

2009 Annual Membership Survey

Welcome and Respondent Information

Welcome! This survey seeks to capture data for the 2008-2009 academic year. Only one survey should be completed for each Campus Compact member higher education institution. The last day to submit information on behalf of your institution is Friday, December 4, 2009.

We are relying on your feedback to calculate student and faculty involvement in community service, service-learning and civic engagement activities; to understand institutional support/culture, community-campus partnerships, and assessment; and to gauge satisfaction with Campus Compact programs and services.

This survey will take approximately 20 minutes to complete if you have prepared in advance to answer the questions. We encourage you to view and/or print a blank copy of the entire survey before starting it online. To do so, return to the Campus Compact website to download the PDF version. Please note: you must submit your survey responses online.

Your responses will be saved on each page of the survey as you advance to the next. If you have enabled cookies on your computer, you may return to the survey web link at any time to change/add responses before submitting your completed survey. (To learn more about enabling cookies on your computer, visit <http://www.surveymonkey.com/helpcenter/Answer.aspx?HelpID=141&q=cookies>.) Once you select the submit button on the last page of the survey, you will not be able to edit or return. Please make sure that you have completed all survey questions with the best available data before selecting the submit button.

If you have any questions about the survey, please contact Kristen Farrell at kfarrell@compact.org.

- ★ 1. Please provide your most current contact information. Use full names; do not abbreviate. Campus Compact will not share your contact information with any third parties.

Name	<input type="text"/>
Title	<input type="text"/>
Institution	<input type="text"/>
Street Address	<input type="text"/>
City	<input type="text"/>
State	<input type="text"/>
Zip Code	<input type="text"/>
Email Address	<input type="text"/>

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Institutional Information

1. Which best characterizes your college or university?

- Public two-year
- Private two-year
- Public four-year
- Private four-year

2. What other characteristics apply to your college or university? (Check all that apply.)

- Business
- Community College
- Commuter
- Faith-Based/Religiously Affiliated
- Historically Black College/University
- Land Grant
- Liberal Arts
- Minority-Serving
- Professional
- Research/Comprehensive
- Residential
- Technical
- Tribal

3. 2008-2009 full-time equivalent (FTE) undergraduate enrollment:

4. 2008-2009 full-time equivalent (FTE) graduate enrollment:

5. 2008-2009 full-time equivalent (FTE) faculty:

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* 6. Does your institution track student participation in community service/civic engagement activities separately from or together with student participation in service-learning, or neither? (Mark only one.)

a) Separately

b) Together

c) We do not track either

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Track Separately

1. During the 2008-2009 academic year, how many students were involved in:

Community service/civic engagement activities?

Academic service-learning?

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Track Together

1. During the 2008-2009 academic year, how many students were involved in community service, service-learning and civic engagement activities?

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Do Not Track Either

1. In your best estimate, how many students were involved in community service, service-learning and civic engagement activities during the 2008-2009 academic year?

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Hours

1. On average, how many hours per week did each student participate in community service, service-learning and civic engagement activities during the 2008-2009 academic year?

(Note: If you have tracked the total hours served, it will be necessary to calculate the average by dividing the total hours served by the total number of students serving, and then dividing by the number of weeks in your academic calendar - usually 32 weeks.)

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Community Service/Service-Learning/Civic Engagement

1. How many academic service-learning courses did your institution offer in the 2008-2009 academic year?

2. How many faculty taught an academic service-learning course in the 2008-2009 academic year?

3. How many staff supported community service, academic service-learning and/or civic engagement during the 2008-2009 academic year?

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4. Which of the following issue areas are addressed by community service, service-learning and/or civic engagement projects? (Check all that apply.)

- Access and success in higher education
- Agriculture/nutrition
- Animal welfare
- Civil rights/human rights
- Conflict resolution
- Crime/criminal justice
- Disability issues
- Disaster preparedness
- Economic development
- Environment/sustainability issues
- Global citizenship
- Health care, general
- HIV/AIDS
- Housing/homelessness
- Hunger
- Immigrants/migrant worker rights
- International issues
- K-12 education
- Legal aid
- Mental health
- Mentoring
- Multiculturalism/diversity
- Parenting/child
- Poverty
- Public arts/theater
- Reading/writing
- Senior/elder services
- Sexual assault
- Substance abuse

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Tax form preparation

Technology

Transportation

Tutoring

Voting

Women's issues

Other (please specify):

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Institutional Support/Culture

1. Does your institution have a mission or purpose statement that drives policies supporting community service, academic service-learning and/or civic engagement? (OR that drives policies supporting the civic learning of students?)

Yes

No

2. Is service/civic engagement explicitly stated in your institution's strategic plan?

Yes

No

3. Which of the following student outcomes are addressed in your institution's strategic plan? (Check all that apply.)

- Student leadership development
- Student civic learning
- Education for global citizenship
- Student civic engagement
- Service to the community (local, national, global)
- Advocates of social issues
- Careers for the public good

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4. As part of the Association of American Colleges and University's Liberal Education and America's Promise (LEAP) initiative, the Valid Assessment of Learning in Undergraduate Education (VALUE) project focuses the national conversation about student learning on a set of essential learning outcomes that faculty, employers, and community leaders say are critical for personal, social, career, and professional success in this century and this global environment. Which of the essential learning outcomes addressed in the project can be found in your institution's strategic plan? (Check all that apply.)

- 1. Inquiry and analysis
- 2. Critical thinking
- 3. Creative thinking
- 4. Written communication
- 5. Oral communication
- 6. Quantitative literacy
- 7. Information literacy
- 8. Teamwork
- 9. Problem solving
- 10. Civic knowledge and engagement—local and global
- 11. Intercultural knowledge and competence
- 12. Ethical reasoning
- 13. Foundations and skills for lifelong learning
- 14. Integrative learning

5. In what ways do students have a presence and voice in decision-making matters on your campus?

- Student(s) sit on academic committees
- Student(s) sit on budgetary committees
- Student(s) sit on hiring committees
- Student(s) serve on the Board of Trustees
- Student(s) have formal opportunities to discuss concerns with administration (e.g., public forums, known office hours)
- Student government has autonomous control of funds/activity fees
- Other (please specify):

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6. In what ways do community members have a presence and voice in decision-making matters on your campus? (Check all that apply.)

- Community member(s) sit on academic committees
- Community member(s) sit on budgetary committees
- Community member(s) sit on hiring committees
- Community member(s) serve on the Board of Trustees
- Community member(s) have formal opportunities to discuss concerns with administration (e.g., public forums, publicly known office hours)
- Community member(s) are involved in developing program plans and/or grant proposals
- Other (please specify):

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Culture/Institutional Support

1. In what ways does your institution support faculty and staff in personally participating in service/volunteer activities? (Check all that apply.)

- Paid time off to participate in service activities
- On site service opportunities (e.g., blood drives, food drives, etc.)
- Public recognition for service
- Campus days of service to include staff and faculty
- Opportunities to serve with students on service projects
- Opportunities to serve with students as advisors to extracurricular service groups
- Other (please specify):

2. Describe your president's involvement in service/civic engagement activities. (Check all that apply.)

- Attends service/civic engagement conferences
- Hosts service/civic engagement conferences
- Participates in campus service/civic engagement activities
- Provides fiscal support for community-based work
- Solicits foundation or other support
- Publicly promotes service/civic engagement
- Writes publicly on service/civic engagement (e.g., op-eds, campus publications, national newspaper)
- Speaks to alumni and trustees on service/civic engagement
- Teaches service-learning course
- Serves on community boards
- Meets regularly with community partners/representatives
- Other (please specify):

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3. In what ways are students involved in leading community service, academic service-learning and/or civic engagement efforts on your campus? (Check all that apply.)

- Students assist in staffing the Community Service/Service-Learning/Civic Engagement office
- Students play a lead role in the direction of the Community Service/Service-Learning/Civic Engagement office
- Students recruit their peers
- Students recruit faculty
- Students act as liaisons to community sites
- Students act as course assistants at sites in the community
- Students act as course assistants in the classroom
- Students act as guest speakers in the classroom
- Students act as co-instructors
- Students help to design academic service-learning courses and create syllabi
- Students assist with reflection activities
- Students serve on campus service, service-learning, and/or civic engagement committees
- Other (please specify):

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4. In what ways does your institution foster or support student community service, academic service-learning and/or civic engagement? (Check all that apply.)

- Designates a period of time (e.g., day of service, service week, etc.) to highlight student civic engagement and/or service activities
- Manages liability associated with service placements
- Provides/coordinates transportation to and from community sites
- Considers service formally in admissions process
- Considers service in awarding scholarships
- Defines and identifies academic service-learning courses
- Requires academic service-learning as part of core curriculum in at least one major
- Offers community service/civic engagement major and/or minor
- Offers courses on volunteerism
- Offers courses on activism/advocacy
- Designates academic service-learning courses in the course guide
- Records service on student transcripts
- Gives extra credit for community service/civic engagement participation
- Requires service for graduation
- Gives awards to students for service
- Offers mini-grants to students for service-related initiatives
- Provides funding (e.g., scholarships, grants, fellowships, education awards, etc.) for student community service, academic service-learning and/or civic engagement efforts
- Hosts and/or funds public dialogues on current issues
- Provides physical space/communication mechanisms for peaceful student protest
- Provides space for student political organizations on campus
- Other (please specify):

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5. Which of the following community service, academic service-learning and/or civic engagement programs or programs does your institution offer? (Check all that apply.)

- Alternative breaks
- Alumni projects
- Capstone courses
- Discipline-based service-learning courses
- Freshman year orientation to service
- First-year experience service opportunities
- Learning communities concerning engagement and service
- Graduate school service
- Government internships
- International service opportunities
- Inter-campus service programs
- Nonprofit internships/practicum
- One day service projects
- Residence hall-based service
- Summer service programs

6. What percentage of federal work study funds are dedicated to community service positions?

7. Does your institution match the Segal AmeriCorps Education Award for students?

Yes

No

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Community - Campus Partnerships

1. In which ways are community partners involved in student learning and engagement activities? (Check all that apply.)

- Act as co-instructors (uncompensated)
- Act as co-instructors (compensated)
- Assist in creating the syllabus and designing the course
- Come into the class as speakers
- Provide reflection on site in community setting
- Provide feedback on the development/maintenance of community service programs
- Participate in the design and delivery of community-based courses
- Serve on campus committees

2. How many community partnerships does your institution have?

3. What types of organizations are these partnerships with? (Check all that apply.)

- Faith-based organization(s)
- For-profit business(es)
- Government
- K-12 school(s)
- Nonprofit/community-based organization(s)
- Other higher education institution(s)
- Other (please specify):

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Assessment

1. Does your institution, or units within your institution (departments or schools), have mechanisms to record engagement (service activities) in the community?

Yes, the institution does

Yes, units within the institution do

No

If yes, describe:

2. Does your institution, or units within your institution (departments or schools), have mechanisms for systematic assessment of community perceptions of the institution's engagement with community?

Yes, the institution does

Yes, units within the institution do

No

If yes, describe:

3. Does your institution, or units within your institution (departments or schools), have mechanisms for systematic assessment of community impact?

Yes, the institution does

Yes, units within the institution do

No

If yes, describe:

4. Does your institution, or units within your institution (departments or schools), have mechanisms for systematic assessment of the impact of engagement on student learning?

Yes, the institution does

Yes, units within the institution do

No

If yes, describe:

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Campus Compact Membership

1. How would you rate the level of satisfaction with the services and resources your institution has received from Campus Compact (state and national offices)?

Very satisfied

Somewhat satisfied

Neither satisfied nor dissatisfied

Somewhat dissatisfied

Very dissatisfied

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2. Please indicate how valuable the following state and national Campus Compact programs and services are to you and those on your campus.

	Very valuable	Somewhat valuable	Not valuable	Don't know/Not sure
AmeriCorps*VISTA program	jr	jr	jr	jr
Annual membership survey statistics	jr	jr	jr	jr
Campus Compact website	jr	jr	jr	jr
State Campus Compact website	jr	jr	jr	jr
Compact Current newsletter	jr	jr	jr	jr
State Campus Compact newsletter	jr	jr	jr	jr
Compact-sponsored conferences/workshops	jr	jr	jr	jr
Consulting Corps program	jr	jr	jr	jr
Development of presidential leadership	jr	jr	jr	jr
Faculty development	jr	jr	jr	jr
Frank Newman Leadership Award	jr	jr	jr	jr
Legislative updates	jr	jr	jr	jr
Model program information	jr	jr	jr	jr
Networking opportunities	jr	jr	jr	jr
Policy information	jr	jr	jr	jr
Professional Development Institute	jr	jr	jr	jr
Publications	jr	jr	jr	jr
Resource materials/support	jr	jr	jr	jr
Service-learning syllabi	jr	jr	jr	jr
State Campus Compact email list news and information	jr	jr	jr	jr
State recognition programs	jr	jr	jr	jr
State student programming	jr	jr	jr	jr
Sub-grants	jr	jr	jr	jr
Technical support/training	jr	jr	jr	jr
Thomas Ehrlich Faculty Award for Service-Learning	jr	jr	jr	jr

3. Are there other services and resources provided by Campus Compact (state and/or national office) that you and/or those on your campus find valuable? Please list them below.

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Annual Survey Information

1. Did you have the necessary resources available to you to complete all questions in this survey on behalf of your institution?

Yes

No

2. Which question was most difficult to answer, and why?

3. How will you and/or others at your institution use the information gathered for this survey? (Check all that apply.)

Share with relevant contacts on campus

Share with relevant contacts in the community

Share with current and/or prospective donors

Share with prospective students

Share with current students

Share with alumni

Use to complete the application for the Elective Carnegie Classification on Community Engagement

Use to complete the application for the President's Higher Education Community Service Honor Roll

Use to inform strategic planning

Use to inform accreditation

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State Questions

* 1. Some state Campus Compact's have elected to ask additional questions. In which state are you located?

- Alabama
- Alaska
- Arizona
- Arkansas
- California
- Colorado
- Connecticut
- Delaware
- District of Columbia
- Florida
- Georgia
- Hawaii
- Idaho
- Illinois
- Indiana
- Iowa
- Kansas
- Kentucky
- Louisiana
- Maine
- Maryland
- Massachusetts
- Michigan
- Minnesota
- Mississippi
- Missouri
- Montana
- Nebraska

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- Nevada
- New Hampshire
- New Jersey
- New Mexico
- New York
- North Carolina
- North Dakota
- Ohio
- Oklahoma
- Oregon
- Pennsylvania
- Rhode Island
- South Carolina
- South Dakota
- Tennessee
- Texas
- Utah
- Vermont
- Virginia
- Washington
- West Virginia
- Wisconsin
- Wyoming
- Located outside the United States