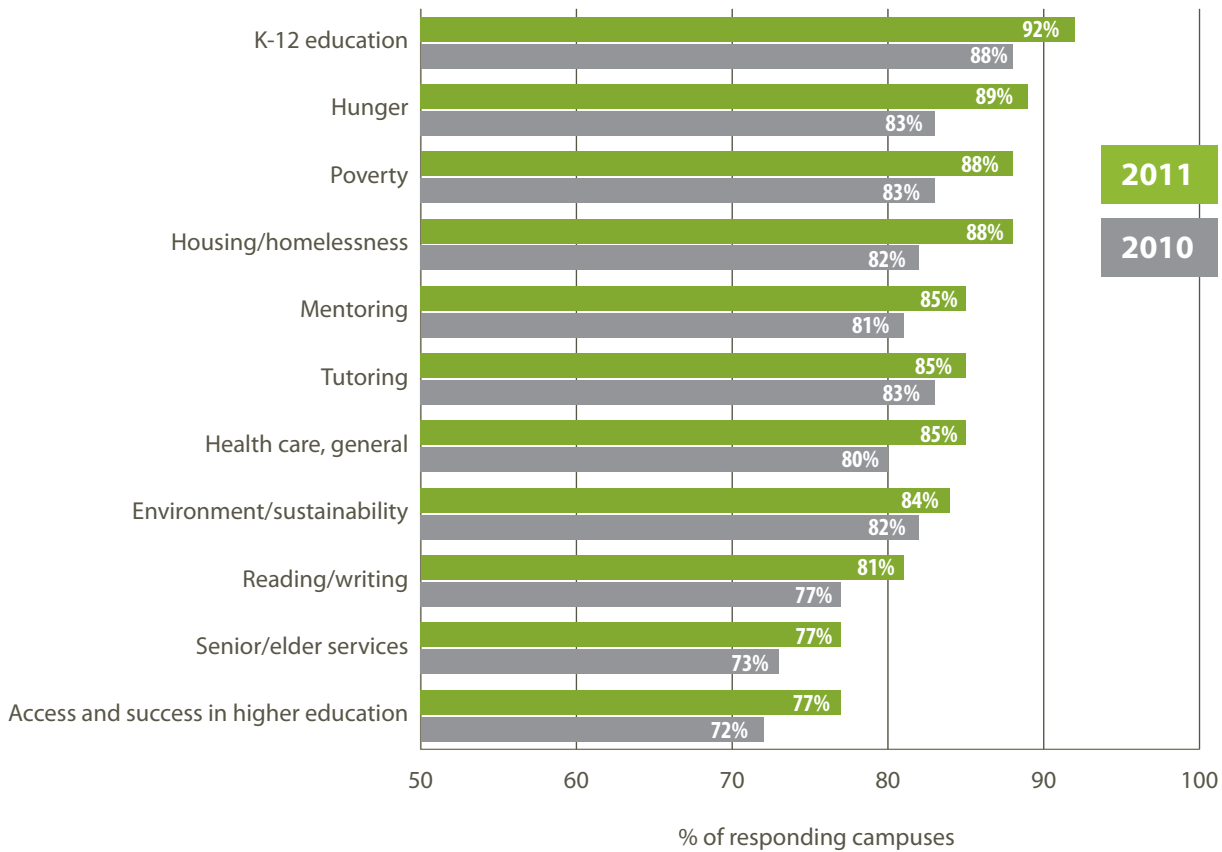
Compared with the prior year, more schools are addressing virtually all areas of need (Figure 4). The most broadly targeted area is K-12 education, addressed by 92% of responding campuses. In addition, 2011 saw a renewed focus on areas affected by the ongoing recession, including hunger (addressed by 89% of responding schools), poverty (88%), housing/homelessness (88%), and health care (85%). Campuses are also placing a greater emphasis on expanding college access (77%, up from 72% in 2010). That emphasis was echoed and supported at Campus Compact’s 2010 Presidents’ Leadership Summit, where the focus was on connecting civic engagement to college access and success.

¹Based on a 32-week academic year, reported average service times of 3.62 hours/week, and Independent Sector’s 2010 value of volunteer time of \$21.36/hour.

Types of engagement programs range from one-day service projects to internships, capstone courses, and international service and service-learning opportunities. The prevalence of one-day projects, offered by 91% of campuses, is encouraging, especially if these serve as stepping stones to more deeply embedded commitments to civic engagement. Nonprofit internships/practica are the next most common programs, cited by 80% of respondents. Alternative service breaks are offered by 73% of campuses, up from 67% in 2009.

Service-learning, already offered by the vast majority of member campuses, continues to gain acceptance, with 94% of respondents offering these courses in 2011. This figure has risen slightly in recent years, from 92% in 2009 and 93% in 2010. The average number of service-learning courses per campus has climbed more quickly, reaching 69 in 2011—

FIGURE 4: TOP ISSUES ADDRESSED THROUGH CAMPUS PROGRAMS, 2010 AND 2011

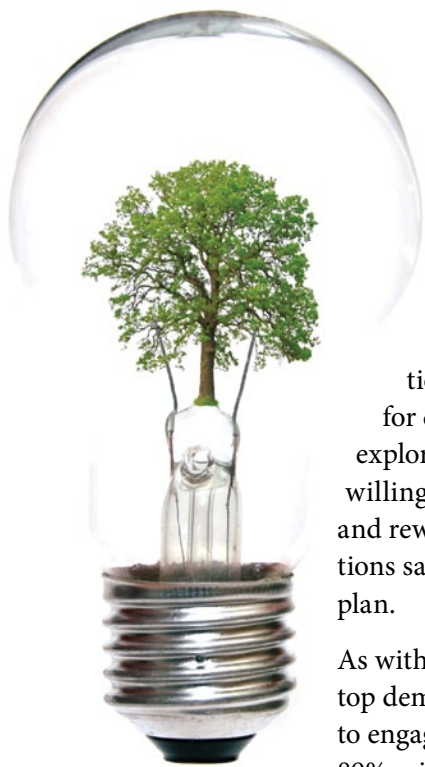


up from 55 in 2009 and 64 in 2010. This increase comes despite a very steady 6–7% of faculty per campus teaching these courses, indicating a small number of faculty members consistently taking on an increased service-learning course load. This trend indicates a need for stronger faculty support measures to ensure broader adoption of service-learning, as well as for greater value put on service-learning in the merit, tenure, and promotion process throughout the academy.

Not surprisingly, the campuses that stand outside of this trend are the same as those that show stronger-than-average support for civic engagement in their institutional mission and strategic plan. Among both Tribal schools and HBCUs, 15% of faculty members teach at least one service-learning course, more than twice the national average. Faculty at faith-based schools are close behind at 13%. Only 3% of faculty teach service-learning courses at community

colleges, which is indicative of the challenges these institutions continue to face regarding funding, faculty development, and changing student demographics. Other types of schools show average or near-average rates.

 Campuses are placing a greater emphasis on expanding college access through civic and community engagement.



Support STRUCTURES

Support for campus engagement efforts can take many forms, from presidential involvement to allocation of staff and funding to incentives for community work. This year’s survey explored areas that demonstrate campuses’ willingness to provide meaningful resources and rewards for doing the work that institutions say they promote through their strategic plan.

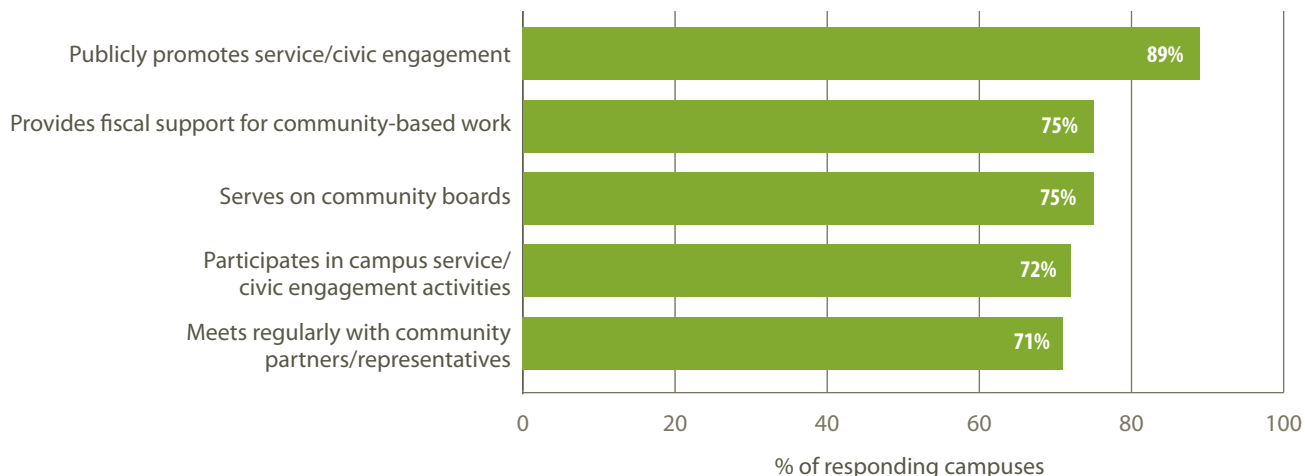
As with any campus work, support from the top demonstrates the strength of commitment to engagement. Among survey respondents, 89% said that their president publicly supports civic engagement, up from 86% in 2009 (the last time this question was asked). In addition, 75% said the president provides fiscal support for community-based work, up from 72% in 2009 (Figure 5). Presidents at 43% of campuses write publicly about service or civic engagement.

Support measures that help build a culture of engagement include those that encourage and reward community work. Figure 6 shows comparison figures for a range of these measures

for 2011 and 2010. Among responding campuses in 2011, 29% said they consider service formally in the admissions process, up from 24% in 2010; 70% consider service in awarding scholarships, a major increase over 2010’s figure of 63%. These measures both ensure an engaged student body and signal to students, prospective students, faculty, alumni, and the public that the institution is committed to this work. Among institutional types, faith-based schools are the most likely to consider service in admissions (46%), while Tribal schools are most likely to consider service in awarding scholarships (80%).

Academic support is another important measure of commitment. More than half of campuses surveyed (55%) require academic service-learning as part of the core curriculum in at least one major, up from 51% in 2010. Types of campuses most likely to do so include faith-based colleges and universities (61%) as well as business, professional, and Tribal schools (all 60%). Notably, more than a third of schools within every institutional type has this requirement—another indication that service-

FIGURE 5: TOP 5 AREAS OF PRESIDENTIAL INVOLVEMENT IN CIVIC ENGAGEMENT, 2011



learning is continuing to gain acceptance as a valuable pedagogy.

The only area of academic support that declined in the past year is among campuses that offer a service/civic engagement major or minor, which dipped slightly from 14% in 2010 to 13% in 2011. The longer-term trend is upward, however, with 2009's figure at 10% and 2007's figure at just 6%. Land-grant institutions stand out from the pack on this measure, with 27% offering a related major or

engage in community work. A well-trained and adequately staffed administrative team is essential. According to this year's survey, an average of 27 staff members per campus bolster student service or civic engagement activities, while an average of 11 staff members per campus work with service-learning. Increasing staff support is especially important to ensure broader adoption of service-learning. Making sure that staff, administrators, and faculty have resources available to be able to provide quality learning experiences is key.

Financial support includes direct funding for service and civic engagement activities (reported by 64% of all responding campuses, up from 61% in 2010) and student grants for service initiatives (39%, up from 34%). Professional and business schools are among the leaders in these categories. Among professional schools, 73% offer funding for student engagement and 47% offer mini-grants; business schools follow closely at 72% and 46%, respectively. Research/comprehensive universities (71% and 54%) and land-grant schools (67% and 46%) also report above-average numbers on these measures.

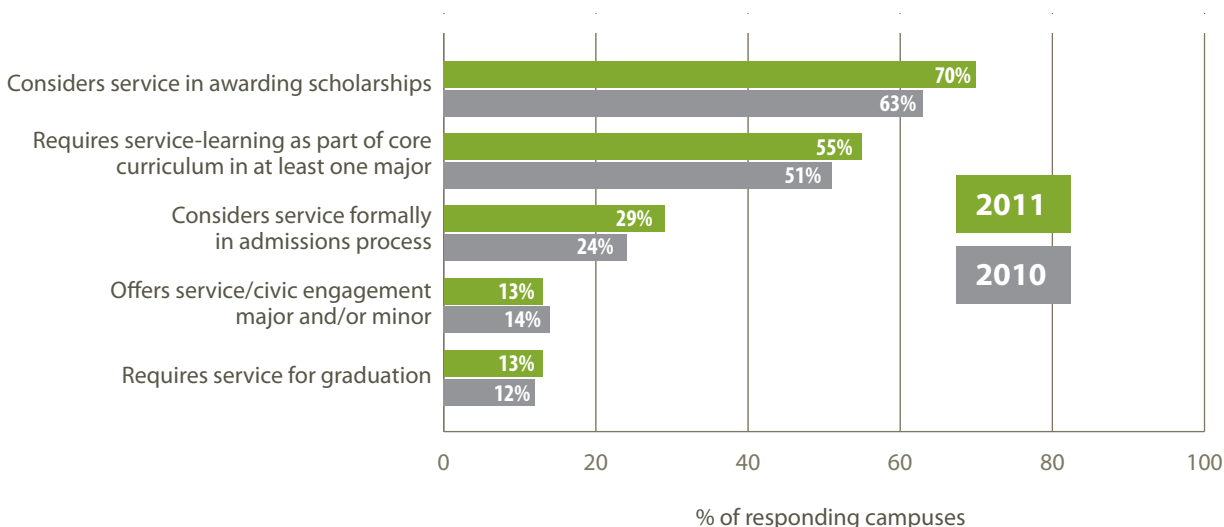
Community work by faculty and staff can be another indicator of institutional support. See more data at <http://www.compact.org/about/statistics>.

A well-trained and adequately staffed support team is essential.

minor, more than twice the national average. Research/comprehensive universities were next at 20%, followed by business schools (19%) and professional schools (18%).

Institutional support for engagement can also take a variety of other forms, including staffing, financial support, and opportunities to

FIGURE 6: KEY MEASURES OF INSTITUTIONAL SUPPORT FOR ENGAGEMENT, 2010 AND 2011



Promoting SUSTAINABILITY

This year's survey introduced several new questions aimed at gauging institutional capacity for assessing engagement activities and their impact. Just as campuses track factors such as graduation rates and faculty performance to understand whether they are meeting their goals, it is important to track engagement activities. Assessment is the most powerful mechanism available for ensuring quality, boosting impact, and communicating the value of this work.

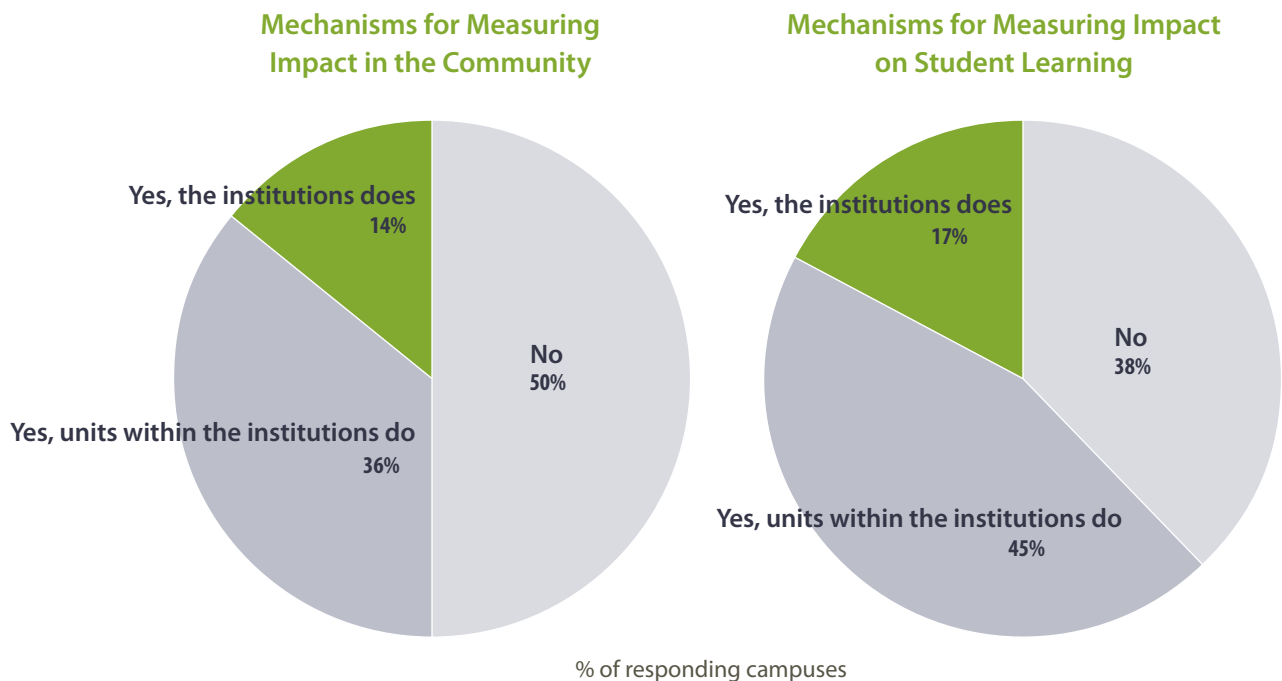
Nonetheless, relatively few campuses track activity in a systematic way, and even fewer have mechanisms in place for assessing impact. Only 32% of responding campuses track engagement activity campus-wide, while specific campus units track activity at another 55%. On 13% of campuses, there is no mechanism in place to track engagement efforts at all. If campuses do not have a firm grasp of what they are accomplishing in the community, they

are failing to capitalize on a huge opportunity to highlight not only the value their own work, but also the role of higher education as an agent of positive change.

Tracking the impact of engagement work is as important as tracking the work itself. Survey results show that half of Campus Compact member campuses do not yet have mechanisms in place for systematic assessment of community impact (Figure 7). Only a small portion of those that track impact do so across the institution. The figures for tracking impact on student learning are only slightly better, with more than a third of institutions not tracking this measure at all, and just 17% tracking it institution-wide.

Campus Compact member institutions are uniquely positioned to monitor and improve engagement activities. The stakes are high, since the benefits of more effective engagement

FIGURE 7: DOES THE INSTITUTION HAVE MECHANISMS IN PLACE FOR SYSTEMATICALLY ASSESSING THE IMPACT OF ENGAGEMENT?





Assessment is a powerful mechanism for ensuring quality, boosting impact, and communicating value.

include immediate and long-term learning advances for students, as well as social gains such as lower dropout rates, reduced poverty, and the economic revitalization of our communities.

The majority of colleges and universities that are recording engagement and its impact are doing so in pockets across their campuses. To ensure that the roots of engagement take firm hold, we encourage colleges and universities to focus on measuring the effectiveness of this work institution-wide. Doing so will help campuses identify strengths in their current programs and put in place processes for continuous improvement. The result will be a positive message on the value of this work

Conclusion

REACHING DEEPER

We celebrate the continued work that our members are doing to expand and deepen engagement. This year’s survey demonstrates that campuses are increasingly committed to establishing and fulfilling a mission of civic engagement that benefits communities while educating students for social responsibility.

We urge campuses to take the next step by thinking systematically (and systemically)

that can be communicated widely to students, faculty, staff, alumni, community members, funders, and legislators, as well as to the public at large.

At Campus Compact, we applaud and support the work being done to advance comprehensive assessment by the Carnegie Foundation through its elective classification for community engagement. We also value recognition programs such as The President’s Higher Education Community Service Honor Roll, sponsored by the Corporation for National & Community Service. These programs shine a light on institutions that are devoting significant resources to civic engagement, and whose efforts are bearing fruit.

Campus Compact is dedicated to supporting its members with technical assistance, programs, and materials that will help them deepen their engaged work. For more information about the Carnegie classification, recognition opportunities, and available resources, visit www.compact.org.



“Assessing the impact of civic engagement throughout an institution may feel daunting, given the magnitude of the task. We hope that the results of this annual survey reinforce the commitment to rigorous reflection and encourage continued steps toward comprehensive analysis of campus civic engagement efforts.”

— MAUREEN F. CURLEY
PRESIDENT
CAMPUS COMPACT

ABOUT CAMPUS COMPACT

Campus Compact is a national coalition of nearly 1,200 college and university presidents—representing more than 6 million students—who are committed to fulfilling the civic purposes of higher education. As the only national higher education association dedicated solely to campus-based civic engagement, Campus Compact promotes public and community service that develops students' citizenship skills, helps campuses forge effective community partnerships, and provides resources and training for faculty seeking to integrate civic and community-based learning into their curricula.

Campus Compact comprises a national office based in Boston, MA, and 34 state affiliates in CA, CO, CT, FL, HI, IA, IL, IN, KS, KY, MA, ME, MD, MI, MN, MO, MT, NE, NC, NH, NJ, NY, OH, OK, OR, PA, RI, SC, TN, UT, VT, WA, WI, and WV.

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For past years' survey results, visit www.compact.org/about/statistics.

ABOUT THIS SURVEY

The findings in this report reflect responses to Campus Compact's online membership survey, conducted in the fall of 2011 to gauge civic engagement activity and support during the 2010–2011 academic year.

Of the 1,185 members surveyed, 716 responded, for a response rate of 60%. Of responding campuses, 47% were private four-year institutions, 34% were public four-year institutions, 18% were public two-year institutions, and 1% were private two-year institutions.



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