

REVITALIZING OUR DEMOCRACY: BUILDING ON OUR ASSETS

2016 Summary of Institutions
with Full-Time Equivalent
Enrollment under 3,000



Campus Compact



Campus Compact

**2016 Campus Compact Annual Survey
Summary Results for Affinity Group
Total FTE Under 3,000**

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 Campus Compact member institutions with FTE student enrollment of 3,000 and under 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 is 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% |
| FTE < 3,000 2016 | N/C* | 157 | 40% |

*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% |
| 2016 FTE Under 3,000 (n = 157) | 73% | 8% | 0 | 19% |

***Institutional Characteristics pulled from IPEDS*

| Table 3. Institutional characteristics: Enrollment profile** | | |
|---|-----------------------------------|---|
| | National 2016 (n = 390) | FTE < 3,000 2016 (n = 157) |
| Total FTE Undergraduate Enrollment | 2,340,279 | 240,056 |
| Average FTE Undergraduate Enrollment | 6,001 | 1,529 |
| Total FTE Graduate Enrollment | 437,069 | 18,999 |
| Average FTE Graduate Enrollment | 1,121 | 121 |
| Total FTE Enrollment | 2,777,348 | 259,055 |
| Total Average FTE Enrollment | 7,121 | 1,650 |
| Total FTE Faculty | 255,060 | 26,823 |
| Average FTE Faculty | 654 | 171 |

***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 | FTE < 3,000 2016 |
| Track only curricular engagement | 10% | 7% |
| Track only co-curricular engagement | 6% | 6% |
| Track both curricular and co-curricular engagement together | 14% | 16% |
| Track both curricular and co-curricular engagement, but separately | 50% | 47% |
| Do not track either curricular or co-curricular engagement | 19% | 24% |

| 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 | FTE < 3,000 2016 |
| Yes | 66% | 63% |
| No | 34% | 37% |

COMMUNITY-BASED LEARNING

| Table 6. Community-Based Learning Courses: Tracking | | |
|--|--------------------------|------------------------------------|
| | National 2016 | FTE < 3,000 2016 |
| Institution has formally adopted a definition of community-based learning | 63% | 55% |
| Institution formally designates community-based learning courses | 52% | 45% |
| Institution tracks the number of community-based learning courses (either designated or undesignated) offered in 2015-2016 | 67% | 62% |
| Institution tracks the number of faculty/staff who teach community-based learning courses | 62% | 56% |

| Table 7. Community-Based Learning Courses: By the numbers*** | | |
|---|--------------------------|------------------------------------|
| | National 2016 | FTE < 3,000 2016 |
| Total # of community-based learning courses offered by all institutions | 33,975 | 5,347 |
| Average # of community-based learning courses offered per institution | 83 | 33 |
| Total # of faculty teaching a community-based learning course at all institutions | 20,381 | 3,716 |
| Average # of faculty teaching a community-based learning course per institution | 51 | 23 |
| Average % of FTE faculty | 13% | 17% |

*** 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 | | |
|--|--------------------------|------------------------------------|
| <i>(Check all that apply)</i> | National 2016 | FTE < 3,000 2016 |
| Activism | 22% | 21% |
| Advocacy | 27% | 27% |
| Fundraising | 29% | 29% |
| Philanthropy | 27% | 22% |
| Social entrepreneurship | 19% | 15% |
| None of the above | 57% | 59% |

| Table 9. Percent of institutions that track participation in courses that: | | |
|---|--------------------------|------------------------------------|
| <i>(Check all that apply)</i> | National 2016 | FTE < 3,000 2016 |
| Focus on diversity | 35% | 36% |
| Build skills in deliberative discussion | 16% | 22% |
| Contribute to democratic participation | 14% | 14% |
| Involve simulations of democratic practices | 10% | 11% |
| None of the above | 63% | 62% |

| Table 10. Student outcomes for community engagement | | |
|--|--|---|
| | National 2016 | FTE < 3,000 2016 |
| Percent of institutions that identify specific student outcomes for community engagement | 51% | 52% |
| If student outcomes for community engagement were identified, in what areas do these fall? | | |
| <i>(Check all that apply)</i> | National 2016 (n = 202) | FTE < 3,000 2016 (n = 81) |
| Civic or democratic learning | 77% | 73% |
| Critical thinking | 80% | 82% |
| Engagement across differences | 77% | 74% |
| Global learning | 64% | 63% |
| Media literacy | 21% | 17% |
| Policy knowledge | 28% | 21% |
| Social justice orientation | 62% | 63% |
| Other | 23% | 16% |
| If student outcomes for community engagement were identified, are there specific courses designated as contributing to these learning outcomes? | | |
| | National 2016 (n = 202) | FTE < 3,000 2016 (n = 81) |
| Yes, percent of institutions that identify specific courses | 62% | 61% |

ALUMNI

| Table 11. Alumni: Tracking | | |
|--|--------------------------|------------------------------------|
| | National 2016 | FTE < 3,000 2016 |
| Percent of institutions that track the number of graduates entering public service careers | 31% | 38% |
| Percent of institutions that track the number of graduates entering national service programs | 34% | 38% |

| Table 12. Which of these resources are offered by your institution to alumni entering public service careers? | | |
|--|--------------------------|------------------------------------|
| <i>(Check all that apply)</i> | National 2016 | FTE < 3,000 2016 |
| Informational program on public service careers | 51% | 49% |
| Network of alumni in public service careers | 35% | 40% |
| Student loan deferment | 11% | 11% |
| Student loan forgiveness | 10% | 12% |
| Other | 9% | 6% |
| None of the above | 39% | 41% |

| Table 13. How does the institution engage alumni in community engagement activities? | | |
|---|--------------------------|------------------------------------|
| <i>(Check all that apply)</i> | National 2016 | FTE < 3,000 2016 |
| Communicates service opportunities to alumni | 57% | 51% |
| Coordinates day of service or service weekend activities for alumni | 41% | 34% |
| Cultivates alumni donors to support service activities | 49% | 48% |
| Gives awards to alumni for service | 50% | 49% |
| Invites alumni to serve as speakers or mentors to current students | 73% | 70% |
| Recognizes alumni for service in publications | 60% | 58% |
| Other | 9% | 10% |
| None of the above | 13% | 13% |

COMMUNITY-CAMPUS PARTNERSHIPS

| Table 14. In which ways are community partners involved in student learning and engagement activities? | | |
|---|--------------------------|--------------------------------|
| <i>(Check all that apply)</i> | National 2016 | FTE < 3,000 2016 |
| Act as compensated co-instructors | 27% | 25% |
| Act as uncompensated co-instructors | 38% | 31% |
| Assist in creating syllabi and/or designing courses | 33% | 26% |
| Come into classes as speakers | 94% | 93% |
| Participate in the design and delivery of community-based courses | 48% | 41% |
| Provide feedback on the development/maintenance of community service/volunteering/community engagement programs | 83% | 81% |
| Provide reflection on site in community setting | 68% | 62% |
| Serve on campus committees that determine learning goals and/or engagement activities | 47% | 37% |
| Other | 8% | 7% |
| Community partners are not currently involved in student learning and engagement activities | 3% | 5% |

| Table 15. Types of organizations involved in community partnerships | | |
|--|--------------------------|--------------------------------|
| <i>(Check all that apply)</i> | National 2016 | FTE < 3,000 2016 |
| Faith-based organizations | 82% | 76% |
| For-profit business(es) | 67% | 59% |
| Government | 77% | 69% |
| International community or organization | 70% | 58% |
| K-12 schools | 95% | 94% |
| Non-profit/community-based organization(s) | 99% | 99% |
| Other higher education institution(s) | 59% | 57% |
| Other | 4% | 4% |
| The institution does not currently have mutually beneficial, reciprocal community partnerships | 1% | 2% |

Table 16. Primary mission focus of community partners

| <i>(Check all that apply)</i> | National 2016 | FTE < 3,000 2016 |
|---|--------------------------|--------------------------------|
| Access and retention in higher education | 63% | 50% |
| Arts | 68% | 58% |
| Civil rights/human rights | 63% | 54% |
| College readiness in K-12 education | 90% | 87% |
| Conflict resolution | 35% | 25% |
| Criminal justice and legal representation | 54% | 43% |
| Disaster preparedness | 38% | 27% |
| Economic development | 77% | 66% |
| Environment/sustainability issues | 82% | 73% |
| Food Security | 86% | 77% |
| Housing/homelessness | 82% | 77% |
| Immigrant/migrant worker rights | 54% | 42% |
| Individual and community health | 85% | 76% |
| K-12 student civic learning | 53% | 42% |
| Poverty alleviation | 77% | 70% |
| Transportation | 27% | 17% |
| Voting | 49% | 43% |
| Other | 7% | 8% |

SURVEY INFORMATION

| Table 17. How will your institution use the information gathered for this survey? | | |
|---|--------------------------|--------------------------------|
| <i>(Check all that apply)</i> | National 2016 | FTE < 3,000 2016 |
| Share with relevant contacts on campus | 84% | 83% |
| Share with the president or chancellor | 64% | 66% |
| Share with institutional governing board | 24% | 26% |
| Share with relevant contacts in the community | 44% | 41% |
| Share with current and/or prospective donors | 29% | 29% |
| Share with marketing and public relations | 45% | 45% |
| Share with prospective students | 31% | 34% |
| Share with alumni | 27% | 26% |
| Use to complete the application for the elective Carnegie Community Engagement Classification | 39% | 32% |
| Use to complete the application for President's Higher Education Community Service Honor Roll | 58% | 55% |
| Use to inform strategic planning for the institution | 53% | 50% |
| Use to inform strategic planning for community engagement office | 65% | 60% |
| Use to inform accreditation | 28% | 30% |
| Other | 8% | 9% |
| None of the above | 5% | 5% |



45 Temple Place
Boston, MA 02111
Tel: 617.357.1881
www.compact.org



Treetop Commons, LLC
www.treetopcommons.com
Cloud-based software that
empowers community engagement