



Campus Compact

2014 Service Statistics: Campus Compact Membership Survey Summary Results for North Carolina

Purpose and Methodology

Campus Compact conducted an online member survey for 11 weeks beginning October 2014 in order to calculate student and faculty involvement in community engagement, assess institutional support/culture, identify community-campus partnerships and tracking mechanisms on campus, and assess satisfaction with Campus Compact programs and services. The survey is 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.

Of 1,080 member institutions in 2014, 434 responded to the survey, with a national response rate of 40%. This report contains a summary of the findings for Campus Compact members in North Carolina, compared to the national data.

| | Number of Campus Compact members | Number of survey respondents | Response rate |
|----------------|---|-------------------------------------|----------------------|
| National | 1,080 | 434 | 40% |
| North Carolina | 33 | 21 | 64% |

Institutional Information

| | Private four-year | Public four-year | Private two-year | Public two-year |
|----------------|--------------------------|-------------------------|-------------------------|------------------------|
| National | 47% | 37% | 1% | 15% |
| North Carolina | 43% | 43% | 0 | 14% |

| Carnegie Community Engagement Elective Classification | National | North Carolina |
|--|-----------------|-----------------------|
| Have the classification | 36% | 57% |
| Never applied | 51% | 33% |
| Number planning to reapply in 2020 | 15% | 14% |

| Institutional numbers | National | North Carolina |
|--------------------------------------|-----------------|-----------------------|
| Average FTE Undergraduate Enrollment | 7,192 | 7,769 |
| Average FTE Graduate Enrollment | 1,453 | 1,617 |
| TOTAL Average FTE Enrollment | 8,502 | 9,385 |
| Average FTE Faculty | 577 | 835 |

Community Service/Service-Learning/Civic Engagement on Campus

| How student participation is tracked | National | North Carolina |
|--|----------|----------------|
| Track only curricular engagement | 8% | 10% |
| Track only co-curricular engagement | 5% | 5% |
| Track both curricular and co-curricular engagement together | 20% | 24% |
| Track both curricular and co-curricular engagement, but separately | 48% | 48% |
| Don't track either curricular or co-curricular engagement | 19% | 14% |

| Student numbers | National | North Carolina |
|--|---|---|
| Average number of students per campus involved in Community Service, Service-Learning and Civic Engagement Activities | 3,299 (1,382,145 total at 419 institutions) | 4,215 (88,516 total at 21 institutions) |
| % of student FTE involved | 39% | 45% |
| Average hours per week/per campus | 3.5 (based on 398 institutions) | 4 (based on 20 institutions) |
| Total # of hours served by all students in 2013-2014 (based on 32-week academic year and the average student FTE enrollment at 419 institutions) | 4,837,508/week: 154,800,240/year | 354,064/week: 11,330,048/year |
| Overall Value of Service (based on Independent Sector's 2013 value of volunteer time of \$22.55 per hour) | \$3,490,745,412 | \$255,492,582 |

| Service-Learning courses | National | North Carolina |
|---|----------|----------------|
| Overall # offered by all institutions | 30,885 | 1,357 |
| Average # offered per campus | 78 | 65 |
| Average # of FTE faculty teaching a SL course per campus | 77 | 45 |
| Average % of FTE faculty | 13% | 5% |
| Average # of staff per campus supporting both student curricular and co-curricular engagement | 21 | 12 |

| Issue areas addressed through service | National | North Carolina |
|--|-----------------|-----------------------|
| Access and retention in higher education | 74% | 71% |
| Agriculture/nutrition | 64% | 67% |
| Animal welfare | 52% | 43% |
| College student preparation for career and society | 74% | 76% |
| Civil rights/human rights | 73% | 81% |
| College readiness in K to 12 education | 77% | 71% |
| Conflict resolution | 41% | 48% |
| Crime/criminal justice | 55% | 67% |
| Disability issues | 69% | 62% |
| Disaster preparedness | 42% | 38% |
| Economic development | 72% | 76% |
| Environment/sustainability issues | 85% | 90% |
| Global citizenship | 75% | 81% |
| Health care, general | 80% | 90% |
| HIV/AIDS | 41% | 48% |
| Housing/homelessness | 85% | 86% |
| Hunger/food insecurity | 92% | 90% |
| Immigrant/migrant worker rights | 54% | 62% |
| International issues | 65% | 81% |
| K-12 education | 89% | 95% |
| Legal aid | 33% | 57% |
| Mental health | 62% | 62% |
| Mentoring | 88% | 86% |
| Multiculturalism/diversity | 82% | 81% |
| Parenting/child | 50% | 71% |
| Poverty | 85% | 81% |
| Public arts/theater | 67% | 76% |
| Reading/writing | 80% | 81% |
| Senior/elder services | 73% | 67% |
| Sexual assault | 65% | 57% |
| Substance abuse | 51% | 57% |
| Tax form preparation | 55% | 52% |
| Technology | 50% | 62% |
| Transportation | 27% | 33% |
| Tutoring | 91% | 95% |
| Voting | 64% | 90% |
| Women's issues | 74% | 81% |
| Other | 6% | 24% |

Infrastructure

(summarized for State/Regional Compacts where at least 50% of their members completed this portion)

| Reported # of offices or centers on campus that coordinate curricular and/or co-curricular engagement | National | North Carolina |
|--|-----------------|-----------------------|
| Institutions reporting one office/center | 175 | 11 |
| Reporting two offices/centers | 104 | 4 |
| Reporting three offices/centers | 38 | 2 |
| Reporting four offices/centers | 27 | 1 |
| Reporting five or more offices/centers | 16 | 2 |

Summary results for Office 1 information

| Office annual budget including salaries | National | North Carolina |
|--|-----------------|-----------------------|
| Less than 20% | 12% | 10% |
| \$20,000-\$49,999 | 9% | 5% |
| \$50,000-\$99,999 | 16% | 14% |
| \$100,000-\$249,999 | 27% | 24% |
| \$250,000-\$499,999 | 17% | 29% |
| \$500,000-\$999,999 | 9% | 14% |
| \$1,000,000 plus | 6% | 0 |

| Primary purpose of this office | National | North Carolina |
|---------------------------------------|-----------------|-----------------------|
| Academic service-learning | 35% | 24% |
| Other | 33% | 33% |
| Volunteering | 25% | 24% |
| Public service | 6% | 10% |

| The office to which the center/office reports | National | North Carolina |
|--|-----------------|-----------------------|
| Academic Affairs | 40% | 43% |
| Student Affairs | 37% | 24% |
| Both Academic and Student Affairs | 8% | 19% |
| President's office | 6% | 0 |

| Responsibilities of the office (check all that apply) | National | North Carolina |
|--|-----------------|-----------------------|
| Community partnership development | 80% | 86% |
| Civic engagement | 76% | 86% |
| Community service | 76% | 81% |
| Academic service-learning | 74% | 71% |
| Student leadership development | 60% | 71% |
| Experiential learning | 56% | 71% |
| Federal programming | 44% | 52% |
| Community work study | 39% | 52% |

| Office/Center leaders | National | North Carolina |
|--|-----------------|-----------------------|
| Most common title: Director | 320 | 19 |
| Average number of years in the position | 6 | 6 |
| Average number of years working for the institution | 10 | 8 |
| Percent of time focused on supporting curricular and/or co-curricular community engagement | 70% | 58% |
| Highest level of education: | | |
| Ph.D. or equivalent, Professional degree (J.D.) | 31% | 43% |
| Master's | 55% | 48% |
| Bachelor's | 11% | 0 |

Institutional Support/Culture

| | National | | North Carolina | |
|--|-----------------|-----------|-----------------------|-----------|
| | Yes | No | Yes | No |
| Institutional mission/purpose statement drives policies supporting curricular & co-curricular community engagement | 89% | 10% | 86% | 14% |
| Curricular & co-curricular community engagement included in institution's strategic plans | 88% | 12% | 95% | 5% |

| Student outcomes addressed in institution's strategic plan | National | North Carolina |
|---|-----------------|-----------------------|
| Student leadership development | 69% | 62% |
| Student civic learning | 60% | 67% |
| Education for global citizenship | 80% | 81% |
| Student civic engagement | 72% | 71% |
| Service to the community (local, national, global) | 83% | 90% |
| Advocates of social issues | 42% | 43% |

| | | |
|-----------------------------|-----|-----|
| Careers for the public good | 39% | 52% |
|-----------------------------|-----|-----|

| Student presence and voice in decision-making matters | National | North Carolina |
|---|-----------------|-----------------------|
| Student(s) sit on academic committees | 68% | 52% |
| Student(s) sit on budgetary committees | 40% | 24% |
| Student(s) sit on hiring committees | 62% | 52% |
| Student(s) serve on the Board of Trustees | 45% | 71% |
| Student(s) have formal opportunities to discuss concerns with administration (e.g., public forums, publicly known office hours) | 90% | 81% |
| Student government has autonomous control of funds/activity fees | 74% | 71% |

| Community member presence and voice in decision-making matters | National | North Carolina |
|--|-----------------|-----------------------|
| Community member(s) sit on academic committees | 24% | 5% |
| Community member(s) sit on budgetary committees | 9% | 0 |
| Community member(s) sit on hiring committees | 28% | 43% |
| Participate on an institution-wide community advisory board | 43% | 38% |
| Participate on a unit-specific community advisory board | 66% | 71% |
| Serve on the Board of Trustees | 63% | 71% |
| Have formal opportunities to discuss concerns with administration (e.g., public forums, publicly known office hours) | 69% | 52% |

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.

| Essential Learning Outcomes addressed in institution's strategic plan | National | North Carolina |
|--|-----------------|-----------------------|
| Inquiry and analysis | 67% | 48% |
| Critical thinking | 86% | 95% |
| Creative thinking | 58% | 48% |
| Written communication | 73% | 81% |
| Oral communication | 70% | 76% |
| Quantitative literacy | 50% | 52% |
| Information literacy | 52% | 57% |
| Teamwork | 50% | 57% |
| Problem solving | 65% | 71% |
| Civic knowledge and engagement, local | 70% | 62% |
| Civic knowledge and engagement, global | 70% | 62% |
| Intercultural knowledge and competence | 69% | 57% |
| Ethical reasoning | 57% | 48% |
| Foundations and skills for lifelong learning | 68% | 71% |
| Integrative learning | 56% | 52% |

| Support for faculty and staff personal participation in service/volunteering activities | National | North Carolina |
|--|-----------------|-----------------------|
| On site service opportunities (e.g., blood drives, food drives) | 98% | 100% |
| Opportunities to serve with students as advisors to extracurricular service groups | 90% | 100% |
| Opportunities to serve with students on service projects | 89% | 100% |
| Host campus days of service that include staff and faculty | 72% | 95% |
| Encouragement to serve on community boards | 67% | 52% |
| Public recognition of service | 65% | 76% |
| Paid time off to participate in service activities | 35% | 52% |
| Other | 2% | 0 |

| Presidential involvement in service/civic engagement activities | National | North Carolina |
|--|-----------------|-----------------------|
| Publicly promotes service/community engagement | 87% | 81% |
| Participates in campus service/community engagement activities | 76% | 86% |
| Provides fiscal support for community-based work | 73% | 57% |
| Serves on community board | 72% | 67% |
| Speaks to alumni and trustees on service/community engagement | 68% | 86% |
| Meets regularly with community partners/representatives | 63% | 62% |
| Solicits foundation or other support | 56% | 43% |
| Attends service/community engagement conferences | 45% | 71% |
| Writes publicly on service/community engagement (e.g., op-eds, campus publications, national newspapers) | 42% | 38% |
| Hosts service/community engagement conferences | 31% | 43% |
| Teaches a service-learning course | 5% | 5% |
| Other | 3% | 0 |

| Student involvement in leading community service, academic service-learning and/or civic engagement efforts on campus | National | North Carolina |
|--|-----------------|-----------------------|
| Students recruit their peers | 93% | 95% |
| Students assist in staffing the offices associated with curricular and/or co-curricular engagement | 84% | 81% |
| Students assist with reflection activities | 72% | 71% |
| Students act as liaisons to community sites | 72% | 57% |
| Students serve on campus service, community engagement and/or service-learning committees | 69% | 90% |
| Students play a lead role in setting the direction of the offices associated with curricular and/or co-curricular engagement | 49% | 48% |
| Students act as guest speakers in service-learning courses | 45% | 48% |
| Students act as service-learning course assistants | 44% | 29% |
| Students recruit faculty | 44% | 43% |
| Students act as service-learning co-instructors | 18% | 24% |
| Students help to design academic service-learning courses and create syllabi | 16% | 24% |
| Other | 7% | 5% |

| 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 | 72% | 90% |
| Manages liability associated with service placements | 70% | 86% |
| Provides/coordinates transportation to and from community sites | 64% | 86% |
| Considers service formally in admissions process | 34% | 67% |
| Considers service in awarding scholarships | 69% | 81% |
| Defines and identifies academic service-learning courses | 72% | 71% |
| Requires academic service-learning as part of core curriculum in at least one major | 64% | 62% |
| Offers community service/civic engagement major and/or minor | 15% | 5% |
| Offers courses on volunteerism | 27% | 38% |
| Offers courses on activism/advocacy | 52% | 52% |
| Designates academic service-learning courses in the course guide | 50% | 57% |
| Records service on student transcripts | 29% | 43% |
| Gives extra credit for co-curricular community engagement | 41% | 52% |
| Requires service for graduation | 12% | 14% |
| Gives awards to students for service | 77% | 86% |
| Offers mini-grants to students for service-related initiatives | 41% | 48% |
| Provides funding (e.g., scholarships, grants, fellowships, education awards, etc.) for curricular and/or co-curricular community engagement | 68% | 71% |
| Hosts and/or funds public dialogues on current issues | 80% | 86% |
| Provides physical space/communication mechanisms for peaceful student protest | 58% | 67% |
| Provides space for student political organizations on campus | 66% | 71% |
| Other | 3% | 5% |

| Average federal work study funds dedicated to community service | National | North Carolina |
|--|-----------------|-----------------------|
| Average (based on 360 responses) | 15% | 10% |

| Institution matches the Segal AmeriCorps Education Award | National | North Carolina |
|---|-----------------|-----------------------|
| Yes | 6% | 0 |
| No | 94% | 100% |

| Community service, academic service-learning and/or civic engagement programs offered | National | North Carolina |
|--|-----------------|-----------------------|
| One-day service projects | 89% | 90% |
| Nonprofit internships/practicum | 84% | 76% |
| Discipline-based service-learning courses | 81% | 90% |
| Service clubs | 77% | 67% |
| Alternative service breaks | 72% | 76% |
| International service opportunities | 72% | 76% |
| First-year experience service opportunities | 63% | 81% |
| Residence hall-based service | 59% | 57% |
| Government internships | 58% | 67% |
| Freshman year orientation to service | 55% | 57% |
| Fraternities/Sororities | 55% | 62% |
| Capstone service courses | 54% | 38% |
| Alumni service projects | 43% | 38% |
| Learning communities concerning service and engagement | 45% | 52% |
| Summer service programs | 40% | 33% |
| Graduate school service | 30% | 38% |
| Inter-campus service programs | 37% | 43% |

| Institutional support for faculty involvement in community engagement and teaching academic service-learning courses | National | North Carolina |
|---|-----------------|-----------------------|
| Provides faculty development workshops/fellowships | 77% | 86% |
| Provides materials to assist faculty in reflection and assessment | 76% | 81% |
| Provides curriculum models and sample syllabi | 72% | 81% |
| Encourages and supports faculty financially to attend and present at service-learning conferences | 68% | 86% |
| Rewards service-learning and community-based research in tenure and review | 65% | 71% |
| Gives awards for faculty | 56% | 76% |
| Provides faculty with grants to support curriculum redesign | 54% | 62% |
| Provides service-learning and community orientation during faculty orientation | 46% | 52% |
| Search and recruitment policies encourage hiring of faculty with expertise in and commitment to community engagement | 41% | 38% |
| Allows sabbaticals for service-learning research, scholarship and program development | 36% | 14% |
| A faculty governance committee has responsibilities for community engagement | 22% | 29% |

Campus-Community Partnerships

| Community partner involvement in student learning and engagement activities | National | North Carolina |
|---|-----------------|-----------------------|
| Come into classes as speakers | 93% | 95% |
| Provide feedback on the development/maintenance of community service/volunteering/community engagement programs | 82% | 90% |
| Provide reflection on site in community setting | 76% | 67% |
| Act as uncompensated co-instructors | 54% | 67% |
| Participate in the design and delivery of community-based courses | 44% | 57% |
| Serve on campus committees that determine learning goals and/or engagement activities | 37% | 52% |
| Assist in creating syllabi and/or designing courses | 32% | 43% |
| Act as compensated co-instructors | 27% | 14% |
| Other | 2% | 0 |

| Community partner organization types | National | North Carolina |
|---|-----------------|-----------------------|
| Non-profit/community-based organizations | 97% | 95% |
| K-12 schools | 96% | 100% |
| Faith-based organizations | 78% | 81% |
| Government | 75% | 81% |
| International community or organization | 72% | 81% |
| Other higher education institutions | 70% | 76% |
| For-profit businesses | 69% | 76% |
| Other | 4% | 5% |

| Institution engagement with alumni in community service or civic engagement activities | National | North Carolina |
|---|-----------------|-----------------------|
| Invites alumni to serve as speakers or mentors to current students | 71% | 71% |
| Recognizes alumni for service in publications | 62% | 43% |
| Communicates service opportunities to alumni | 57% | 62% |
| Cultivates alumni donors to support service activities | 48% | 38% |
| Gives awards to alumni for service | 45% | 33% |
| Coordinates day of service or service weekend activities for alumni | 39% | 48% |
| N/A | 15% | 19% |

| Programs offered to alumni entering public service careers | National | North Carolina |
|---|-----------------|-----------------------|
| Informational program on public service careers | 49% | 29% |
| Network of alumni in public service careers | 37% | 29% |
| Student loan deferment | 9% | 10% |
| Student loan forgiveness | 5% | 5% |
| N/A | 45% | 67% |

Assessment

| | National | | North Carolina | |
|--|-----------------|-----------|-----------------------|-----------|
| | Yes | No | Yes | No |
| The institution has defined the characteristics of high quality partnerships | 33% | 67% | 43% | 57% |
| There's a process in place for determining that partnerships are of high quality | 31% | 69% | 33% | 67% |

| The institution or its units (departments or schools) have mechanisms to record community engagement | National | North Carolina |
|---|-----------------|-----------------------|
| Yes, the institution has mechanisms | 12% | 14% |
| Units within the institution have mechanisms | 49% | 62% |
| Both the institution and units have mechanisms | 31% | 19% |
| Neither the institution nor units have mechanisms | 7% | 5% |

| The institution or its units (departments or schools) have mechanisms for systematic assessment of community perceptions of the institution's engagement with the community | National | North Carolina |
|--|-----------------|-----------------------|
| Yes, the institution has mechanisms | 9% | 14% |
| Units within the institution have mechanisms | 42% | 48% |
| Both the institution and units have mechanisms | 17% | 14% |
| Neither the institution nor units have mechanisms | 32% | 24% |

| The institution or its units (departments or schools) have mechanisms for systematic assessment of the impact on the community of community engagement efforts | National | North Carolina |
|---|-----------------|-----------------------|
| Yes, the institution has mechanisms | 6% | 5% |
| Units within the institution have mechanisms | 40% | 48% |
| Both the institution and units have mechanisms | 13% | 19% |

| | | |
|---|-----|-----|
| Neither the institution nor units have mechanisms | 41% | 29% |
|---|-----|-----|

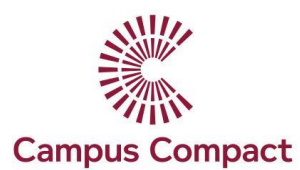
| The institution or its units (departments or schools) have mechanisms for systematic assessment of the impact on student learning of community engagement efforts | National | North Carolina |
|--|-----------------|-----------------------|
| Yes, the institution has mechanisms | 11% | 5% |
| Units within the institution have mechanisms | 49% | 71% |
| Both the institution and units have mechanisms | 21% | 19% |
| Neither the institution nor units have mechanisms | 19% | 5% |

Campus Compact Membership

| Satisfaction with Campus Compact service and resources | National | North Carolina | Satisfaction with your institution's membership in your <u>state/regional</u> Campus Compact |
|---|-----------------|-----------------------|---|
| Very satisfied | 57% | 38% | 71% |
| Somewhat satisfied | 31% | 48% | 19% |
| Neither satisfied nor dissatisfied | 10% | 5% | 5% |
| Somewhat dissatisfied | 2% | 10% | 5% |
| Very dissatisfied | 0 | 0 | 0 |

Survey Information

| How the institution will use the information gathered | National | North Carolina |
|---|-----------------|-----------------------|
| Share with relevant contacts on campus | 82% | 90% |
| Use to inform strategic planning for community engagement office | 65% | 67% |
| Share with the president or chancellor | 58% | 57% |
| Use to complete the application for President's Higher Education Community Service Honor Roll | 56% | 33% |
| Use to inform strategic planning for the institution | 48% | 38% |
| Share with relevant contacts in the community | 42% | 48% |
| Use to complete the application for the elective Carnegie Community Engagement Classification | 29% | 29% |
| Use to inform accreditation | 28% | 19% |
| Share with current and/or prospective donors | 26% | 24% |
| Share with prospective students | 25% | 24% |
| Share with alumni | 24% | 24% |
| Share with institutional governing board | 20% | 19% |



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