

Three Decades of Institutionalizing Change

2014 Annual Member Survey



Campus Compact

Reflecting on Thirty Years of Data Collection

Campus Compact launched the first annual survey of its members in the spring of 1986 with this intent:

“With this survey, we have begun a process of documentation that will help us better understand the ways in which institutions can create an environment that facilitates and encourages students’ involvement in public service. In addition, as more and more of these institutions maintain records of student public service activity and provide these figures to Campus Compact for its information clearinghouse, we will have statistics available to measure the effects of policies over time.”

(Vantresca, Waring, & Halleck, 1987, p. 13)

As we prepare to celebrate Campus Compact’s 30th anniversary, our annual survey is an important point of reference for examining growth over nearly three decades and for charting a course for the future. It remains 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. This Executive Summary shares information about member activity in 2014, while pointing to institutional data collected during the survey’s inaugural year as well as data collected during 2012. As Campus Compact enters its next decade, the annual survey will be updated to better capture the extent of member achievements and activities in community engagement.

The landscape of higher education community engagement has been transformed in the thirty years since our initial survey. The Corporation for National and Community Service did not exist in 1986. The Presidents’ Declaration on the Civic Responsibility of Higher Education

was thirteen years in the future, and it would be two full decades before the launch of the Carnegie Classification for Community Engagement. The vocabulary of engagement has been similarly transformed. Concerns about reciprocity and mutuality, about depth of community impact, and about the overall anchor institution role of colleges and universities were not yet on the agenda. While the Campus Compact annual survey has been revised and adjusted over time, it nonetheless provides a lens into the pressing questions of 1986 and, thus, how those questions look from our vantage.

Evolving Support for Community Engagement

The 1986 survey was completed by 67 of Campus Compact’s 102 member institutions. A majority were small private institutions. Just 6% of responses came from community colleges. This year’s survey reflects the growth in breadth and diversity of institutions prioritizing engaged activities over the past three decades. Campus Compact now has 1,100 members. Of the 434 institutions completing the 2014 survey, nearly half are private four-year institutions, 37% are public four-year institutions and 15% are public two-year institutions. Thirty-one percent identify as commuter institutions and 20% as minority serving, HBCU, or tribal institutions.

It is worth pausing to note the enormous growth in Campus Compact over these decades and the implications for interpreting data drawn from the 1986 and 2014 surveys. Even responses that produce similar proportional responses reflect vast differences in the sheer volume of higher education community engagement across time.

How we best support campus-based community engagement is the foundational question for both institutional change and the work of Campus Compact as a coalition. The 1986 survey focused on collecting information about student public service activities, levels of student interest, and mechanisms for creating support. The survey

modifications over time reveal a need to increase our ability to capture the expanding ways that institutions build and support community engagement and the numerous stakeholders involved in the development of transformative educational opportunities and reciprocal partnerships with communities.

Reflecting on thirty years of data, it is clear how member institutions have responded to this question: Build cultures that value engaged teaching, service and research; encourage student voice and engagement; and invest in engagement infrastructure and expertise. It is also clear that Campus Compact’s approach of building the community engagement movement by enlisting presidents and chancellors has been embraced by our member institutions.

Building Cultures that Value Engaged Teaching, Service and Research

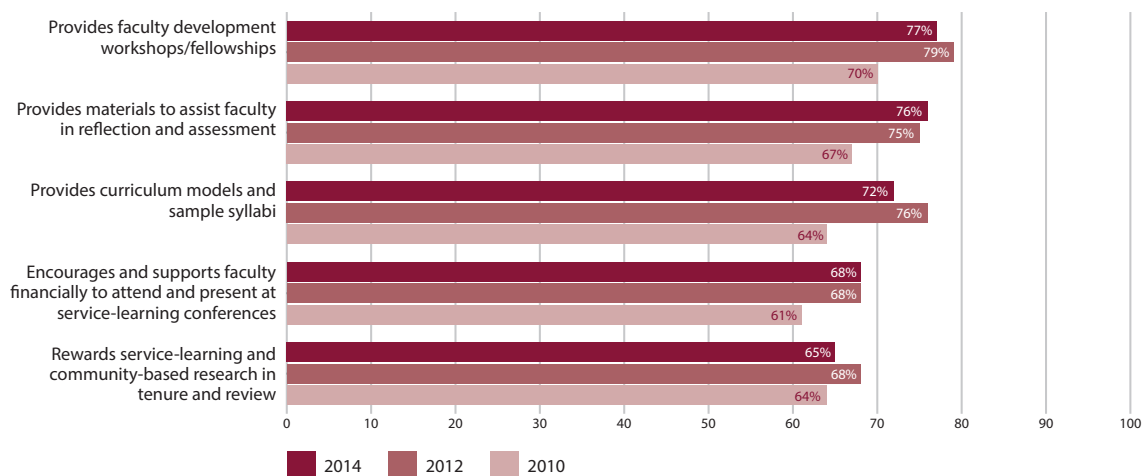
In 1986, the most prevalent method for encouraging faculty and staff to engage in community involvement was through an institutional policy—but just 19% of institutions had such a policy. Today institutions pursue multiple means to assure both faculty and staff can participate in community engagement activities. Even more importantly, there is now strong, consistent

institutional support for faculty who integrate community engagement into their teaching and research.

Other practices in 2014 that supported faculty leadership of community engagement include: 54% of institutions provided faculty with grants to support curriculum redesign; 46% provided a community engagement orientation to new faculty; 41% reported that search and recruitment policies encourage the hiring of faculty with expertise in and commitment to community engagement; 36% allowed sabbaticals for service-learning research, scholarship and program development; and 22% have faculty governance committees with responsibilities for community engagement.

Integration of community engagement into the curriculum is widespread. Ninety-one percent of the 434 respondent institutions offer service-learning courses; campuses offered an average of 69 courses per campus in 2014, up slightly from 66 in 2012. In 2014, an average of 43 faculty members per campus were teaching academic service-learning courses, up slightly from 41 in 2012. Sixty-four percent require academic service-learning as part of the core curriculum in at least one major—up from 62% in 2012.

Figure 1: Top 5 Institutional Support Mechanisms for Faculty Engagement, 2010, 2012 and 2014



In 1986, 84% of the 67 member campuses completing the survey reported that they offered academic credit for public service and 50% of institutions offered some kind of public service internship. The questions asked in 1986 make it difficult to establish the degree to which service-learning as we now understand it was practiced. The context of responses, however, make it clear that in 2014, service was integrated more broadly into the curriculum through an increasing number of mechanisms, captured in the evolution of Campus Compact's survey over time.

Encouraging Student Voice and Engagement

The landscape of student engagement and voice has changed dramatically since we began to collect information in 1986 as institutions responded creatively and deliberately to build cultures that value service. Just 6% of institutions responding in 1986 (4 institutions) had admission policies that gave preference for public service. Seven percent had graduation requirements (5 institutions). In 2014, 37% of 434 responding institutions consider service in formal admission processes and 13% require service for graduation. An additional 29% now record service on transcripts, and 42% give credit for co-curricular community engagement.

Increases in opportunities for students to engage in community work have translated into substantial economic value over time. In 1986, 46% of responding institutions estimated that fewer than 20% of the student body was engaged in service. In 2014, more specific data was available. A total of 39% of

graduate and undergraduate students—1,382,145 at 419 institutions—served an average of 3.5 hours each week through both curricular and co-curricular mechanisms.

Table 1:
Survey Summary of Student Service

2014 Service by Students	National
Overall number of students involved in Community Engagement	1,382,145
% of student FTE involved	39%
Average hours per week/per student	3.5
Total # of hours served by all students in 2013-2014**	154,800,240
Overall Value of Service for the year***	\$3,490,745,412

*Total of 3,562,263 FTE at 419 responding institutions
 **Based on a 32 week academic year
 ***Based on Independent Sector's 2013 value of volunteer time of \$22.55 per hour

At 49% of responding institutions, students are playing a lead role in setting the direction of the offices associated with curricular or co-curricular engagement. Institutions reported that the most common ways students are leading curricular and co-curricular community engagement in 2014 include:

- Recruiting peers: 93% of institutions
- Assisting in staffing the offices associated with curricular and/or co-curricular engagement: 84% of institutions
- Acting as liaisons to community sites: 72% of institutions
- Serving on campus service, community engagement and/or service-learning committees: 69% of institutions

Institutions are devoting far greater amounts of work study dollars to promote engagement with the community:

1986 17% reported dedicating more than 5% of work study dollars to community engagement

2014 96% report using 7% or more. Forty-nine percent reported they dedicate greater than 10% to community service

Institutions encourage student civic leadership and skill building in many ways. In 2014, 80% of institutions hosted and/or funded public dialogues on current issues, 66% provided space for student political organizations on campus, 58% provided physical space or communication mechanisms for peaceful student protest, and 52% offered courses on activism or advocacy. Our members are committed to preparing students for careers and society by fostering student voice and decision-making on campus:

- Institutions create formal opportunities to discuss concerns with administrators (e.g. public forums, office hours): 90%
- Student government has autonomous control of fund/activity fees: 74%
- Students sit on academic committees: 68%
- Students sit on hiring committees: 62%
- Students serve on the Board of Trustees: 45%
- Students sit on budgetary committees: 40%

Investing in Engagement Infrastructure and Expertise

Half of the institutions responding in 1986—33 total—reported that they had some kind of central coordinating office with a primary purpose to promote student volunteering. Nearly 100% of those responding in 2014—a total of 423 institutions—reported that they have an office or center to coordinate curricular and/or co-curricular engagement, with 57% reporting that more than one office supports these efforts.

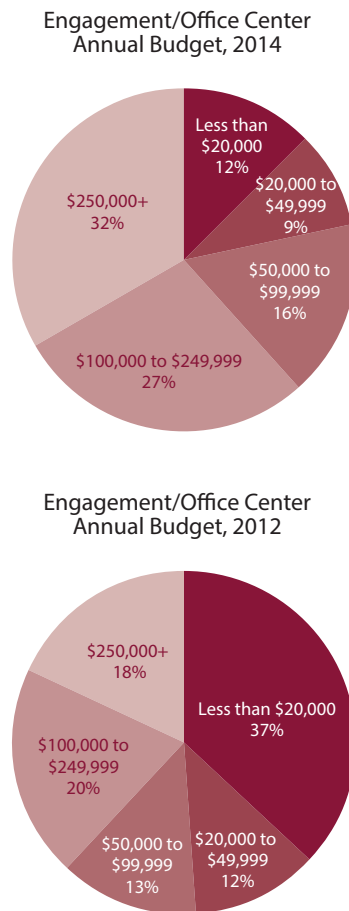
For the first time in 2014, institutions could report on more than one office. Data summarized here pertains only to the first offices identified.

Thirty-five percent of respondents report that academic service-learning is the primary purpose of this center or office—the most frequent response. Each of these offices carry multiple responsibilities including community partnership development (80%); civic engagement (76%); community

engagement (76%); academic service-learning (74%); student leadership development (60%); experiential learning (56%); and federal programming (44%). Centers remain diverse in reporting lines: 40% report to Academic Affairs; 37% to Student Affairs; 8% to both Academic and Student Affairs; and 6% to the President’s Office.

There has been a significant increase in center/office budgets. In 2012, 49% of offices reported budgets of less than \$50,000, and 38% had budgets over \$100,000; in 2014, only 21% reported budgets below \$50,000, with the majority—59%—reporting budgets over \$100,000.

Figure 2: Engagement Office/Center Annual Budget, 2012 and 2014



Most center directors have been in their current positions for an average of six years and have been with the institution for an average of ten years. The majority have a master's degree (59%), with 28% reporting a Ph.D. or equivalent. Since 2012 there has been an increase in reported salaries: 59% in 2012 had a salary under \$60,000, and only 7% earned over \$100,000; in 2014, 62% report a salary over \$50,000, with 11% earning greater than \$100,000.

It is interesting to note the growth of a profession for community engagement personnel. In 1986, only 33 institutions had a center or office, and only 22 institutions had a paid director or staff member. In 2014, every institution reported staffing for community engagement. For the first office/center, 74%—320 institutions—reported they had a director, 15% a program manager or coordinator, and 7% an assistant director. The survey showed that across all offices at all respondents 2,376 full time staff, 1,184 part-time staff, and 7,027 paid students support the coordination of curricular and/or co-curricular engagement.

Beyond paid staffing, 158 institutions reported an institution-wide standing committee responsible for overseeing or coordinating community engagement, indicating the integration of engagement into campus governance processes. All but seven reported that a faculty member was on the team, and 82% included a staff person.

Figure 3:
Membership on Standing Committees

Stakeholders on Committees	# of Committees (158 total)	% of Total Committees
Faculty	151	96%
Staff	130	82%
Administrators	127	80%
Students	88	56%
Community partners	59	37%

Creating National Momentum through a Coalition of Presidents and Chancellors

Presidents and chancellors at member institutions continue to lead and support community engagement. Nearly 90% of member presidents publicly promote community engagement, with 80% participating in community engagement. More than 70% financially support the work.

Figure 4:
Ways in which Presidents/Chancellors promote community engagement

President/Chancellor involvement	% Reported
Publicly promotes service/community engagement	87%
Participates in campus service/community engagement activities	76%
Provides fiscal support for community-based work	73%
Serves on community board	72%
Speaks to alumni and trustees on service/community engagement	68%
Meets regularly with community partners/representatives	63%
Solicits foundation or other support	56%
Attends service/community engagement conferences	45%
Writes publicly on service/community engagement (e.g., op-eds, campus publications, national newspapers)	42%
Hosts service/community engagement conferences	31%
Teaches a service-learning course	5%

Since 2000, there has been an increase in all of the tracked areas of presidential involvement with the exception of public writing. Respondents submitted additional ways in which their presidents or chancellors provide leadership: serving on either the national or a state or regional Campus Compact board; providing leadership on other national initiatives such as Project Pericles, the Bonner Scholars program, and the Talloires Network; or providing consultation on reports regarding citizenship.

A Plan for the Future: Leveraging the Data for Our Strategic Plan

// Campus Compact presidents believed that their students were involved in public service but were convinced that more could be done. The survey was a modest venture to establish some base-line understandings that would inform the discussion about the status of public service and related issues on individual campuses—financial support, service and experiential learning, and student connections with surrounding communities—and set the stage for broader, future initiatives. //

(Vantresca et al., 1987, p. 1)

Member presidents continue to provide critical insight to Campus Compact, contributing to the development of the Campus Compact strategic plan launched in 2014. Through the thoughtful use of community engagement as a strategy and through rich collaborations with key partners, the plan includes a focus on the following priorities for Campus Compact:

- Establish meaningful, reciprocal community partnerships—support and highlight strong, sustainable, democratic partnerships between higher education and community organizations for positive impact on society
- Improve college access and retention—demonstrate that community engagement is a vehicle for positively impacting an individual ability to access and achieve post secondary education
- Enhance college readiness in K–12 education—improve and strengthen young people’s ability to have successful college careers
- Better prepare college students for their careers and for society—educate the next generation of citizens to be active and responsible participants in our democracy

The 2014 survey data reflect the commitment of members to these priorities.

Community Partnerships

Institutions report that they currently include community partners in engagement work and institutional life through a variety of mechanisms. The leading strategies include: formal opportunities to discuss concerns with administrators (68%), service on unit-specific (65%) or institution-wide community advisory boards (43%) and service on the Board of Trustees (63%).

Community partners are engaged more specifically in institutional community engagement strategies as partners in curriculum development, delivery, and assessment.

Figure 5:
Community Partner Contributions

Ways in which community partners contribute	% of Institutions
Come into classes as speakers	93%
Provide feedback on the development/maintenance of community service/volunteering/community engagement programs	82%
Provide reflection on site in community setting	76%
Act as uncompensated co-instructors	54%
Participate in the design and delivery of community-based courses	44%
Serve on campus committees that determine learning goals and/or engagement activities	37%
Assist in creating syllabi and/or designing courses	32%
Act as compensated co-instructors	27%

While almost 100% of institutions report mutually beneficial community partnerships, only 33% have defined the characteristics of high quality partnerships, and 31% have a process in place for determining that partnerships are of high quality. Creating resources and opportunity for continuing depth in this area will remain a priority focus for Campus Compact.

Education Continuum: College Readiness, Access, Success and Career Readiness

For Campus Compact, supporting education partnerships is crucial to sustaining a democratic society with shared prosperity. Member reports show that efforts to advance college readiness, access, and success remain central community engagement activities within our coalition. More than three quarters of Campus Compact institutions—77%—reported efforts specifically to enhance college readiness in K–12 education, and 74% are working for access and retention in higher education. In addition, the vast majority of institutions are implementing community engagement initiatives that include tutoring (91%), K–12 education (89%), mentoring (88%), and reading and writing (80%).

To achieve impact, engagement activities will necessitate more complex multi-sector partnerships. Campus Compact member institutions report partnerships with a variety of public and private partners.

Figure 6:
Community Partner Organization Types

Organization Type	% of Institutions
Non-profit/community-based organizations	97%
K-12 schools	96%
Faith-based organizations	78%
Government	75%
International community or organization	72%
Other higher education institutions	70%
For-profit businesses	69%

Achieving impact also necessitates better understanding of what is being done and by whom. When asked about tracking and measuring the impact of their community engagement activities, 40% of reporting institutions said they both track campus activity and measure impacts and outcomes associated with at least one issue area they address. Thirty-four percent have activities under way for which they neither track involvement nor measure related outcomes. Campus Compact will continue to support member efforts to better track and evaluate partnerships and their impact as we move forward with the implementation of our strategic plan.

Conclusion

As Campus Compact heads into our fourth decade, we are keenly aware of the changes not only in the community engagement landscape itself but also in the world of research on community engagement. The 2015 version of the Campus Compact survey will reflect these changes. We are now engaged in a process of reconceptualizing the survey to support research on all aspects of higher education community engagement. Our goal is to provide data that will not only capture engagement activity but also provide the foundation for answering significant questions about engagement—questions about how campuses engage, who participates, who benefits, and what we need to do better.

The Executive Summary of our first member survey concludes with this observation: “The cumulative record from these 67 schools is inspiring, for the sheer variety as much as for the enthusiasm it reflects.” We remain inspired by the commitment and work of our members each day and appreciate the efforts of institutions to share information and experiences with us through this annual member survey.

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 34 state and regional affiliates in CA, CT, FL, HI, IL, IN, IA, KS, KY, ME, MD-DC, MA, MI, MN, MO, Mountain West, MT, NE, NH, NJ, NY, NC, OH, OK, OR, PA, RI, SC, TN, UT, VT, WA, WI, and WV.

About This Survey

The findings in this survey reflect responses from Campus Compact's online membership survey, conducted in the fall of 2014 to gauge campus-based community engagement

activity and support during the 2013-2014 academic year.

Of the 1,080 member institutions surveyed, 434 responded, for a response rate of 40%. Of responding campuses, almost half are private four-year institutions, 37% are public four-year institutions and 15% are public two-year institutions. Although the survey pool does not remain entirely constant from one year to the next, these proportions have remained stable over the past decade, allowing meaningful comparisons over time.

Citation information: Campus Compact. (2014). Campus Compact Membership Survey 2014: Three Decades of Institutionalizing Change, 2014. Boston, MA: Campus Compact.

Reference: Vantresca, M.J., Waring, A.L., Halleck, J.W. (1987). Collegiate Community Service: Status of Public and Community Service at Selected Colleges and Universities.

For the purposes of the Executive Summary the data from all 434 participating institutions has been tallied, no matter size or classification. To see data specific to a particular institution size or designation, please visit the website.

Visit www.Compact.org to view past years' survey results.

Special Recognition

Institutions that completed the survey in both 1986 and 2014

Berea College
Brandeis University
Brown University
Carleton College
Cornell University
Dartmouth College
DePauw University
Eckerd College
Georgetown University
Lafayette College
Oberlin College

Princeton University
Reed College
San Francisco State University
Stanford University
Seattle University
Susquehanna University
Miami-Dade Community College
University of Maryland, College Park

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