



2015 Service Statistics: Campus Compact Membership Survey

Campus Compact conducted an online member survey for twelve weeks beginning in October 2015 to capture student and faculty involvement in communities; assess institutional support and culture; and gather information on community-campus partnerships, tracking mechanisms, and more. Community engagement professionals at member colleges and universities were asked to coordinate a single institutional response with the most complete and accurate data possible.

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.

This report contains the summary of the findings for the nine Missouri Campus Compact members who responded to the survey alongside the national data. Answer sections are sorted in descending order, ranked by Missouri responses, then by the national responses.

Institution Information

Survey Response Statistics:

National	Missouri	
1,079	39	Number of Campus Compact members
400	9	Number of survey respondents
37%	23%	Response rate

Institution Type:

	Public Four-Year	Private Four-Year	Public Two-Year	Private Two-Year
National	48%	40%	>1%	12%
Missouri	22%	67%	11%	0%

Carnegie Community Engagement Elective Classification:

National	Missouri	
43%	24%	Have the classification

Enrollment Statistics Averages:

National	Missouri	
6,187	4,345	2014-2015 Avg. Full-Time Equivalent (FTE) Undergraduate Enrollment
1,105	1,803*	2014-2015 Avg. Full-Time Equivalent (FTE) Graduate Enrollment
7,292	6,148	Total Average 2014-2015 Full-Time Equivalent (FTE) Enrollment

*6 respondents with graduate programs

Student Community Engagement

How does the institution track student curricular and co-curricular community engagement?

National	Missouri	
15%	44%	Track both curricular and co-curricular engagement together
51%	33%	Track both curricular and co-curricular engagement, but separately
10%	11%	Track only curricular engagement
5%	11%	Track only co-curricular engagement
20%	0%	Don't track either curricular or co-curricular engagement

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

National	Missouri	
3,269	2,956*	Average number of students per campus involved in Community Service, Service-Learning and Civic Engagement Activities
45.5%	56%	% of student FTE involved
3.8	1.5	Average hours per week/per campus
154,800,240 hours	1,783,424 hours	Total # of hours served by all students in 2014-2015 (national numbers based on 32-week academic year and the average Student FTE enrollment at 400 institutions)
\$3,672,706,349	\$41,143,592	Overall value of service (based on Independent Sector's 2014 value of volunteer time at \$23.07 per hour)

*8 respondents

The number of academic service-learning courses offered in 2014-2015, with the average number of faculty and supporting staff members:

National	Missouri	
37,420	581*	Overall # S-L courses offered by all institutions
94	83	Average # of courses offered per campus
50	41*	Average # of faculty teaching S-L per campus
13%	20%*	Average % Of FTE faculty
12	12	Average # of staff per campus supporting student curricular community engagement
9	10	Average # of staff per campus supporting student co-curricular community engagement

*7 respondents

Do you track participation in courses that:

National	Missouri	
41%	56%	Focus on diversity
26%	44%	Build skills in deliberative discussion
22%	33%	Contribute to democratic participation
16%	22%	Involve simulations of democratic practices
55%	44%	None of the above

Do you track student participation in any of the following areas, which may be either curricular or co-curricular?

National	Missouri	
36%	67%	Fundraising
37%	67%	Philanthropy
31%	56%	Activism
36%	56%	Advocacy
28%	33%	Social entrepreneurship
44%	22%	None of the above
1%	0%	Other

Has your institution formally adopted a definition of community-based learning?

National	Missouri	
60%	56%	Yes
40%	44%	No

Does your institution formally designate community-based learning courses?

National	Missouri	
55%	89%	Yes
45%	44%	No

Does your institution identify specific student outcomes for community engagement?

National	Missouri	
53%	56%	Yes
47%	44%	No

If so, in what areas do these fall?

National*	Missouri	
81%	56%	Civic or democratic learning
82%	56%	Critical thinking
76%	56%	Engagement across differences
64%	56%	Global learning
64%	44%	Social justice orientation
25%	33%	Policy knowledge
22%	22%	Other
21%	11%	Media literacy

*216 respondents

Institutional Context

Does the institution have a mission or purpose statement that drives policies supporting curricular and/or co-curricular community engagement?

National	Missouri	
87%	89%	Yes
13%	11%	No

Has your institution identified substantive priority areas to give focus to its engagement efforts and resources? If yes, what areas?

National	Missouri	
72%	67%	College readiness in K to 12 education
63%	67%	Individual and community health
56%	56%	Economic development
27%	56%	K-12 student civic learning
60%	56%	Poverty alleviation
69%	44%	Access and retention in higher education
31%	44%	Criminal justice and legal representation
71%	44%	Environment/sustainability issues
41%	33%	Arts
43%	33%	Civil rights/human rights
62%	33%	Food security
24%	22%	Conflict resolution
57%	22%	Housing/homelessness
31%	22%	Immigrant/migrant worker rights
44%	22%	Voting
24%	11%	Disaster preparedness
15%	11%	Transportation

Which of the following areas of your institution are involved in formal discussions about the role of your college or university as an anchor institution in the community?

National	Missouri	
40%	56%	Admissions
26%	56%	Libraries
45%	56%	Other
20%	44%	Human Resources
33%	33%	Economic Development Office
23%	33%	Financial Aid
24%	22%	Facilities
40%	22%	Grants or Research Office
33%	22%	Institutional Research
14%	22%	Purchasing
22%	11%	We do not have formal discussions about our role as an anchor institution in the community

In what ways do students have a presence and voice in decision-making matters on campus?

National	Missouri	
94%	100%	Student(s) have formal opportunities to discuss concerns with administration (e.g., public forums, publicly known office hours)
79%	78%	Student government has autonomous control of funds/activity fees
69%	67%	Student(s) sit on academic committees
63%	67%	Student(s) sit on hiring committees
48%	67%	Student(s) serve on the Board of Trustees
45%	33%	Student(s) sit on budgetary committees
11%	0%	Have a presence or voice in other ways
6%	0%	Do not currently have a presence or voice

In what ways do community members have a presence and voice in decision-making matters on campus?

National	Missouri	
65%	89%	Have formal opportunities to discuss concerns with administration (e.g., public forums, publicly known office hours)
67%	78%	Participate on a unit-specific community advisory board
64%	78%	Serve on the Board of Trustees
43%	44%	Participate on an institution-wide community advisory board
27%	11%	Community member(s) sit on hiring committees
20%	0%	Community member(s) sit on academic committees
11%	0%	Have a presence or voice in other ways
9%	0%	Community member(s) sit on budgetary committees
6%	0%	Do not currently have a presence or voice

Is there a formal faculty governance committee with responsibilities for community engagement?

National	Missouri	
21%	11%	Yes
79%	89%	No

Is there an institution-wide standing committee that is responsible for overseeing or coordinating community engagement?

National	Missouri	
43%	22%	Yes
57%	78%	No

If yes, indicate who serves on the institution-wide committee:

National	
91%	Faculty
95%	Administrators/Staff
53%	Students
52%	Executive Leadership
43%	Community Partners

Two Missouri respondents said yes; both reported Faculty, Administrators/Staff, and Students serve on their committees. One respondent indicated Executive Leadership and Community Partners also serve on their committee.

Describe the president or chancellor's involvement in community engagement activities:

National	Missouri	
77%	89%	Participates in campus service/community engagement activities
88%	89%	Publicly promotes service/community engagement
70%	78%	Speaks to alumni and trustees on service/community engagement
71%	78%	Serves on community boards
66%	78%	Meets regularly with community partners/representatives
42%	56%	Writes publicly on service/community engagement (e.g., op-eds, campus publications, national newspapers)
78%	44%	Provides fiscal support for community-based work
56%	44%	Solicits foundation or other support
45%	33%	Attends service/community engagement conferences
28%	22%	Hosts service/community engagement conferences
7%	11%	Other
0%	11%	Teaches a service-learning course

In what ways are students involved in leading curricular and co-curricular community engagement?

National	Missouri	
91%	78%	Recruit their peers
84%	78%	Assist in staffing the offices associated with curricular and/or co-curricular engagement
76%	78%	Act as liaisons to community sites
68%	78%	Assist with reflection activities
67%	78%	Serve on campus service, community engagement and/or community-based learning committees.
47%	56%	Play a lead role in setting the direction of the offices associated with curricular and/or co-curricular engagement
38%	56%	Act as community-based learning course assistants
42%	44%	Act as guest speakers in community-based learning courses
41%	33%	Recruit faculty
16%	33%	Act as community-based learning co-instructors
17%	11%	Help to design community-based learning courses and create syllabi
9%	0%	Other

What percentage of federal work study funds are dedicated to community service positions?

National	Missouri	
15%	14%	Average Percentage

Does your institution match the Segal AmeriCorps Education Award for Students?

National	Missouri	
11%	0%	Yes
89%	100%	No

How does the institution foster or support curricular and/or co-curricular community engagement?

National	Missouri	
71%	89%	Designates a period of time (e.g., day of service, civic engagement week, to highlight student curricular and/or co-curricular community engagement)
80%	78%	Gives awards to students for community engagement
62%	78%	Provides physical space/communication mechanisms for peaceful student protest
61%	78%	Defines and identifies community-based learning courses
71%	67%	Provides space for student political organizations on campus
67%	67%	Considers engagement in awarding scholarships
66%	67%	Provides/coordinates transportation to and from community sites
66%	67%	Provides funding (e.g., scholarships, grants, fellowships, education awards) for curricular and/or co-curricular community engagement
64%	67%	Requires community-based learning courses as part of core curriculum in at least one major
49%	67%	Offers courses on activism/advocacy
76%	56%	Hosts and/or funds public dialogues on current issues
69%	56%	Manages liability associated with community placements
45%	44%	Designates community-based learning courses in the course guide
39%	33%	Gives extra credit for co-curricular community engagement
38%	33%	Offers mini-grants to students for community initiatives
31%	33%	Considers engagement formally in admissions process
17%	33%	Offers community service/civic engagement major and/or minor
24%	22%	Offers courses on volunteerism
25%	11%	Records service on student transcripts
15%	0%	Requires community engagement for graduation
9%	0%	Other

Which of the following curricular or co-curricular community engagement programs does your institution offer?

National	Missouri	
61%	100%	Service clubs
91%	89%	Residence hall-based service
85%	89%	Service through fraternities/sororities
83%	89%	One-day service projects
78%	89%	Discipline-based/community-based learning courses
76%	89%	Alternative service breaks
57%	89%	Capstone service courses
44%	89%	Nonprofit internships/practicum
71%	78%	International service opportunities
67%	67%	First-year experience service opportunities
46%	67%	Freshman year orientation to service
58%	56%	Summer service programs
56%	56%	Government internships
45%	56%	Alumni service projects
32%	44%	Graduate school service
0%	33%	Learning communities concerning service and engagement
0%	22%	Inter-campus service programs

Institutional Coordinating Unit(s)

Campus Compact is interested in understanding the variety of ways engagement work is facilitated on campuses. To that end, survey respondents were asked to provide information about both the primary coordinating unit on their campus (if applicable) and other units or entities involved in facilitating engagement.

Overall, the national average number of coordinating units per institution was 3.4. Missouri institutions averaged 4.5 units.

How many units on your campus coordinate curricular and/or co-curricular community engagement?

National	Missouri	
38%	56%	Institutions reporting one office/center
26%	-	Reporting two offices/centers
13%	-	Reporting three offices/centers
5%	-	Reporting four offices/centers
18%	44%	Reporting five or more offices/centers

The following information is compiled from the responses given regarding the first coordinating Office/Unit reported.

Unit One annual budget, including salaries:

National	Missouri	
11%	22%	Less than \$20,000
7%	22%	\$20,000-\$49,999
19%	22%	\$50,000-\$99,999
26%	11%	\$100,000-\$249,999
17%	11%	\$250,000-\$499,999
8%	11%	\$500,000-\$999,999
7%	0	\$1,000,000 plus

What is the primary purpose of Unit One?

National	Missouri	
39%	67%	Academic Service-Learning
22%	11%	Volunteering
7%	11%	Public Service
0%	11%	Community-Based Research
27%	0%	Social Entrepreneurship
0%	0%	Other

What are the responsibilities of Unit One?

National	Missouri	
82%	100%	Community service
85%	78%	Community partnership development
82%	78%	Civic engagement
64%	78%	Experiential learning
81%	67%	Community-based learning
57%	44%	Student leadership development
32%	44%	Internships
40%	22%	Federal programming
39%	22%	Community work study
17%	0%	Other

Where does Unit One fit into the institution’s reporting structure?

National	Missouri	
41%	55%	Academic Affairs
33%	33%	Student Affairs
11%	11%	Both Academic and Student Affairs
10%	0%	Other
4%	0%	President’s Office

Which best describes the leader of this unit?

National	Missouri	
71%	57%	Most common title: Director
6	5.7	Average number of years in the position
11	9.6	Average number of years working for the institution
63%	67%	Avg. percent of time focused on supporting curricular and/or co-curricular community engagement

What is the highest level of education completed by this leader?

National	Missouri	
37%	44%	Ph.D. or equivalent, Professional degree (J.D.)
53%	33%	Master’s
10%	22%	Bachelor’s

Faculty Roles and Rewards

In what ways does the institution build faculty capacity for engaged and public scholarship?

National	Missouri	
74%	78%	Encourages and supports faculty/staff financially to attend and present at conferences focused on community engagement
46%	67%	Allows sabbaticals for community-based research, scholarship and program development
73%	56%	Provides faculty development workshops/fellowships
55%	44%	Provides faculty with grants to support public scholarship and/or community based research
48%	11%	Gives awards for faculty engaged and public scholarship
9%	0%	Other
7%	0%	None of the above

In what ways does the institution build capacity for engaged teaching, such as faculty involvement in community partnerships and community-based learning courses?

National	Missouri	
72%	67%	Provides materials to assist faculty in reflection and assessment
76%	56%	Provides faculty development workshops
68%	56%	Encourages and supports faculty/staff financially to attend and present at conferences focused on community engagement
71%	56%	Provides curriculum models and sample syllabi
52%	44%	Provides faculty with grants to support curriculum redesign
38%	44%	Provides community-based learning and community orientation during faculty orientation
34%	33%	Provides support through faculty fellowships
41%	22%	Allows sabbaticals for community-based research, scholarship and program development
50%	11%	Gives awards for faculty
6%	11%	None of the above
5%	0%	Other

Do search and recruitment policies encourage the hiring of faculty with expertise in and commitment to community engagement?

National	Missouri	
40%	44%	Yes
60%	56%	No

Are there institution-level policies that recognize and reward community engagement in annual faculty review and/or tenure, and/or promotion for **Community-Engaged Research**?

National	Missouri*	
47%	29%	Yes
53%	71%	No

*7 respondents

Are there institution-level policies that recognize and reward community engagement in annual faculty review and/or tenure, and/or promotion for **Community-Engaged Teaching**?

National	Missouri	
52%	44%	Yes
48%	56%	No

Are there institution-level policies that recognize and reward community engagement in annual faculty review and/or tenure, and/or promotion for **Community-Engaged Service**?

National	Missouri	
56%	56%	Yes
44%	44%	No

Alumni

How does the institution engage alumni in community service or civic engagement activities?

National	Missouri	
73%	67%	Invites alumni to serve as speakers or mentors to current students
64%	67%	Recognizes alumni for service in publications
49%	67%	Cultivates alumni donors to support service activities
56%	56%	Communicates service opportunities to alumni
40%	56%	Coordinates day of service or service weekend activities for alumni
44%	33%	Gives awards to alumni for service
6%	22%	Other
0%	11%	None of the above

Which programs are offered by the campus to alumni entering public service careers?

National	Missouri	
38%	56%	Network of alumni in public service careers
45%	33%	Informational program on public service careers
8%	11%	Student loan deferment
10%	0%	Other
8%	0%	Student loan forgiveness
0%	44%	None of the above

Community-Campus Partnerships

In which ways are community partners involved in student learning and engagement activities?

National	Missouri	
93%	78%	Come into class as speakers
80%	78%	Provide feedback on the development/maintenance of community service/volunteering/civic engagement programs
73%	78%	Provide reflection on site in community setting
38%	56%	Participate in the design and delivery of community-based courses
41%	44%	Act as uncompensated co-instructors
0%	33%	Serve on campus committees that determine learning goals and/or engagement activities
22%	22%	Act as compensated co-instructors
27%	11%	Assist in creating the syllabus and designing the course

With what types of organizations does the institution have mutually beneficial, reciprocal community partnerships?

National	Missouri	
98%	100%	Nonprofit/community-based organization(s)
96%	100%	K-12 School(s)
98%	78%	For-profit business(es)
78%	67%	Faith-based organization(s)
75%	67%	Government
63%	56%	Other higher education institution(s)
4%	56%	Other
0%	56%	International community or organization

Please identify the primary mission focus of your community partners:

National	Missouri	
57%	100%	Environment/sustainability issues
69%	89%	College readiness in K to 12 education
40%	89%	Food security
34%	89%	Housing/homelessness
49%	78%	Economic development
48%	78%	Individual and community health
32%	78%	Poverty alleviation
62%	56%	Access and retention in higher education
28%	56%	Arts
26%	56%	K-12 student civic learning
24%	56%	Civil rights/human rights
23%	56%	Criminal justice and legal representation
27%	44%	Voting
24%	33%	Immigrant/migrant worker rights
23%	33%	Disaster preparedness
15%	22%	Conflict resolution
14%	22%	Transportation
0%	11%	Other

Assessment

Has the institution systematically defined the characteristics of high quality partnerships?

National	Missouri	
27%	0%	Yes
73%	100%	No

National data not available for the following three items:

Does the institution maintain systematic campus-wide tracking or documentation mechanisms to record and/or track engagement with the community?

Missouri	
67%	Yes
33%	No

Please indicate which tools your institution uses to collect data on engagement with the community:

Missouri	
78%	Survey or spreadsheet
44%	Custom database system

(Some respondents use both)

Does your Office of Institutional Research support data collection on institutional engagement with the community?

Missouri	
67%	Yes
33%	No

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

National	Missouri	
39%	45%	Units within the institution have mechanisms
37%	44%	Neither the institution nor units have mechanisms
15%	11%	Both the institution and units have mechanisms
9%	0%	Yes, the institution has mechanisms

Does the institution, or do units within the institution, have mechanisms for systematic assessment of the impact of community engagement on the community?

National	Missouri	
48%	56%	Neither the institution nor units have mechanisms
37%	44%	Units within the institution have mechanisms
9%	33%	Both the institution and units have mechanisms
7%	0%	Yes, the institution has mechanisms

Does the institution, or do units within the institution, have mechanisms for systematic assessment of the impact of community engagement on student learning?

National	Missouri	
43%	44%	Units within the institution have mechanisms
18%	33%	Both the institution and units have mechanisms
29%	11%	Neither the institution nor units have mechanisms
11%	11%	Yes, the institution has mechanisms

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

National	Missouri	
84%	89%	Share with relevant contacts on campus
65%	89%	Use to complete the application for the President's Higher Education Community Service Honor Roll
61%	78%	Share with the president or chancellor
71%	56%	Use to inform strategic planning for the community engagement office
55%	56%	Use to inform strategic planning for the institution
0%	56%	Share with marketing and public relations
39%	44%	Share with relevant contacts in the community
30%	44%	Use to inform accreditation
33%	22%	Use to complete the application for the elective Carnegie Community Engagement Classification
24%	22%	Share with current and/or prospective donors
24%	22%	Share with prospective students
22%	22%	Share with institutional governing board
24%	11%	Share with alumni



2015 Service Statistics: Missouri Membership Survey

Question to Missouri survey respondents only:

What audiences do you think need to hear more about civic and community engagement (CE) in higher education—and what information do you think is the most important for them to receive? The information sections for each audience that were indicated as most important by the highest percentage of Missouri respondents are highlighted.

Audience	Data on CE and student learning/development	Data on CE and student persistence /retention	Examples of CE's impact on students	Examples of CE's impact on communities	Profiles of institutions committed to CE	Profiles of individuals impacted by CE	Ways to support or participate in CE
Alumni	22%	22%	44%	56%	22%	33%	89%
Community organizations	56%	22%	33%	78%	11%	33%	67%
Employers	33%	0%	33%	56%	22%	11%	44%
Faculty and Staff	78%	67%	78%	44%	44%	56%	78%
Administrator	67%	67%	78%	56%	67%	56%	56%
Foundations	11%	11%	56%	67%	56%	33%	67%
Legislators/public officials	56%	56%	44%	67%	44%	33%	56%
Student Affairs staff and leadership	78%	67%	67%	33%	33%	56%	56%
Parents of current students	56%	44%	67%	33%	11%	11%	44%
Presidents/Chancellors	67%	78%	56%	67%	44%	56%	67%
Prospective students	22%	22%	56%	33%	11%	44%	22%
Reporters	33%	33%	33%	56%	33%	44%	33%
Trustees	67%	56%	56%	67%	33%	56%	67%
Voters/general public	22%	33%	44%	67%	33%	33%	44%