

2009 Service Statistics: Campus Compact Annual Membership Survey Summary Results for North Carolina

Purpose and Methodology

For twelve weeks beginning in September 2009, Campus Compact conducted an online member survey in order to calculate student and faculty involvement in service and service-learning, assess institutional support/culture, identify community-campus partnerships and assessment mechanisms on campus, and assess satisfaction with Campus Compact programs and services. The results presented below summarize the findings for colleges and universities in North Carolina alongside the findings nationally for the 2008-2009 academic year.

	# of Campus Compact members	# of survey respondents	Response rate
National	1,198	731	61%
North Carolina	46	34	74%

Institutional Information

Institution Type:

	Private four-year	Public four-year	Private two-year	Public two-year
National	44%	34%	1%	22%
North Carolina	52%	36%	0%	12%

Other Institutional Characteristics:

	National	North Carolina
Business	18%	12%
Community College	22%	12%
Commuter	37%	30%
Faith-based/Religiously Affiliated	25%	39%
Historically Black College/University	2%	12%
Land Grant	8%	6%
Liberal Arts	58%	64%
Minority-serving	20%	15%
Professional	24%	36%
Research/Comprehensive	21%	27%
Residential	47%	58%
Technical	11%	9%
Tribal	2%	0%

Full-Time Equivalent (FTE) Undergraduate Enrollment:

	National	North Carolina
Average Enrollment	6,403.9	5,946.8

Full-Time Equivalent (FTE) Graduate Enrollment:

	National	North Carolina
Average Enrollment	1,342.8	1,716.5

Total Full-Time Equivalent (FTE) Enrollment:

	National	North Carolina
Average Enrollment	7,631.1	7,511.9

Full-Time Equivalent (FTE) Faculty:

	National	North Carolina
Average	455	601

Community Service/Service-Learning/Civic Engagement on Campus

How does the institution track student participation in community service/civic engagement and service-learning?

	National	North Carolina
Separately	54%	41%
Together	22%	32%
Do Not Track	25%	26%

Students involved in Community Service, Service-Learning and Civic Engagement Activities:

	National	North Carolina
Average per campus	2,476	3,894
% of student FTE	33%	52%

Student Participation in Service Activities:

	National	North Carolina
Average hours per week/per campus	3.795	2.636
Total hours served in 2008-2009 (based on a 32-week academic year and the average student FTE enrollment on member campuses reporting)	366,369,795	15,156,759
Value of Service (based on Independent Sector's 2008 value of volunteer time of \$20.25 per hour)	\$7,418,988,344	\$306,924,378

Service-Learning Courses Offered:

	National	North Carolina
Average per campus	55	35

Faculty who taught a Service-Learning Course:

	National	North Carolina
Average per campus	27	23
% of faculty FTE	6%	4%

Staff support for Community Service, Service-Learning and/or Civic Engagement:

	National	North Carolina
Average per campus	24	77

Issue Areas Addressed through Service:

	National	North Carolina
Access and success in higher education	70%	64%
Agriculture/nutrition	54%	61%
Animal welfare	45%	58%
Civil rights/human rights	68%	64%
Conflict resolution	34%	21%
Crime/criminal justice	51%	42%
Disability issues	59%	48%
Disaster preparedness	35%	39%
Economic development	61%	58%
Environment/sustainability issues	81%	76%
Global citizenship	57%	58%
Health care, general	75%	70%
HIV/AIDS	43%	42%
Housing/homelessness	80%	91%
Hunger	82%	85%
Immigrant/migrant worker rights	43%	39%
International issues	51%	55%
K-12 education	89%	94%
Legal aid	24%	27%
Mental health	52%	55%
Mentoring	80%	79%
Multiculturalism/diversity	70%	73%
Parenting/child	45%	48%
Poverty	81%	88%
Public arts/theater	55%	45%
Reading/writing	78%	82%
Senior/elder services	73%	67%

Sexual assault	43%	42%
Substance abuse	39%	39%
Tax form preparation	42%	24%
Technology	42%	45%
Transportation	18%	12%
Tutoring	82%	85%
Voting	51%	48%
Women's issues	63%	64%
Other	9%	12%

Institutional Support/Culture

Mission or purpose statement drives policies supporting community service, academic service-learning and/or civic engagement?

	National	North Carolina
Yes	87%	91%
No	13%	9%

Service/civic engagement explicitly stated in institution's strategic plan?

	National	North Carolina
Yes	83%	88%
No	17%	12%

Student outcomes addressed in institution's strategic plan:

	National	North Carolina
Student leadership development	69%	79%
Student civic learning	57%	70%
Education for global citizenship	74%	76%
Student civic engagement	71%	76%
Service to the community (local, national, global)	86%	82%
Advocates of social issues	33%	30%
Careers for the public good	35%	42%

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. Respondents were asked which of the essential learning outcomes addressed in the project could be found in their institution's strategic plan.

	National	North Carolina
1. Inquiry and analysis	66%	66%
2. Critical thinking	90%	90%
3. Creative thinking	60%	59%
4. Written communication	77%	79%
5. Oral communication	70%	76%
6. Quantitative literacy	47%	41%
7. Information literacy	52%	41%
8. Teamwork	53%	48%
9. Problem solving	65%	79%
10. Civic knowledge and engagement--local and global	81%	86%
11. Intercultural knowledge and competence	74%	62%
12. Ethical reasoning	57%	72%
13. Foundations and skills for lifelong learning	74%	76%
14. Integrative learning	57%	55%

Student Presence and Voice in Decision-Making Matters:

	National	North Carolina
Student(s) sit on academic committees	73%	74%
Student(s) sit on budgetary committees	39%	35%
Student(s) sit on hiring committees	57%	56%
Student(s) serve on the Board of Trustees	45%	62%
Student(s) have formal opportunities to discuss concerns with administration (e.g., public forums, publicly known office hours)	91%	100%
Student government has autonomous control of funds/activity fees	76%	71%
Other	11%	6%

Community Member Presence and Voice in Decision-Making Matters:

	National	North Carolina
Community member(s) sit on academic committees	27%	26%
Community member(s) sit on budgetary committees	11%	10%
Community member(s) sit on hiring committees	25%	29%
Community member(s) serve on the Board of Trustees	71%	84%
Community member(s) have formal opportunities to discuss concerns with administration (e.g., public forums, publicly known office hours)	70%	58%
Community member(s) are involved in developing program plans and/or grant proposals	72%	61%
Other	20%	23%

Support for Faculty and Staff Personal Participation in Service/Volunteering Activities:

	National	North Carolina
Paid time off to participate in service activities	27%	38%
On site service opportunities (e.g., blood drives, food drives, etc.)	93%	97%
Public recognition for service	66%	65%
Campus days of service to include staff and faculty	57%	76%
Opportunities to serve with students on service projects	87%	94%
Opportunities to serve with students as advisors to extracurricular service groups	91%	85%
Other	9%	6%

Presidential Involvement in Service/Civic Engagement Activities:

	National	North Carolina
Attends service/civic engagement conferences	42%	33%
Hosts service/civic engagement conferences	28%	18%
Participates in campus service/civic engagement activities	68%	55%
Provides fiscal support for community-based work	72%	70%
Solicits foundation or other support	50%	36%
Publicly promotes service/civic engagement	86%	85%
Writes publicly on service/civic engagement (e.g., op-eds, campus publications, national newspaper, etc.)	35%	27%
Speaks to alumni and trustees on service/civic engagement	61%	70%
Teaches service-learning course	2%	3%
Serves on community boards	75%	73%
Meets regularly with community partners/representatives	67%	55%
Other	11%	12%

Student involvement in leading community service, academic service-learning and/or civic engagement efforts on campus:

	National	North Carolina
Students assist in staffing the Community Service/Service-Learning/Civic Engagement office	69%	82%
Students play a lead role in the direction of the Community Service/Service-Learning/Civic Engagement office	49%	68%
Students recruit their peers	89%	91%
Students recruit faculty	51%	53%
Students act as liaisons to community sites	72%	65%
Students act as course assistants at sites in the community	29%	18%
Students act as course assistants in the classroom	34%	44%
Students act as guest speakers in the classroom	48%	44%

Students act as co-instructors	16%	26%
Students help to design academic service-learning courses and create syllabi	16%	15%
Students assist with reflection activities	69%	65%
Students serve on campus service, service-learning, and/or civic engagement committees	77%	74%
Other	11%	15%

Institution fosters or supports student community service, academic service-learning and/or civic engagement:

	National	North Carolina
Designates a period of time (e.g., day of service, service week, etc.) to highlight student civic engagement and/or service activities	58%	71%
Manages liability associated with service placements	58%	56%
Provides/coordinates transportation to and from community sites	56%	74%
Considers service formally in admissions process	24%	29%
Considers service in awarding scholarships	63%	56%
Defines and identifies academic service-learning courses	63%	59%
Requires academic service-learning as part of core curriculum in at least one major	49%	50%
Offers community service/civic engagement major and/or minor	10%	12%
Offers courses on volunteerism	18%	18%
Offers courses on activism/advocacy	36%	41%
Designates academic service-learning courses in the course guide	32%	32%
Records service on student transcripts	20%	24%
Gives extra credit for community service/civic engagement participation	41%	35%
Requires service for graduation	11%	9%
Gives awards to students for service	68%	68%
Offers mini-grants to students for service-related initiatives	29%	29%
Provides funding (e.g., scholarships, grants, fellowships, education awards, etc.) for student community service, academic service-learning and/or civic engagement efforts	55%	62%
Hosts and/or funds public dialogues on current issues	65%	59%
Provides physical space/communication mechanisms for peaceful student protest	49%	47%
Provides space for student political organizations on campus	66%	53%
Other	7%	9%

Community service, academic service-learning and/or civic engagement programs offered:

	National	North Carolina
Alternative breaks	67%	82%
Alumni projects	34%	26%
Capstone courses	52%	38%
Discipline-based service-learning courses	73%	74%
Freshman year orientation to service	45%	56%
First-year experience service opportunities	60%	76%
Learning communities concerning engagement and service	37%	41%
Graduate school service	21%	18%
Government internships	48%	44%
International service opportunities	56%	56%
Inter-campus service programs	35%	50%
Nonprofit internships/practicum	73%	85%
One day service projects	84%	91%
Residence hall-based service	55%	59%
Summer service programs	33%	26%

Federal work study funds dedicated to community service positions:

	National	North Carolina
Average	11%	12%

Institution matches the Segal AmeriCorps Education Award for students:

	National	North Carolina
Yes	8%	3%
No	92%	97%

Campus-Community Partnerships

Community partner involvement in student learning and engagement activities:

	National	North Carolina
Act as co-instructors (uncompensated)	35%	30%
Act as co-instructors (compensated)	11%	9%
Assist in creating the syllabus and designing the course	21%	21%
Come into the class as speakers	89%	94%
Provide reflection on site in community setting	63%	45%
Provide feedback on the development/maintenance of community service programs	76%	58%
Participate in the design and delivery of community-based courses	31%	33%
Serve on campus committees	52%	55%

Community Partnerships:

	National	North Carolina
Average per Campus	96	104

Community Partners Organization Types:

	National	North Carolina
Faith-based organization(s)	78%	91%
For-profit business(es)	50%	48%
Government	70%	64%
K-12 school(s)	94%	91%
Nonprofit/community-based organization(s)	98%	100%
Other higher education institution(s)	46%	39%
Other	8%	6%

Assessment

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

	National	North Carolina
Yes, the institution does	27%	38%
Yes, units within the institution do	55%	47%
No	18%	15%

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

	National	North Carolina
Yes, the institution does	14%	12%
Yes, units within the institution do	37%	38%
No	49%	50%

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

	National	North Carolina
Yes, the institution does	10%	21%
Yes, units within the institution do	30%	26%
No	60%	53%

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

	National	North Carolina
Yes, the institution does	18%	29%
Yes, units within the institution do	42%	32%
No	40%	38%

Campus Compact Membership

Satisfaction with Campus Compact Service and Resources:

	National	North Carolina
Very satisfied	52%	65%
Somewhat satisfied	34%	35%
Neither satisfied no dissatisfied	11%	0%
Somewhat dissatisfied	3%	0%
Very dissatisfied	0%	0%

Survey Information

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

	National	North Carolina
Yes	55%	74%
No	45%	26%

How will the institution use the information gathered for this survey?

	National	North Carolina
Share with relevant contacts on campus	92%	100%
Share with relevant contacts in the community	58%	61%
Share with current and/or prospective donors	37%	23%
Share with prospective students	34%	23%
Share with current students	51%	52%
Share with alumni	32%	19%
Use to complete the application for the Elective Carnegie Classification on Community Engagement	27%	45%
Use to complete the application for the President's Higher Education Community Service Honor Roll	44%	45%
Use to inform strategic planning	69%	81%
Use to inform accreditation	41%	32%