



Campus Compact

INSTITUTION INFORMATION

Complete name of your institution (no abbreviations):

State

PRIMARY CONTACT: Provide contact information for primary person completing survey. This person will have the ability to download a pdf of the survey results immediately after submitting the survey. The primary contact will also receive a copy of the raw data and template links in the spring 2017.

First & Last Name

Job Title

Email Address

Phone Number

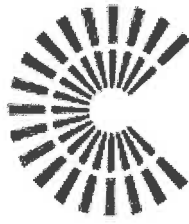
ADDITIONAL CONTACT: Please identify a secondary contact who will receive only a copy of the raw data and template links in the spring 2017 in the event any changes in contacts occur.

Additional Contact First and Last Name

Job Title

Email Address

Phone Number



Campus Compact

STUDENT COMMUNITY ENGAGEMENT

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

- Do not track student participation in any formal way
- Track only curricular engagement
- Track only co-curricular engagement
- Track both curricular and co-curricular engagement together
- Track both curricular and co-curricular engagement but separately *(via the SCSU Annual Spring Student Survey + course info from ISRS)*

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During 2015-16, how many (unduplicated) students were involved in:

Curricular community engagement:

4680

Co-curricular community engagement:

5580

Numbers above are estimated by taking data from our Annual SCSU Sp. Student Survey & removing 1/4 of the students from ea. group to account for potential duplication.

Is this number based on an actual count or an estimate?

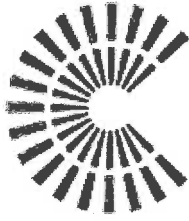
Actual Count

Estimate

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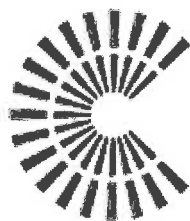
Does your institution track the **number of hours** students spent completing co-curricular and/or curricular community engagement in 2015-16?

- Yes *(Via Annual SCSU Sp. Student Survey)*
- No

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On average, how many hours per week did each student participate in co-curricular and/or curricular community engagement during 2015-16?

Note: If the institution has tracked total hours served, divide those hours by total number of students serving, and then divide by number of weeks in your academic year (e.g., 32).

This number is calculated from a chart developed by OSPE to report on this information. (spreadsheet)

Is this number based on an actual count or an estimate?

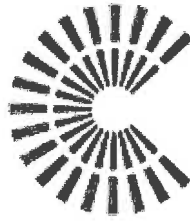
Actual Count

Estimate

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

- Activism
- Advocacy
- Fundraising
- Philanthropy
- Social entrepreneurship
- None of the above

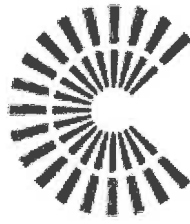


We have checked all of these categories for several yrs.

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COMMUNITY-BASED LEARNING

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

If your institution has formally adopted a definition that you consider synonymous with community-based learning (e.g., service-learning), indicate yes.

- Yes
 No

Does your institution **formally designate** community-based learning courses?

Community-based learning designations could include, for example, service-learning, internships, practica, or clinicals.

- Yes
 No

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Does your institution track the number of community-based learning courses (either designated or undesigned) offered?

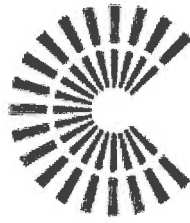
- Yes
- No

(This yr. we counted all service-learning, internship, field work, practica & clinical courses for this question.)

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How many community-based learning courses - either designated or undesignated - did the institution offer in 2015-16?

(See previous comment)

Is this number based on an actual count or an estimate?

- Actual Count
 Estimate

What percentage is that of all institutional courses?
 Enter a valid number, without the percent sign.

Note: Your registrar should be able to provide the total number of courses offered at your institution in 2015-16.

*Formula: (# of community-based learning courses / total # of course offerings) * 100.*

Info from Dave Kessel indicated that SCSU had 8,204 courses in total for 2015-2016. Of that 392 were community-based learning.

Is this number based on an actual count or an estimate?

- Actual Count
 Estimate

What percentage of 2015-16 graduates took at least one community-based learning course during their academic career?

Enter a valid number, without the percent sign.

Note: Your registrar can provide the total number of graduating students, as well as how many completed a community-based learning course, if designated. If courses are not designated, you may estimate.

*Formula: (# of graduates enrolled in community-based learning courses / total # of graduates) * 100.*

23

This again is based on info. from Dave Kessel from ISRS, etc...

Is this number based on an actual count or an estimate?

- Actual Count
- Estimate

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Indicate the designations used by your institution for community-based learning courses:

Write "N/A" in any cells left blank.

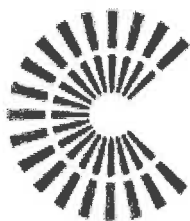
	Designation Name (e.g., service-learning)	Designation Code (e.g., SVL)
Designation 1	Service-Learning	"0034"
Designation 2	Field Work	"14"
Designation 3	Practica	"07"
Designation 4	Internships	"09"
Designation 5	Clinicals	Courses w/term "cli"
Designation 6	N/A	N/A

} ISRS Codes per Dave Kosel

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Do you track participation in courses that:

Check all that apply.

- Build skills in deliberative discussion
- Contribute to democratic participation
- Focus on diversity
- Involve simulations of democratic practices
- None of the above

We have checked these categories in previous surveys.

Does your institution identify specific student outcomes for community engagement?

- Yes
- No

(Via Our Quality Compact & at program levels.)

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In what areas do these student outcomes for community engagement fall?

- Civic or democratic learning
- Critical thinking
- Engagement across differences
- Global learning
- Media literacy
- Policy knowledge
- Social justice orientation
- Other. Please specify:



We have checked these categories in previous surveys.

Are there specific courses that are designated as contributing to these learning outcomes?

- Yes
- No

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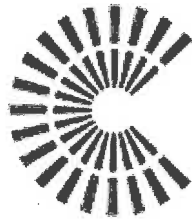
Campus Compact

Please provide one or more examples of course titles (with the offering department or program).

	Course Title	Offering Department/Program	
Course 1	Global Society and	Global Studies	} From SCSU Course Catalog
Course 2	Introduction to Polit	Political Science	
Course 3	Critical Analysis of I	Mass Communicati	
Course 4	Topics in Ethnic Stu	Ethnic Studies	
Course 5	Crime and Justice i	Criminal Justice	

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Does your institution track the number of faculty/staff who teach community-based learning courses?

- Yes
 No

(Dave Kosel was able to provide spreadsheets with courses, numbers, + instructors.)

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How many faculty taught a community-based learning course in 2015-16?

Report this number as an unduplicated count (e.g., if one faculty member taught 3 service-learning courses during the 2015-16AY, only count that faculty member once).

221

This number came from culling through spreadsheets of relevant courses & identifying unduplicated instructors

Is this number based on an actual count or an estimate?

during 2015-2016. (From Dave Kosel)

Actual Count

Estimate

What percentage is that of all faculty who taught a course at your institution in 2015-16?

Enter a valid number, without the percent sign.

Note: Your registrar can provide the total number of faculty/staff that taught a course.

Formula: (# of faculty teaching community-based learning courses / total # of faculty at your institution) * 100.

21.8

Number of total SCSU instructors in 2015-2016 was 1,012. 221 is 21.8% of the total. (via Dave Kosel)

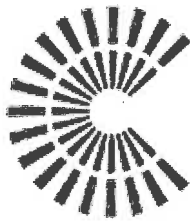
Is this number based on an actual count or an estimate?

Actual Count

Estimate

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ALUMNI COMMUNITY ENGAGEMENT

How does the institution engage alumni in community engagement activities? *Check all that apply.*

- Communicates service opportunities to alumni
- Coordinates day of service or service weekend activities for alumni
- Cultivates alumni donors to support service activities
- Gives awards to alumni for service
- Invites alumni to serve as speakers or mentors to current students
- Recognizes alumni for service in publications
- Other. Please specify:

None of the above

*Per Terri Mische
Info has remained
same past several
yrs.*

Does the institution track number of graduates entering public service careers?

- Yes
- No

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Which unit is responsible for tracking the number of graduates entering public service careers (e.g., government sector, non-profit sector, international non-profits, public education)?

St Cloud State Career Center

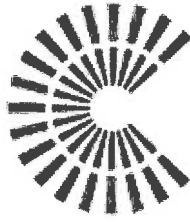
Is this data available for the 2015-2016 academic year?

- Yes
- No

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What percentage of 2015-16 graduates have entered public service careers (e.g., government, non-profit, international, education)?

Enter a valid number, without the percent sign.

11.2

*Info for 2015-2016 from Dave Kosel = 2,891 graduates in total.
Info from Karen Hommerding in Career Center = 325 grads. went into public service careers. This is 11.2% of our grads.*

Which of these resources are offered by your institution to alumni entering public service careers?

Check all that apply.

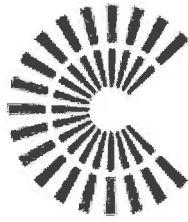
- Informational program on public service careers
- Network of alumni in public service careers
- Student loan deferment
- Student loan forgiveness
- Other. Please specify:

- None of the above — *(Per Terri Mische for 2015-2016)*

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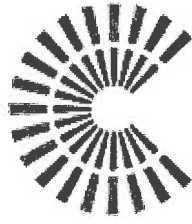
Does the institution track the number of graduates entering national service programs (e.g. AmeriCorps, Teach for America, PeaceCorps)?

- Yes
- No

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Which unit at your institution is responsible for tracking the number of graduates entering national service programs?

St. Cloud State Career Center

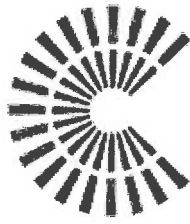
Is data available for the 2015-2016 academic year?

- Yes
- No

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If yes, what percent of 2015-16 graduates have entered the following national service programs?
Enter a valid number, without the percent sign.

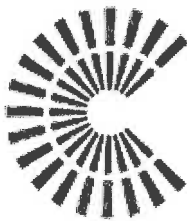
AmeriCorps NCCC	<input type="text" value="0"/>
AmeriCorps VISTA	<input type="text" value="1"/>
Peace Corps	<input type="text" value="1"/>
Senior Corps	<input type="text" value="0"/>
Teach for America	<input type="text" value="0"/>
Other AmeriCorps Programs	<input type="text" value="1"/>
Other national service programs not listed	<input type="text" value="N/A"/>

Info above = per Karen Hommerding - Career Center, and are just estimates to nearest whole number.

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CAMPUS-COMMUNITY PARTNERSHIPS

In which ways are community partners involved in student learning and engagement activities? *Check all that apply.*

- Act as compensated co-instructors
- Act as uncompensated co-instructors
- Assist in creating syllabi and/or designing courses
- Come into classes as speakers
- Participate in the design and delivery of community-based courses
- Provide feedback on the development/maintenance of community Service/volunteering/community engagement programs
- Provide reflection on site in community setting
- Serve on campus committees that determine learning goals and/or engagement activities
- Other. Please specify:
- Community partners are not currently involved in student learning and engagement activities

These categories remain same & have been checked for yrs.

With what types of organizations does the institution have mutually beneficial, reciprocal community partnerships? *Check all that apply.*

- Faith-based organizations
- For-profit business(es)
- Government
- International community or organization
- K-12 school(s)
- Non-profit/community-based organization(s)
- Other higher education institution(s)
- Other. Please specify:
- The institution does not currently have mutually beneficial, reciprocal community partnerships

See comment above.

Identify the primary mission focus of your community partners. *Check all that apply.*

- Access and retention in higher education
- Arts
- Civil rights/human rights
- College readiness in K to 12 education
- Conflict resolution
- Criminal justice and legal representation
- Disaster preparedness
- Economic development
- Environment/sustainability issues
- Food security
- Housing/homelessness
- Immigrants/migrant worker rights
- Individual and community health
- K-12 student civic learning
- Poverty alleviation
- Transportation
- Voting
- Other. Please specify:

See previous comment

Has your institution developed shared outcome goals with your community partners, in any of these areas?

Checked the categories below based on feedback from Dr. Overland & others from past yrs. survey. We may "track" info. in areas but not have official/formal goals w/ partners.

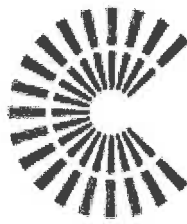
	Yes	No	N/A
Access and retention in higher education	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Arts	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Civil rights/human rights	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
College readiness in K to 12 education	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conflict resolution	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Criminal justice and legal representation	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Disaster preparedness	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Economic development	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Environment/sustainability issues	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Food security	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

	Yes	No	N/A
Housing/homelessness	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Immigrants/migrant worker rights	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Individual and community health	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
K-12 student civic learning	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Poverty alleviation	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Transportation	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Voting	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other. Please specify: <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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TELL US ABOUT COMPLETING THIS SURVEY

Which campus offices provided information for this report?

Department of Campus Involvement; Office of Strategy, Planning & Effectiveness; Career Center; Alumni Office; Financial Aid; Registrar's Office; School of Public Affairs Research Institute via the SCSU Spring Student Survey;

Please share which question was most difficult to answer, and why.

The number of unduplicated students engaged - because we suspect that the students don't fully differentiate this when asked in the annual survey about curricular vs. co-curricular engagement - even though it is clarified via example.
Also the question about shared/mutual community partner outcomes/goals.

Many questions in this survey asked institutions to provide counts (e.g., the number of students, number of courses, number of faculty, etc.). Summarize how your institution calculated these data points.

Numbers were calculated based on information received from the sources listed above (departments, schools, colleges, survey data) and applied to specific questions. Much of the information used is from our institutional research/data staff and our annual spring survey of SCSU students.

How will your institution use the information gathered for this survey? *Check all that apply.*

- Share with relevant contacts on campus
- Share with the president or chancellor
- Share with institutional governing board
- Share with relevant contacts in the community
- Share with current and/or prospective donors

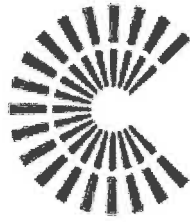
Per Dr. Overland

- Share with marketing and public relations
- Share with prospective students
- Share with alumni
- Use to complete the application for the elective Carnegie Community Engagement Classification *(we don't do this again until the yr. 2020)*
- Use to complete the application for the President's Higher Education Community Service Honor Roll
- Use to inform strategic planning for the institution
- Use to inform strategic planning for the community engagement office
- Use to inform accreditation
- Other. Please specify:
- None of the above

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Campus Compact is committed to ensuring the usability of annual survey data. Please indicate which resources your institution plans to utilize once they are made available: (check all that apply)

Executive Summary of aggregated survey results

an online program to improve the way your data is aggregated and analyzed, and to enhance transparency and accountability in the reporting process.

With additional reports, information is provided to help you understand the results of your survey, including a detailed summary of the data. The reports include:

- A summary of the survey results, including a detailed summary of the data.
- A summary of the survey results, including a detailed summary of the data.
- A summary of the survey results, including a detailed summary of the data.

Executive Summary of aggregated survey results

National/state comparison reports

2016 Member Survey
Campus Compact
Annual Report

2016 Member Survey
Campus Compact
Annual Report

2016 Member Survey
Campus Compact
Annual Report

2016 Member Survey
Campus Compact
Annual Report

Affinity group reports (e.g., all two-year institutions, total FTE 3,000 and below)

30th Anniversary

2015 Campus Compact Member Survey

Summary of Minority-Serving, Historically Black, and Tribal Colleges and Universities

National/individual comparison report (provides space for member campuses to enter their data in alongside national and state averages.)

30th Anniversary

2016 Member Survey

Comparison of Survey Results

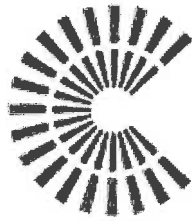
Comparison of Survey Results

None of these

↑ (Per Dr. Overland) →

STOP! This is the end of the Campus Compact Annual Survey. Please be sure to go back and review your responses before moving forward. If your state/region has identified additional questions for its members, you will be asked to complete those first before the survey is submitted.

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Questions for MINNESOTA PARTNERS

As far as you know, to what extent has your institution benefited from the following Minnesota Campus Compact programs/services? *(BKK's opinion from long-standing work with MnCC)*

	Significant Benefit	Some Benefit	Little Benefit	No Benefit	Not Sure
Regional Civic Action Planning sessions	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Statewide workshops or practitioner gatherings	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Webinars and video conference calls	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Annual Summit and Awards Ceremony Upper Midwest Civic Engagement Summit	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
On-campus trainings or consultations Phone or email consultations	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Presidents' Leadership Awards program College Health Corps VISTA program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Cultural Agility Collaboration	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participatory Action Research grants or workshops Publications (e.g., newsletter, website, Asset-Based Community Engagement book)	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Resources and opportunities promoted through the newsletter, website, Twitter	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other. Please specify: <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Membership in Minnesota Campus Compact:

Check all that apply.

- Has helped me be effective in my role on campus
- Has contributed to my institution's capacity and overall commitment to civic and community engagement
- Has increased our connections with others in this network
- Is very valuable overall
- Has not yet reached its full capacity on our campus and we would like to increase our interaction

Per Beth K-K.

Minnesota Campus Compact aims to feature every member institution in its email newsletter, social media, other publications, and events each year.

Identify up to two institutional success stories (e.g., initiatives, partnerships, or distinctive aspects of your institutional culture that have had positive results) you would like to be shared. Be sure to include contact information (name/email) for follow up and any links to websites, social media, or other communication outlets that provide additional information on your highlighted story or stories.

Write "N/A" in any cells left blank.

Per Beth K-K.

	Success Story "title"	Contact Name	Title	Email
Contact 1	Our Husky Compact	Lisa Foss	Associate Vice Pre	lfoss@stcloudstate
Contact 2	Binghai 2+2 Program	Shahzad Ahmad	Executive Director	shah@stcloudstate

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