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CAMPUS COMPACT MEMBERSHIP GROWTH, 1985-PRESENT



Campus Compact

Creating a Culture of Assessment

2012

ANNUAL MEMBER SURVEY

CHARTS & GRAPHS

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**educating citizens
building communities**

Campus Compact has conducted an annual membership survey since 1987. The purpose of this survey is to help the organization and its member campuses track the extent of civic engagement activity in order to be able to implement ongoing improvements as well as to report outcomes to various constituencies.

The Opportunity of Assessment

This year's numbers tell a story of continuing growth in support structures for campus engagement, leading to notable levels of engagement with students, faculty, and community partners. Where possible, comparisons with prior years have been provided to highlight areas of growth as well as those where more work is needed.¹ Campuses have an ideal opportunity to use these findings not only to guide practice and communicate the value of this work, but also to bolster their own internal assessment measures.

Although there is no magic bullet for assessment—no single tool or method that will work for everyone—this survey

can be used in conjunction with information gathered for processes such as the President's Higher Education Community Service Honor Roll and the Carnegie Community Engagement Classification to help campuses think more deeply about how to use assessment effectively.

This analysis presents the latest findings on engagement activity, institutional support mechanisms for this activity, and the roles, structure, and funding of coordinating centers on campus. It also offers insight into how campuses can make the most of the survey's processes and results to guide their own work.

Institutional Support for Engagement

Campus support is key to making civic and community engagement part of the cultural landscape. This support takes many forms, from building engagement into the curriculum through service-learning, to providing logistical and financial support for community work, to engaging alumni.

Faculty Support

Faculty involvement is important both for creating a culture of engagement on campus and for connecting community

and academic work in ways that enhance student learning. Service-learning as a pedagogy has become well established; of the member campuses that responded to this year's survey, 95% offer these courses. Campuses offered an average of 66 courses per campus in 2012, up slightly from 64 in 2010. Some 7% of faculty teach service-learning courses; this figure is up from 6% in 2009 but has remained steady at 7% for the past three years.

¹Note that different years are used in comparing some measures because not all questions are asked every year.

Institutional support for faculty encompasses training and materials, release time, funding, and other measures. Campuses are increasing efforts in all of these areas (Figure 1). In one of the most important measures, 68% of campuses reward faculty for service-learning and community-based research, up from just 42% in 2008 and 64% in 2010. Sabbaticals for service-learning research, scholarship, and program development have become much more prevalent, offered by 33% of member campuses in 2012, up from 19% in 2008 and 24% in 2010.

Although support for faculty engagement has surged, it is important to ensure that the measures in place best reflect faculty needs. Given the static figures for adoption of service-learning, it may be that a shift in focus is warranted. Engagement center directors may want to examine whether support for faculty focuses on the most effective areas.

Support for Student Engagement

This year's survey results show across-the-board increases in policies that encourage engagement as well as in direct support for

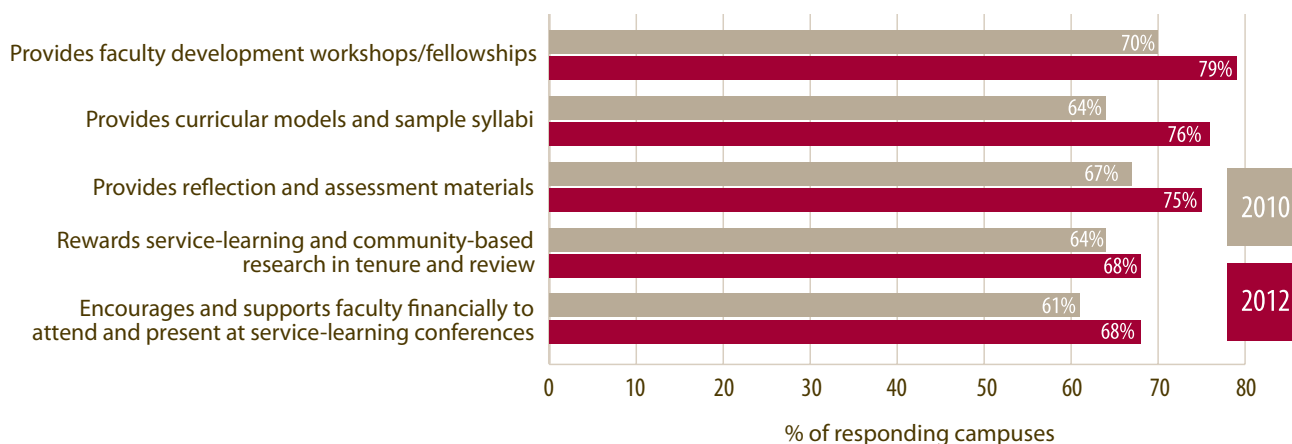
this work. Notably, 62% of member campuses require service-learning as part of the core curriculum of at least one major, up from 51% in 2010 (Figure 2). Direct support measures such as transportation and liability management have also seen large jumps.

Alumni Engagement

Working with alumni confers multiple advantages, including maintaining connections with a key constituent group and encouraging ongoing development of social responsibility among graduates through public service careers, community work, and support for campus efforts. Campus Compact started tracking alumni information relatively recently; responding to these questions may help campuses consider innovative ways to reach this important group.

Campus support for those entering public service includes informational programs on public service careers, offered by 83% of campuses (up from just 41% in 2010); networking channels, offered by 58% (up from 23% in 2010); and student loan deferment or forgiveness, offered by 17% and 14% of

FIGURE 1: **Top 5 Institutional Support Mechanisms for Faculty Engagement, 2010 and 2012**



campuses, respectively (up from 9% and 6% in 2010).

Other forms of alumni engagement have seen similar increases (Figure 3). One measure that offers a major opportunity

is cultivating alumni support for campus service activities, reported by 49% of respondents (up from 40% two years ago). Enlisting alumni for this purpose can benefit students, campuses, and communities alike.

FIGURE 2: Institutional Support for Student Civic and Community Engagement, 2010 and 2012

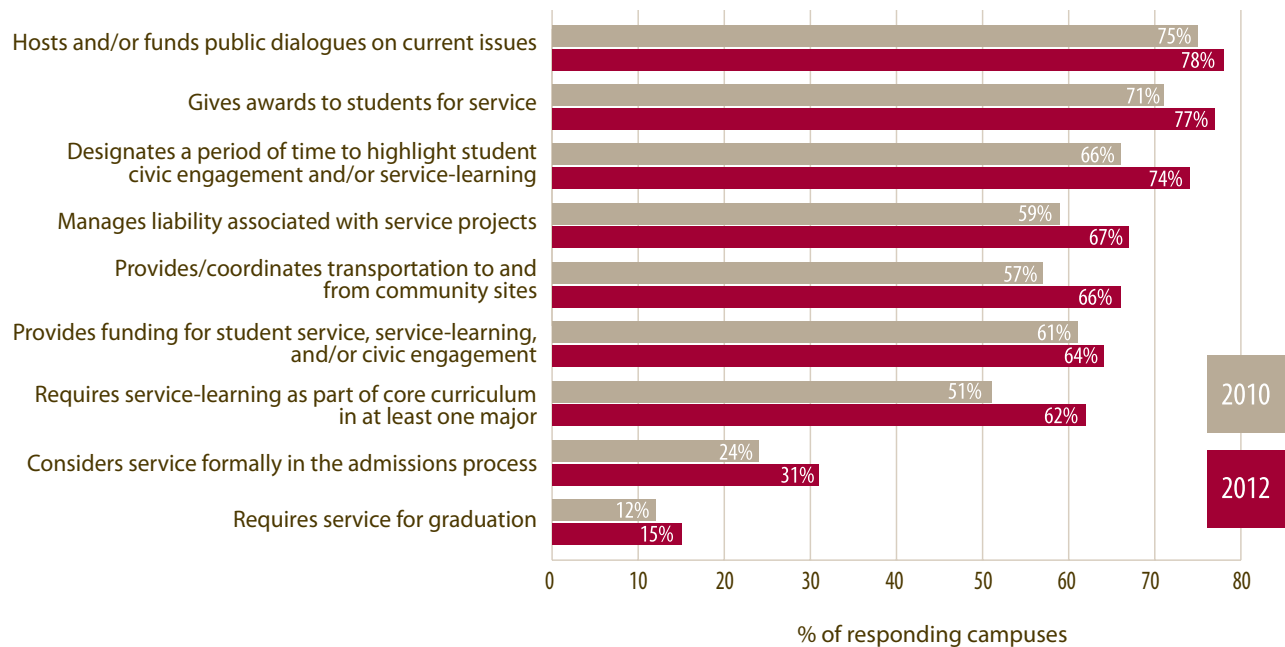
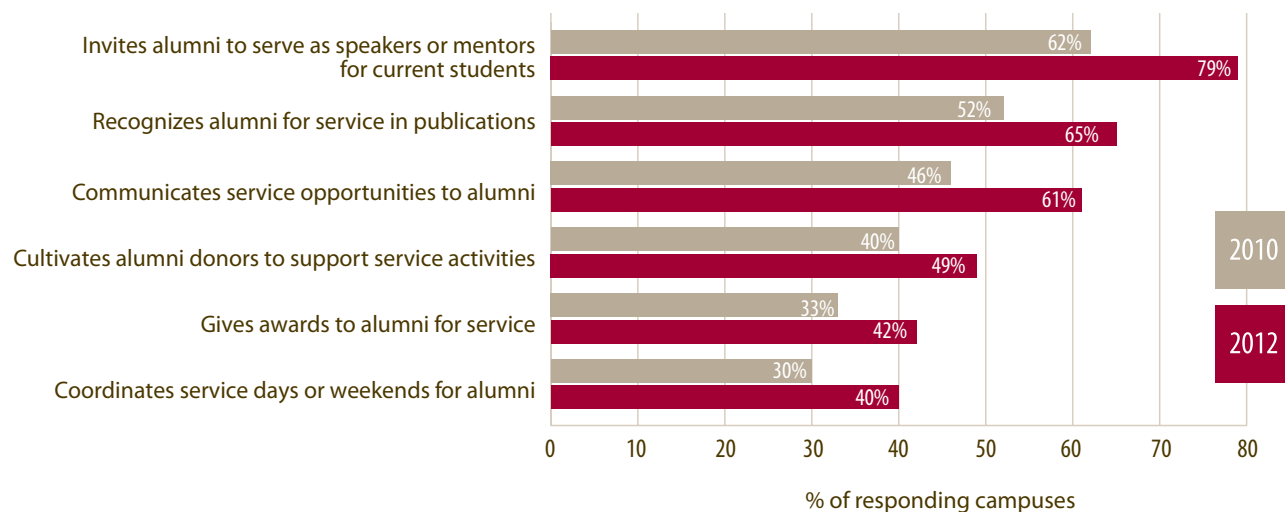


FIGURE 3: Institutional Support for Alumni Engagement, 2010 and 2012



Impact of Student Work in the Community

Student participation in service, service-learning, and civic engagement activities continues to increase at Campus Compact member colleges and universities even as the Corporation for National and Community Service and other federal sources report a decline in overall student service levels. This continued rise demonstrates a deep commitment to community on the part of students, provided that strong support mechanisms are in place to make community work accessible.

Across the 557 member campuses that responded to this year's survey, an average of 44% of students participated in some form of community engagement during the 2011–2012 academic year, contributing

an estimated \$9.7 billion in service to their communities.² Both of these figures represent new highs following a steady climb over the past five years (Figure 4).

The issue areas addressed by student service focus mainly on education, poverty (including hunger and housing issues), health care (including mental health, elder care, and nutrition), environmental sustainability, and service to children and others in need. A review of the top areas addressed by student service shows an impressive increase in activity across issue areas (Figure 5).

Two areas that fall just outside of the top 10 but that have seen particularly accelerated growth are programs to promote access

²Based on a 32-week academic year, a reported average service commitment of 3.6 hours/week, and Independent Sector's 2011 value of service time of \$21.79/hour.

HIGHLIGHTING THE COMMUNITY IMPACT OF CAMPUS ENGAGEMENT

Impact is not just a question of numbers; engagement changes people's lives for the better. Keeping this end result in mind can help both in creating effective assessment measures and in communicating impact to external constituencies (e.g., community partners, funders, and the public at large). Following are a few examples of how activities may translate into impact:

- At-risk youths receive tutoring, mentoring, and after-school support, leading to better school attendance and performance.
- Economic development and other initiatives work to address the root causes of poverty while the hungry and homeless receive immediate help.
- Environmental programs reduce the effects of pollution and improve sustainability.
- Mental and physical health programs provide treatment and put preventive measures in place, leading to better overall health.
- Multicultural and diversity work increases cultural understanding while preparing students for success in a global economy.
- College students gain leadership skills and knowledge of community and societal issues—lessons they will take into their professional and civic lives.

FIGURE 4: Value of Community Work and Student Participation Levels at Campus Compact Member Institutions, 2008–2012

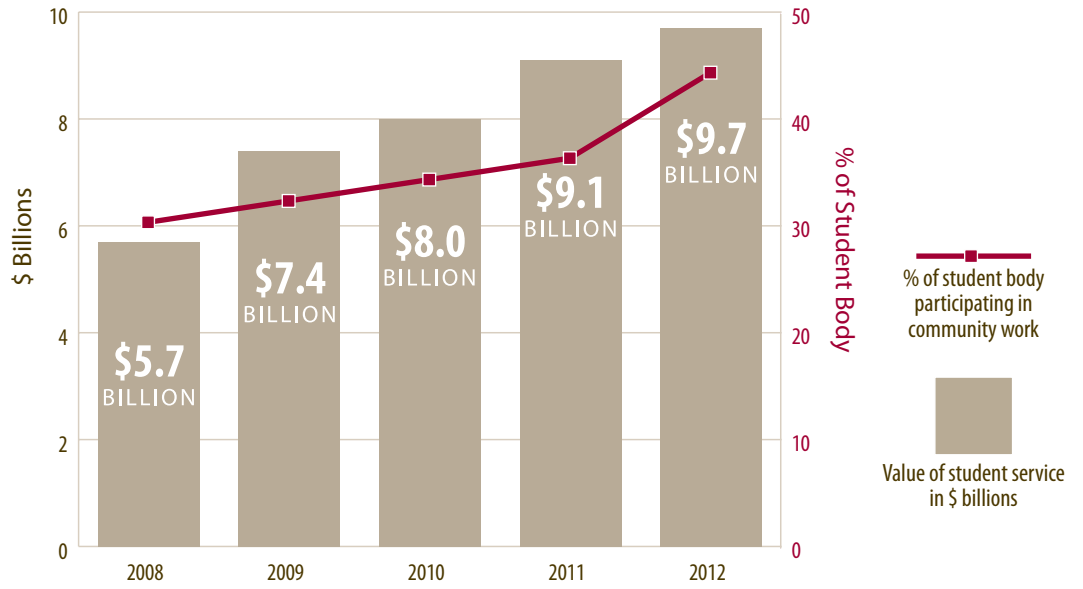
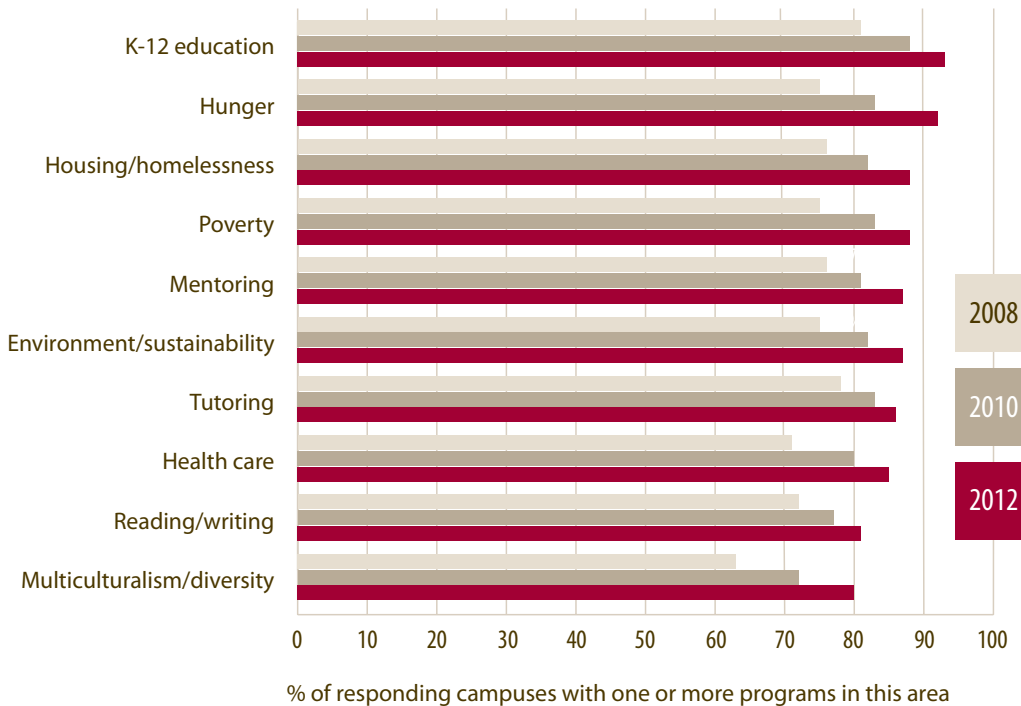


FIGURE 5: Top 10 Community Issues Addressed through Campus Programs, 2008–2012



and success in higher education, offered by 79% of campuses (up from 56% in 2008 and 72% in 2010), and programs to foster economic development, offered by 69% of campuses (up from 48% in 2008 and 61% in 2010). This shift accentuates higher educa-

tion's ability to innovate to meet emerging societal needs and exemplifies Campus Compact's efforts to promote civic engagement as an important tool for making an impact in these areas.

Campus Centers: The Hub of Engagement

Given the recent intensification of engagement activity, there is evidence that centers are being asked to take on increasing responsibility relative to their budgets and staffing. Assessment is important for tracking the extent and impact of rising workloads on the institutionalization of engagement efforts; internal data collection can point out inefficiencies as well as program or budget gaps. Assessment also allows centers to demonstrate their role in fulfilling the institution's mission and strategic plan with regard to student learning and community outcomes. Finally, examining center structures, roles, and funding can help campuses benchmark progress against national norms and explore issues

such as internal coordination and allocation of work.

Nearly all members—96%—have at least one center devoted to community and civic engagement, and more than 60% have more than one center. Although campuses have indicated an increasing focus on co-development of knowledge with community partners, centers remain rooted on campus, with just 3% of respondents noting that centers are partially or wholly located off-campus.

Member campuses report that an average of 20 staff members play some role in supporting service and/or civic engagement efforts,

CAMPUS COMPACT RESOURCES TO GUIDE ISSUE-BASED CAMPUS PROGRAMS

In response to demand for evidence-based assessment of civic engagement work aimed at two key issues—access and success in higher education and economic development—Campus Compact has produced white papers examining best practices in these areas:

A Promising Connection: Increasing College Access and Success through Civic Engagement. Available at <http://www.compact.org/wp-content/uploads/2012/10/Engaged-Learning-Economies-White-Paper-20121.pdf>

Engaged Learning Economies: Aligning Civic Engagement and Economic Development in Community-Campus Partnerships. Available at <http://www.compact.org/wp-content/uploads/2009/01/A-Promising-Connection-corrected.pdf>

and 11 staff members provide support for service-learning. These figures do not represent full-time positions in these areas, as staff often work part-time or across functions. The role of the civic engagement center is crucial in coordinating efforts across the institution to ensure both the quality and the efficiency of work in the community.

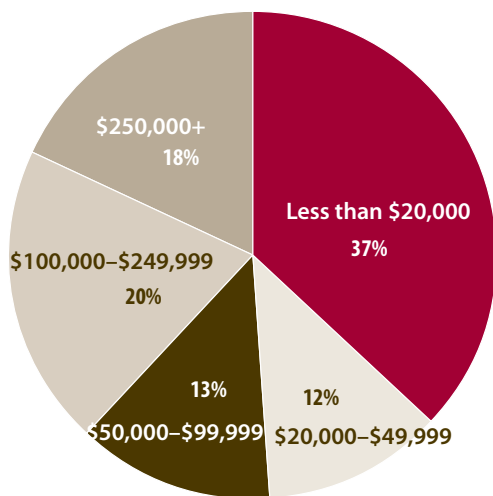
Average budgets for campus engagement centers continue to climb, albeit slowly, despite the overall climate of economic hardship. The most movement is at the high and low ends of the spectrum: in 2012, 18% of centers reported annual budgets of \$250,000 and higher, compared with 15% in 2010, while 37% reported budgets below \$20,000, compared with 39% in 2010 (Figure 6).

Similarly, although the median salary range of center leaders remains at \$40,000–

60,000, campuses report fewer salaries at the low end and more at the high end. Just 4% of campuses reported that the center leader earned less than \$20,000, compared with 8% in 2010; 7% reported an annual salary of more than \$100,000, up from 5% in 2010 (Figure 7).

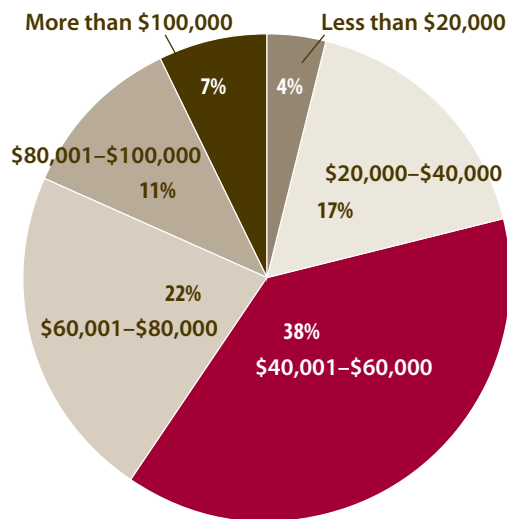
Center staff are bringing increasing levels of education and experience to the job as well as assuming greater responsibility. A full 82% of center leaders have an advanced degree (57% with a master’s degree and 25% with a PhD), up from 79% in 2010; nearly all of the remainder have a bachelor’s degree. Leaders are most often categorized as directors—71% in 2012, up from 68% in 2010. Another 6% are associate or assistant directors, and 20% are program managers or coordinators. Leaders have been at their current positions for an average of 6 years, and have been with the institution for an average of 10 years.

FIGURE 6: Engagement Office/Center Annual Budget, 2012



% of responding campuses

FIGURE 7: Average Annual Salary of Engagement Center Leaders, 2012



% of responding campuses

Using Assessment to Improve (and Communicate) Value

Responses to questions about this year's survey process provide insight into the extent to which campuses are prepared to track information as well as how they use the results. This report is a good start-

ing point for guiding internal assessment efforts, including evaluation of overall activity as well as of individual programs. Such assessment can enhance the effectiveness of engagement efforts while provid-

TIPS FOR USING ASSESSMENT RESULTS TO CONVEY THE VALUE OF CAMPUS WORK IN THE COMMUNITY

Tracking the impact of engagement efforts allows the program, center, and institution to tell a compelling story about the value of this work on campus and in the community. Following are tips for using assessment results to communicate effectively with internal and external audiences.

Quantitative data is ideal, but qualitative information is also valuable, especially when paired with quantitative data. Try to get stories from students and from community partners and/or those they serve to show what your work means to the individuals affected.

Track what you can. Do not let the lack of a perfect tool or a response rate that falls below 100% deter you from collecting and reporting information.

Make use of internal resources; for example, faculty with research or statistics expertise can help compile and evaluate data, journalism students can interview community members and write articles, campus photographers can snap photos of students and others in action.

Focus on outcomes, not just processes. For communication purposes, it is important to look not just at what you are doing but also at why it matters. If you have a tutoring program, by all means track the numbers of students tutoring and being tutored, but try also to track changes in test scores, grades, or attendance.

Think about who should hear your results. Of course you need to report back to community partners and the

faculty and students involved in engagement efforts, but it can also be valuable to talk with other campus staff about getting the word out to groups such as alumni, prospective students, legislators, and the media.

Consider alternative forums for communication. Centers that have good relationships with campus public relations staff often think in terms of press releases only. It is equally important to make use of internal media such as the campus website, newspaper, or alumni magazine, as well as social media outlets.

Inform your own leadership. Be sure to give campus leaders, including the president or chancellor, information on the institution's engagement efforts so they can incorporate findings into their communication. Create talking points with key areas of impact to assist in this effort.

Use Campus Compact to gain state and national exposure for your work. If you communicate your assessment results to your state Compact affiliate's office and/or the national office, Campus Compact can share your story widely through print and online media.

ing opportunities to communicate the value of this work to internal and external audiences.

Uses of This Survey

More than half of this year's respondents (55%) said they have the necessary resources to answer all survey questions on behalf of their institutions, up from 36% in 2010. This jump indicates a conscious effort to create mechanisms for collecting data across the institution.

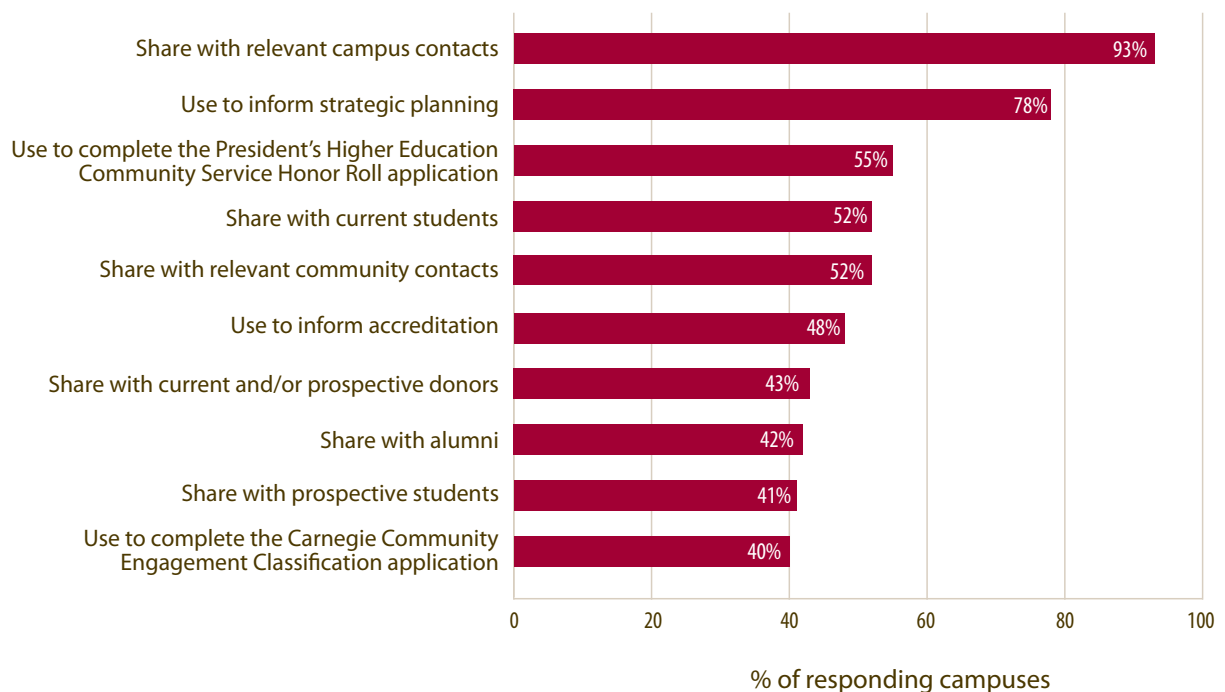
Campuses most frequently note difficulty in acquiring information about alumni. Already campuses have shown a sharp increase in attention to this constituency since these questions were added to the survey. Campus Compact anticipates that this interest will spur further efforts to gather data as well as to enlist alumni as active supporters.

Surprisingly, 21% of respondents said that they do not specifically track service, service-learning, or civic engagement activity. Although staff may be very knowledgeable about this activity, in failing to adopt tracking mechanisms these institutions are missing out on a huge opportunity to measure, evaluate, and report on their results.

Most campuses (62%) track service-learning separately from other forms of engagement. There is nothing wrong with this approach, but it is important to coordinate efforts both to achieve efficiencies and to be able to communicate about the institution's full body of work.

A full 97% of campuses use the information gathered for this survey to communicate with their stakeholders about the impact of engagement work. Most common are internal uses, including sharing with campus

FIGURE 8: Institutional Uses of Information Gathered for This Survey



contacts, reported by 93% of respondents, and informing strategic planning, reported by 78% (Figure 8).

Campuses also use the data to inform key external constituencies such as community contacts (52%), current and potential donors (43%), alumni (42%), and prospective students (41%). The most growth has been in using data from the Campus Compact survey to inform processes such as accreditation (48%, up from 43% in 2010) and the Carnegie Community Engagement Classification (40%, up from 23% in 2010).

Showing the Big Picture

The institutional data collected for this survey can be combined with national results to convey a larger picture of the social impact of higher education's civic mission. As part of this larger movement, Campus Compact members can highlight their role in educating students for responsible citizenship, strengthening communities, and fulfilling the public purpose of higher education.

Institutions in states for which the survey had a high enough response rate also can get state-level data from their state Compact affiliate office. This will allow them to communicate their role in bolstering communities locally, statewide, and nationally.

Examining the broad impact of engagement is just one piece of the assessment puzzle.

Program assessment is essential both for piecing together the larger picture and for ensuring that program efforts provide maximum benefit for all involved.

The questions and measurements utilized in this survey can provide a basis for such evaluation, although campuses will of course need to put in place assessment measures that best suit their specific situation. Factors to consider include the types of programs under evaluation, the roles of community partners, the individuals served, and the students and faculty participating.

Maximizing Benefits

To get the most out of assessment, the key is to begin with the end in mind: that is, to integrate assessment into program design and execution. The up-front work required to establish evaluation measures and procedures will pay off later when results can be seen in real time. Planning with assessment in mind also provides an impetus for discussing priorities and desired outcomes with community partners before work begins. This will help ensure that all parties' interests are aligned.

Focusing on impact throughout the process will help to create a culture of assessment and continuous improvement. The result will be real and rising benefits for students, campuses, and communities.



About Campus Compact

Campus Compact advances the public purposes of colleges and universities by deepening their ability to improve community life and to educate students for civic and social responsibility.

Campus Compact envisions colleges and universities as vital agents and architects of a diverse democracy, committed to educating students for responsible citizenship in ways that both deepen their education and improve the quality of community life. We challenge all of higher education to make civic and community engagement an institutional priority.

Campus Compact comprises a national office based in Boston, MA, and state affiliates in CA, CO, CT, FL, HI, IL, IN, IA, KS, KY, ME, MD-DC, MA, MI, MN, MO, MT, NE, NH, NJ, NY, NC, OH, OK, OR, PA, RI, SC, TN, UT, VT, WA, WI, and WV.

For contact and other information, please visit our website:

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About This Survey

The findings in this survey reflect responses from Campus Compact's online membership survey, conducted in the fall of 2012 to gauge campus-based civic engagement activity and support during the 2011–2012 academic year.

Of the 1,120 member institutions surveyed, 557 responded, for a response rate of 50%. Of responding campuses, 47% were private four-year institutions, 34% were public four-year institutions, 18% were public two-year institutions, and 1% were private two-year institutions. Although the survey pool does not remain entirely constant from one year to the next, these proportions have remained stable over the past decade, allowing meaningful comparisons over time.

Citation information: Campus Compact. (2013). *Creating a Culture of Assessment: 2012 Campus Compact Annual Member Survey*. Boston, MA: Campus Compact.

Visit www.compact.org/about/statistics to view past years' survey results.