

# 2011 Service Statistics: Campus Compact Annual Membership Survey Summary Results for North Carolina

## Purpose and Methodology

For eleven weeks beginning in October 2011, 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. Of 1,185 member institutions in 2011, 716 responded to the survey, with a national response rate of 60%. The results presented below summarize the findings for colleges and universities in North Carolina alongside the findings nationally for the 2010-2011 academic year.

	<b># of Campus Compact members</b>	<b># of survey respondents</b>	<b>Response rate</b>
National	1,185	716	60%
North Carolina	39	26	67%

## Institutional Information

	<b>Private four-year</b>	<b>Public four-year</b>	<b>Private two-year</b>	<b>Public two-year</b>
National	47%	34%	1%	18%
North Carolina	50%	31%	0%	19%

<b>Other Institutional Characteristics</b>	<b>National</b>	<b>North Carolina</b>
Business	20%	12%
Community College	19%	20%
Commuter	38%	28%
Faith-based/Religiously Affiliated	27%	28%
Historically Black College/University	2%	8%
Land Grant	9%	4%
Liberal Arts	59%	56%
Minority-serving	23%	16%
Professional	28%	28%
Research/Comprehensive	24%	32%
Residential	54%	52%
Technical	12%	16%
Tribal	1%	0%
<b>Carnegie Basic Classification</b>	<b>National</b>	<b>North Carolina</b>
RU/VH: Research Universities (very high research activity)	8%	15%
RU/H: Research Universities (high research activity)	6%	4%

DRU: Doctoral/Research Universities	6%	4%
Master's/L: Master's Colleges and Universities (larger programs)	17%	15%
Master's/M: Master's Colleges and Universities (medium programs)	10%	15%
Master's/S: Master's Colleges and Universities (smaller programs)	5%	12%
Bac/A&S: Baccalaureate Colleges—Arts & Sciences	15%	8%
Bac/Diverse: Baccalaureate Colleges—Diverse Fields	10%	8%
Bac/Assoc: Baccalaureate/Associate's Colleges	2%	0%
Assoc/Pub-R-S: Associate's—Public Rural-serving Small	1%	0%
Assoc/Pub-R-M: Associate's—Public Rural-serving Medium	3%	12%
Assoc/Pub-R-L: Associate's—Public Rural-serving Large	2%	0%
Assoc/Pub-S-SC: Associate's—Public Suburban-serving Single Campus	2%	0%
Assoc/Pub-S-MC: Associate's—Public Suburban-serving Multicampus	3%	0%
Assoc/Pub-U-SC: Associate's—Public Urban-serving Single Campus	1%	0%
Assoc/Pub-U-MC: Associate's—Public Urban-serving Multicampus	3%	8%
Assoc/Pub-Spec: Associate's—Public Special Use	0%	0%
Assoc/PrivNFP: Associate's—Private Not-for-profit	0%	0%
Assoc/PrivFP: Associate's—Private For-profit	0%	0%
Assoc/Pub2in4: Associate's—Public 2-year Colleges under Universities	1%	0%
Assoc/Pub4: Associate's—Public 4-year, Primarily Associate's	0%	0%
Assoc/PrivNFP4: Associate's—Private Not-for-profit 4-year, Primarily Associate's	0%	0%
Assoc/PrivFP4: Associate's—Private For-profit 4-year, Primarily Associate's	0%	0%
Spec/Faith: Theological seminaries, Bible colleges, and other faith-related institutions	0%	0%
Spec/Medical: Medical schools and medical centers	0%	0%
Spec/Health: Other health profession schools	1%	0%
Spec/Engg: Schools of engineering	0%	0%
Spec/Tech: Other technology-related schools	0%	0%
Spec/Bus: Schools of business and management	0%	0%
Spec/Arts: Schools of art, music, and design	1%	0%
Spec/Law: Schools of law	0%	0%
Spec/Other: Other special-focus institutions	0%	0%
Tribal: Tribal Colleges	0%	0%
Not classified	0%	0%

<b>Carnegie Community Engagement Elective Classification</b>	<b>National</b>	<b>North Carolina</b>
Curricular Engagement	3%	4%
Outreach and Partnerships	2%	0%
Both	34%	54%
Not Applicable	61%	42%

<b>FTE Undergraduate Enrollment</b>	<b>National</b>	<b>North Carolina</b>
Average Enrollment	6,919	7,142

<b>FTE Graduate Enrollment</b>	<b>National</b>	<b>North Carolina</b>
Average Enrollment	1,580	1,853

<b>Total FTE Enrollment</b>	<b>National</b>	<b>North Carolina</b>
Average Enrollment	8,365	8,772

<b>FTE Faculty</b>	<b>National</b>	<b>North Carolina</b>
Average	621	888

### **Community Service/Service-Learning/Civic Engagement on Campus**

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

	<b>National</b>	<b>North Carolina</b>
Separately	59%	62%
Together	18%	35%
Do Not Track	23%	4%

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

	<b>National</b>	<b>North Carolina</b>
Average per campus	3,120	6,834
% of student FTE	37%	81%

Student Participation in Service Activities:

	<b>National</b>	<b>North Carolina</b>
Average hours per week/per campus	3.620	2.740
Total hours served in 2010-2011 (based on 32-week academic year and the average student FTE enrollment on member campuses)	158,464,950	24,304,410
Value of Service (based on Independent Sector's 2010 value of volunteer time of \$21.36 per hour)	\$3,384,811,327	\$519,142,211

Service-Learning Courses Offered:

	<b>National</b>	<b>North Carolina</b>
Average per campus	69	65

Faculty who taught a Service-Learning Course:

	<b>National</b>	<b>North Carolina</b>
Average per campus	37	53

% of faculty FTE	6%	6%
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Staff support for Community Service/Volunteering/Civic Engagement /Activities:

	National	North Carolina
Average per campus	27	25

Staff support for Service-Learning Experiences:

	National	North Carolina
Average per campus	11	7

Issue Areas Addressed through Service:

	National	North Carolina
Access and success in higher education	77%	81%
Agriculture/nutrition	67%	88%
Animal welfare	58%	46%
Civil rights/human rights	74%	73%
Conflict resolution	36%	46%
Crime/criminal justice	53%	38%
Disability issues	67%	73%
Disaster preparedness	39%	31%
Economic development	66%	62%
Environment/sustainability issues	84%	92%
Global citizenship	66%	62%
Health care, general	85%	85%
HIV/AIDS	48%	46%
Housing/homelessness	88%	100%
Hunger	89%	100%
Immigrant/migrant worker rights	51%	54%
International issues	60%	65%
K-12 education	92%	92%
Legal aid	30%	31%
Mental health	61%	65%
Mentoring	85%	81%
Multiculturalism/diversity	75%	77%
Parenting/child	52%	50%
Poverty	88%	88%
Public arts/theater	59%	54%
Reading/writing	81%	73%
Senior/elder services	77%	88%
Sexual assault	53%	50%
Substance abuse	48%	50%
Tax form preparation	48%	50%
Technology	48%	54%

Transportation	26%	31%
Tutoring	85%	92%
Voting	48%	54%
Women's issues	73%	73%
Other	10%	12%

### **Institutional Support/Culture**

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

	<b>National</b>	<b>North Carolina</b>
Yes	91%	96%
No	9%	4%

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

	<b>National</b>	<b>North Carolina</b>
Yes	90%	88%
No	10%	12%

Student outcomes addressed in institution's strategic plan:

	<b>National</b>	<b>North Carolina</b>
Student leadership development	73%	88%
Student civic learning	68%	56%
Education for global citizenship	80%	84%
Student civic engagement	78%	80%
Service to the community (local, national, global)	88%	88%
Advocates of social issues	43%	52%
Careers for the public good	45%	68%
No strategic plan	3%	56%

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.

	<b>National</b>	<b>North Carolina</b>
Inquiry and analysis	69%	72%
Critical thinking	88%	96%
Creative thinking	60%	60%
Written communication	74%	76%

Oral communication	69%	72%
Quantitative literacy	47%	52%
Information literacy	53%	48%
Teamwork	51%	48%
Problem solving	66%	72%
Civic knowledge and engagement--local and global	83%	76%
Intercultural knowledge and competence	73%	68%
Ethical reasoning	58%	56%
Foundations and skills for lifelong learning	74%	72%
Integrative learning	57%	64%
No strategic plan	3%	4%

#### Student Presence and Voice in Decision-Making Matters:

	National	North Carolina
Student(s) sit on academic committees	69%	69%
Student(s) sit on budgetary committees	39%	46%
Student(s) sit on hiring committees	58%	62%
Student(s) serve on the Board of Trustees	43%	65%
Student(s) have formal opportunities to discuss concerns with administration (e.g., public forums, publicly known office hours)	92%	100%
Student government has autonomous control of funds/activity fees	75%	69%
Other	14%	12%

#### Community Member Presence and Voice in Decision-Making Matters:

	National	North Carolina
Community member(s) sit on academic committees	29%	31%
Community member(s) sit on budgetary committees	12%	4%
Community member(s) sit on hiring committees	26%	35%
Community member(s) serve on the Board of Trustees	74%	85%
Community member(s) have formal opportunities to discuss concerns with administration (e.g., public forums, publicly known office hours)	78%	81%
Other	24%	15%

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

	National	North Carolina
Campus days of service to include staff and faculty	67%	85%
On site service opportunities (e.g., blood drives, food drives, etc.)	97%	100%
Opportunities to serve with students on service projects	92%	96%
Opportunities to serve with students as advisors to extracurricular service groups	92%	92%
Paid time off to participate in service activities	28%	42%

Public recognition for service	68%	81%
Encouragement to serve on community boards	68%	62%
Other	9%	4%

Presidential Involvement in Service/Civic Engagement Activities:

	National	North Carolina
Attends service/civic engagement conferences	48%	62%
Hosts service/civic engagement conferences	35%	19%
Participates in campus service/civic engagement activities	72%	69%
Provides fiscal support for community-based work	75%	77%
Solicits foundation or other support	57%	54%
Publicly promotes service/civic engagement	89%	92%
Writes publicly on service/civic engagement (e.g., op-eds, campus publications, national newspaper, etc.)	43%	35%
Speaks to alumni and trustees on service/civic engagement	68%	73%
Teaches service-learning course	4%	0%
Serves on community boards	75%	69%
Meets regularly with community partners/representatives	71%	62%
Other	11%	15%

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	74%	72%
Students play a lead role in the direction of the Community Service/Service-Learning/Civic Engagement office	58%	60%
Students recruit their peers	93%	100%
Students recruit faculty	55%	48%
Students act as liaisons to community sites	75%	64%
Students act as service-learning course assistants	39%	52%
Students act as guest speakers in service-learning courses	41%	40%
Students act as service-learning co-instructors	14%	24%
Students help to design academic service-learning courses and create syllabi	15%	20%
Students assist with reflection activities	70%	80%
Students serve on campus service, civic engagement, and/or service-learning committees	74%	92%
Other	10%	8%

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

	<b>National</b>	<b>North Carolina</b>
Designates a period of time (e.g., day of service, service week, etc.) to highlight student civic engagement and/or service activities	66%	77%
Manages liability associated with service placements	68%	58%
Provides/coordinates transportation to and from community sites	64%	77%
Considers service formally in admissions process	29%	38%
Considers service in awarding scholarships	70%	62%
Defines and identifies academic service-learning courses	61%	65%
Requires academic service-learning as part of core curriculum in at least one major	55%	50%
Offers community service/civic engagement major and/or minor	13%	19%
Offers courses on volunteerism	21%	19%
Offers courses on activism/advocacy	44%	54%
Designates academic service-learning courses in the course guide	35%	35%
Records service on student transcripts	23%	31%
Gives extra credit for community service/civic engagement participation	47%	46%
Requires service for graduation	13%	15%
Gives awards to students for service	74%	81%
Offers mini-grants to students for service-related initiatives	39%	54%
Provides funding (e.g., scholarships, grants, fellowships, education awards, etc.) for student community service, academic service-learning and/or civic engagement efforts	64%	58%
Hosts and/or funds public dialogues on current issues	74%	85%
Provides physical space/communication mechanisms for peaceful student protest	67%	73%
Provides space for student political organizations on campus	70%	65%
Other	8%	12%

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

	<b>National</b>	<b>North Carolina</b>
Alternative service breaks	73%	81%
Alumni projects	35%	50%
Capstone courses	48%	38%
Discipline-based service-learning courses	79%	81%
Freshman year orientation to service	50%	81%
First-year experience service opportunities	65%	81%
Learning communities concerning engagement and service	40%	42%
Graduate school service	28%	42%
Government internships	51%	46%
International service opportunities	62%	73%
Inter-campus service programs	40%	46%
Nonprofit internships/practicum	80%	77%



One day service projects	91%	96%
Residence hall-based service	60%	73%
Summer service programs	41%	46%

Federal work study funds dedicated to community service positions:

	<b>National</b>	<b>North Carolina</b>
Average	14%	11%

Institution matches the Segal AmeriCorps Education Award for students:

	<b>National</b>	<b>North Carolina</b>
Yes	6%	8%
No	94%	92%

### **Campus-Community Partnerships**

Community partner involvement in student learning and engagement activities:

	<b>National</b>	<b>North Carolina</b>
Act as co-instructors (uncompensated)	39%	44%
Act as co-instructors (compensated)	13%	16%
Assist in creating the syllabus and designing the course	20%	24%
Come into the class as speakers	91%	92%
Provide reflection on site in community setting	67%	60%
Provide feedback on the development/maintenance of community service programs	81%	80%
Participate in the design and delivery of community-based courses	31%	44%
Serve on campus committees	51%	52%

Community Partnerships:

	<b>National</b>	<b>North Carolina</b>
Average per Campus	125	194

Community Partners Organization Types:

	<b>National</b>	<b>North Carolina</b>
Faith-based organization(s)	82%	92%
For-profit business(es)	52%	52%
Government	69%	80%
K-12 school(s)	95%	100%
Nonprofit/community-based organization(s)	98%	100%
Other higher education institution(s)	50%	40%
Other	7%	8%

## **Assessment**

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

	<b>National</b>	<b>North Carolina</b>
Yes, the institution does	32%	50%
Yes, units within the institution do	55%	35%
No	13%	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?

	<b>National</b>	<b>North Carolina</b>
Yes, the institution does	20%	31%
Yes, units within the institution do	41%	42%
No	39%	27%

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

	<b>National</b>	<b>North Carolina</b>
Yes, the institution does	14%	8%
Yes, units within the institution do	36%	50%
No	50%	42%

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

	<b>National</b>	<b>North Carolina</b>
Yes, the institution does	17%	27%
Yes, units within the institution do	45%	46%
No	38%	27%

## **Campus Compact Membership**

Satisfaction with Campus Compact Service and Resources:

	<b>National</b>	<b>North Carolina</b>
Very satisfied	57%	72%
Somewhat satisfied	31%	24%
Neither satisfied no dissatisfied	10%	4%
Somewhat dissatisfied	2%	0%
Very dissatisfied	0%	0%

### **Survey Information**

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

	<b>National</b>	<b>North Carolina</b>
Yes	72%	85%
No	28%	15%

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

	<b>National</b>	<b>North Carolina</b>
Share with direct supervisor	81%	68%
Share with president	68%	44%
Share with relevant contacts on campus	87%	92%
Share with institutional governing board (Trustees, Regents, etc.)	30%	28%
Share with relevant contacts in the community	50%	48%
Share with current and/or prospective donors	34%	28%
Share with prospective students	33%	32%
Share with current students	46%	44%
Share with alumni	28%	28%
Use to complete the application for the Elective Carnegie Classification on Community Engagement	27%	32%
Use to complete the application for the President's Higher Education Community Service Honor Roll	53%	52%
Use to inform strategic planning	70%	64%
Use to inform accreditation	41%	36%