

2004 Service Statistics

THE ENGAGED CAMPUS

**Highlights and Trends of
Campus Compact's
Annual Membership Survey**



Campus Compact

2004 Service Statistics

HIGHLIGHTS OF CAMPUS COMPACT'S
ANNUAL MEMBERSHIP SURVEY

Campus Compact's latest annual member survey reveals a strong five-year trend toward increased civic engagement among U.S. colleges and universities, as measured by student service opportunities, faculty participation in service-learning, community partnerships, and campus infrastructures to support service work.

These trends work together to give us a new model for higher education—**THE ENGAGED CAMPUS**—committed to educating students for responsible citizenship in ways that both deepen their learning and improve the quality of community life.

Highlights

- Campuses report that more than 30% of students engage in service, averaging 4 hours a week. **Thus, the total estimated value of service contributed to communities by students at all Campus Compact member schools is \$4.45 billion a year.**
- **A large majority of Campus Compact member campuses include service and/or civic engagement in their mission statement (89%) or strategic plan (84%).** Campuses are backing this commitment with strong action; they are not only expanding their service programs, but also creating infrastructures and reward systems to sustain these efforts.
- Campus-community partnerships have become ubiquitous; **98% of member campuses report having at least one such partnership**, with collaborations most commonly involving nonprofit organizations (95%), K-12 schools (90%), and faith-based organizations (62%).
- In addition to partnerships, **virtually all types of campus programs are on the rise**, including alternative breaks (offered by 77% of campuses), residence hall programs (63%), and freshman orientation projects (59%).

- **98% of campuses report that their institution offers service-learning courses**, which integrate community and academic work.

Students and Service

On average, more than 30% of students on member campuses participate in service, spending an average of 4 hours per week on service-related activities. Using figures from the Independent Sector for the value of volunteer labor,¹ we calculate that students at the 935 schools that were members of Campus Compact during 2003–2004 contributed \$4.45 billion in service to their communities during the 32-week school year.

Trend data show that among the pool of schools responding to the survey each year, the percentage of students involved in service on campus reached 40% in 2004, up from 33% in 2001.

In general, students bear a high level of responsibility in directing their service and civic engagement experiences. At most campuses, students serve on relevant committees (80%), assist in staffing community service or similar offices (73%), or act as liaisons to community partnering organizations (67%).

Institutions support student service and civic engagement efforts through a wide variety of direct and indirect mechanisms, including service awards (in place at 62% of responding schools), physical space for political organizations on campus (60%), hosting/funding of public dialogues on current issues (59%), and consideration of service in awarding scholarships (58%).

1. Value of volunteer time calculated by the Independent Sector, based on the average hourly earnings of nonagricultural workers as determined by the Bureau of Labor Statistics plus 12% to account for benefits (see www.independentsector.org/programs/research/volunteer_time.html).

students & service, p. 2

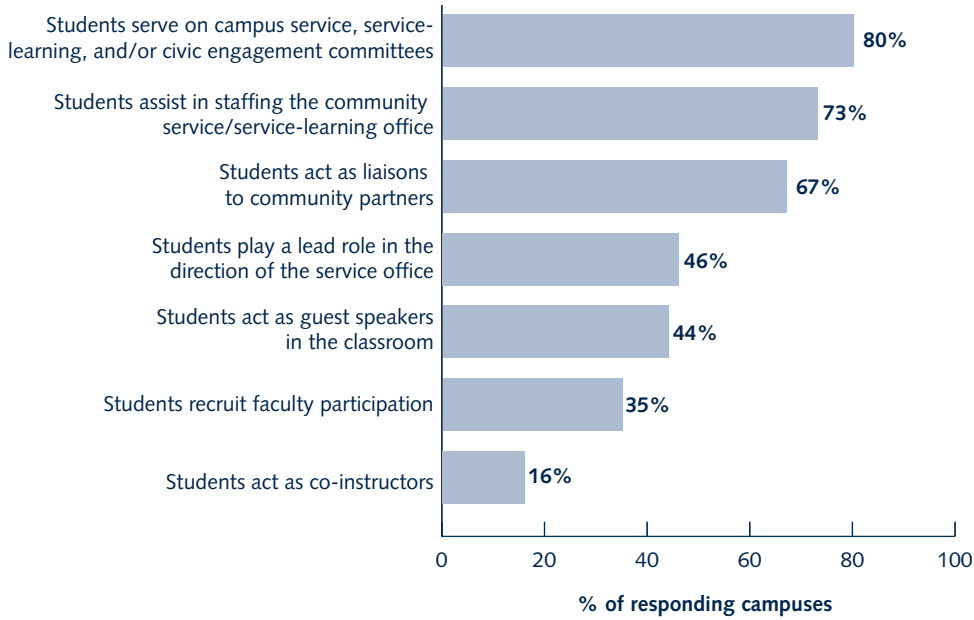
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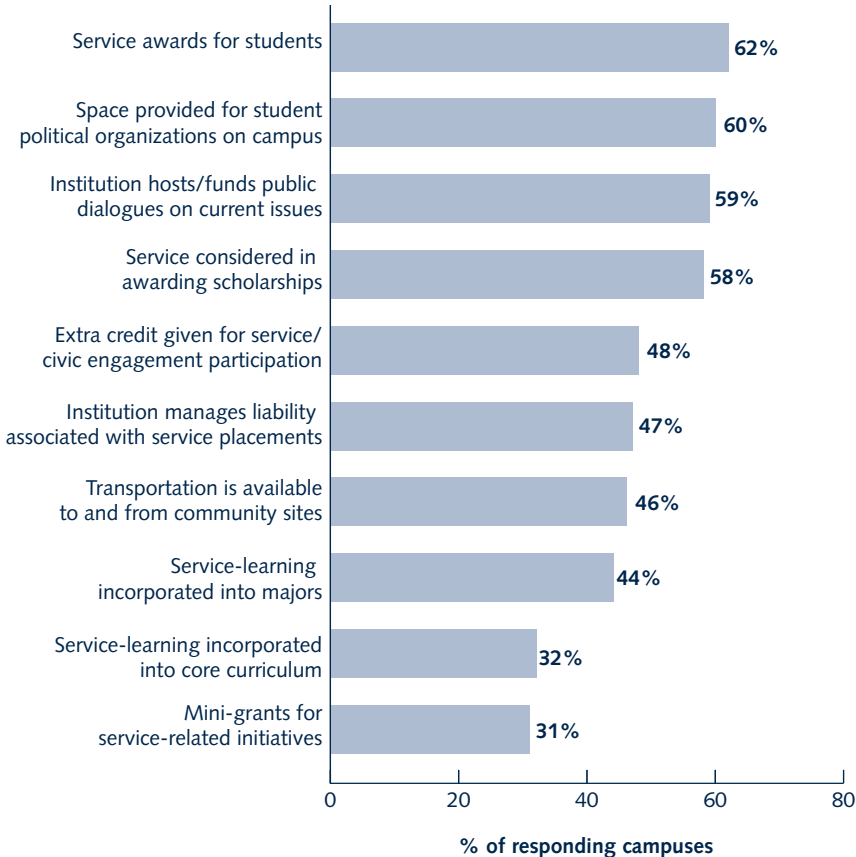
**STUDENT ROLES IN DIRECTING SERVICE/
CIVIC ENGAGEMENT ACTIVITIES, 2004**



\$4.45 billion

THE VALUE OF
SERVICE
CONTRIBUTED
TO COMMUNITIES
BY STUDENTS
AT CAMPUS
COMPACT
MEMBER SCHOOLS
EACH YEAR

**TOP 10 MECHANISMS FOR SUPPORTING STUDENT
INVOLVEMENT IN SERVICE, 2004**



Campus Commitment to Community

Campus Compact member campuses are overwhelmingly committed to serving the community and enhancing student learning through service and civic engagement initiatives. They are publicly promoting civic engagement, providing fiscal support for community-based work, creating specialized offices to coordinate service efforts, expanding service programs, and rewarding students, faculty, and staff for contributions to the community.

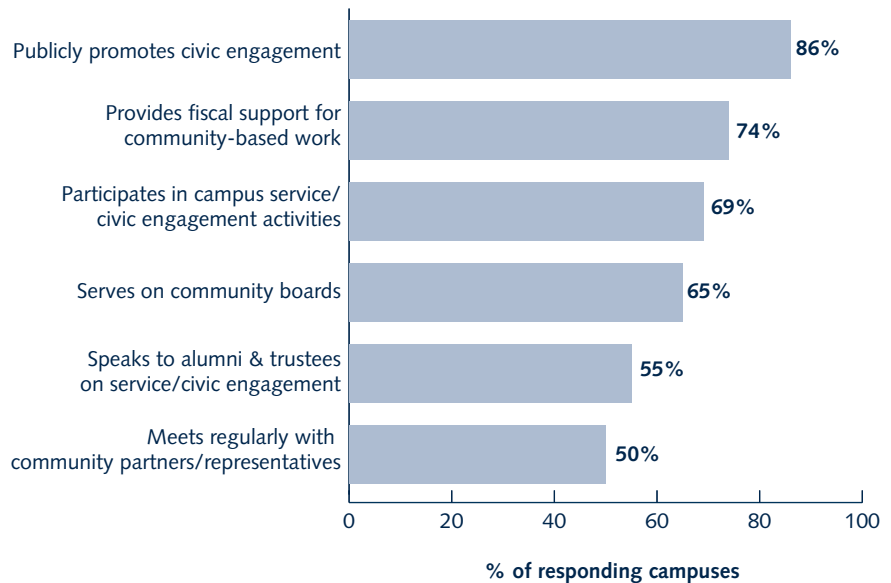
Presidents and the Community

College and university presidents continue to show increasing support for community- and service-based programs.

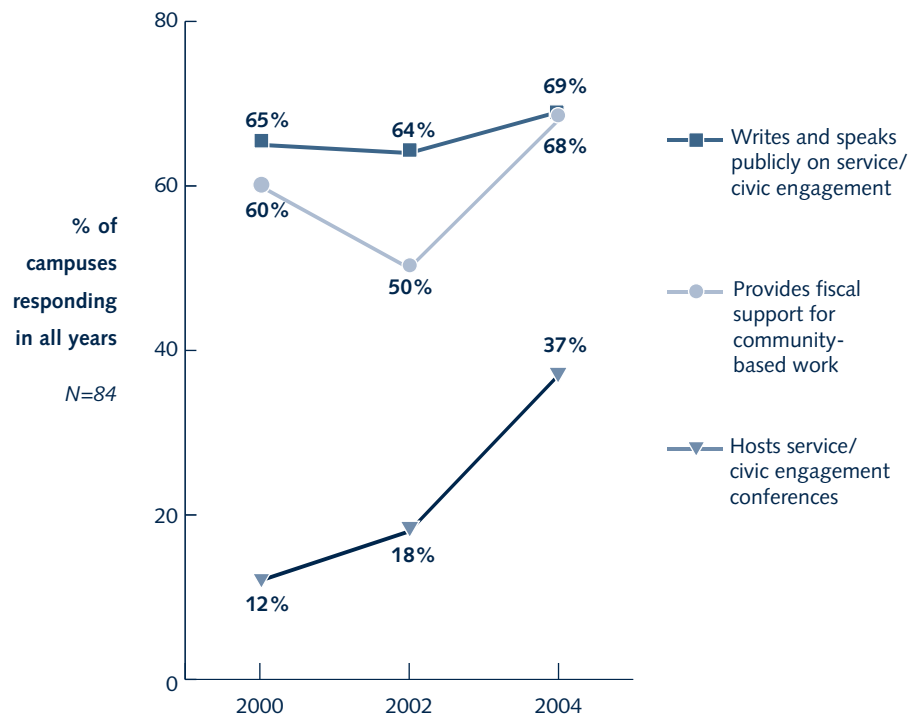
Over the past five years, they have become more personally involved by writing and speaking on the importance of civic engagement, allocating funds for community-based programs, hosting relevant conferences, participating in service activities, serving on community boards, and more.

The following figures show presidential activity as reported by all respondents in 2004 and by the pool of schools that have responded each year since 2000.

PRESIDENTIAL INVOLVEMENT IN COMMUNITY EFFORTS, 2004



TRENDS IN PRESIDENTIAL COMMITMENT TO ENGAGEMENT, 2000-2004



Campus Support Structures

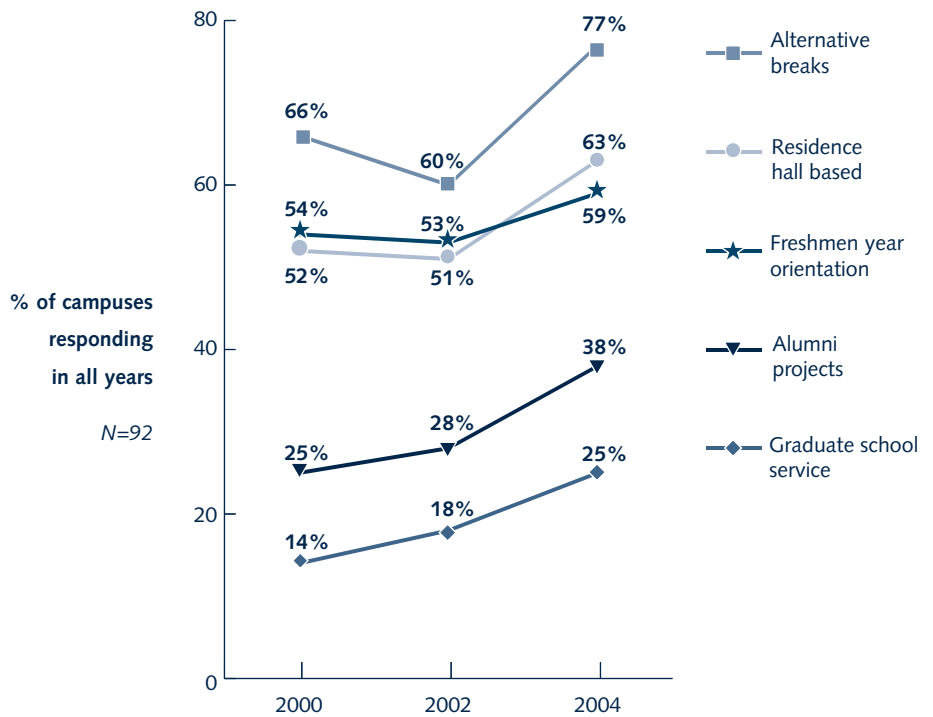
Both service programs and campus infrastructures to support and sustain these programs have also increased dramatically.

The number of service programs offered is continually expanding as more campuses make service part of the college experience. Virtually all types of service programs are on the rise, with the most common types of programs including alternative breaks (where students participate in service programs over holiday periods), freshman orientation projects, residence hall programs, alumni projects, and graduate school service.

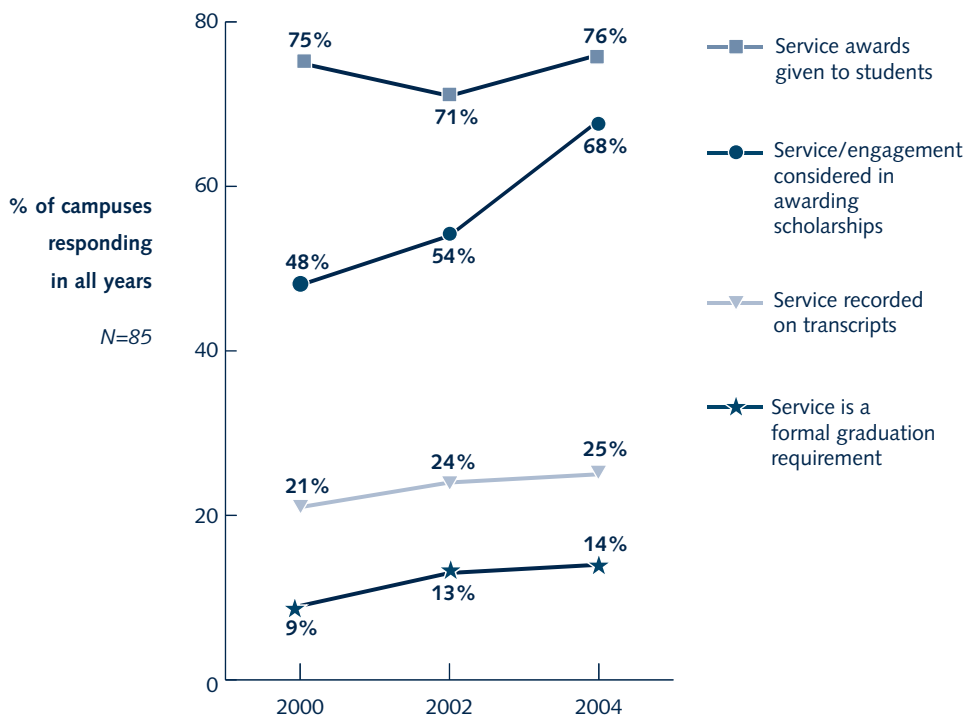
Institutional support for student service has also risen significantly over the past 5 years. For example, among schools reporting data over time, the percentage of institutions with an office dedicated to coordinating service, service-learning, and/or civic engagement activities increased from 75% in 2000 to 92% in 2004. In another key indicator, the percentage that consider service in awarding student scholarships rose from 48% to 68%.

Many campuses are also expanding their support for faculty and staff efforts. Nearly all (92%) provide on-site service opportunities, and 88% encourage staff and faculty to serve with and advise students in their service efforts. In addition, more than half of respondents (59%)

TRENDS IN SERVICE PROGRAMS OFFERED, 2000–2004



TRENDS IN INSTITUTIONAL SUPPORT FOR STUDENT INVOLVEMENT IN SERVICE/CIVIC ENGAGEMENT, 2000–2004



publicly recognize staff for their service contributions, and nearly a quarter (24%) offer paid time off for volunteer work.

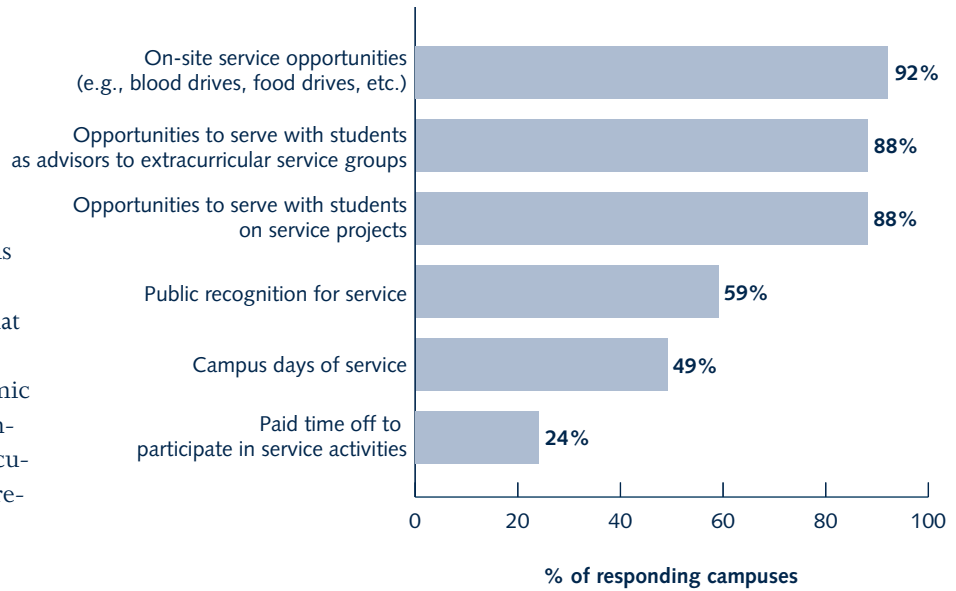
Academics and Engagement

Since the main goal of higher education institutions is to educate students, and since research has shown that community-based learning experiences improve academic learning, incorporating community work into the curriculum is a natural means of creating a culture of civic engagement on campus.

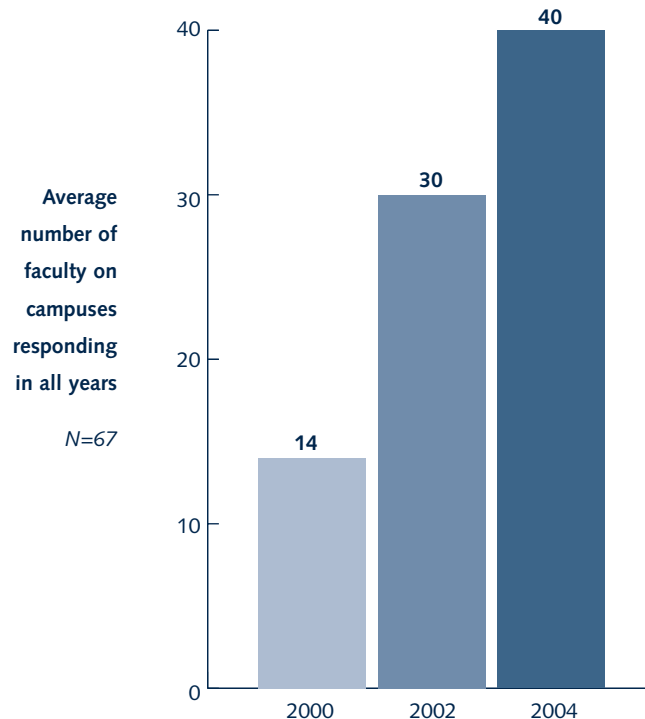
Again, the trend in this regard has been toward a sharp increase: among schools reporting data across years, 97% offered courses with a service component in 2004, compared with 77% in 2000; in addition, the average number of full-time faculty members per campus teaching service-learning courses increased more than three-fold, from 14 in 2000 to 40 in 2004.

There is an increasing trend toward rewarding faculty for community-based work. Among schools responding across years, those that reward faculty for service-learning and community-based research as part of the tenure and review process nearly tripled, from just 12% in 2000 to 32% in 2004.

INSTITUTIONAL SUPPORT FOR STAFF AND FACULTY PARTICIPATION IN SERVICE/CIVIC ENGAGEMENT, 2004



TREND IN FULL-TIME FACULTY OFFERING COURSES WITH A SERVICE COMPONENT, 2000–2004

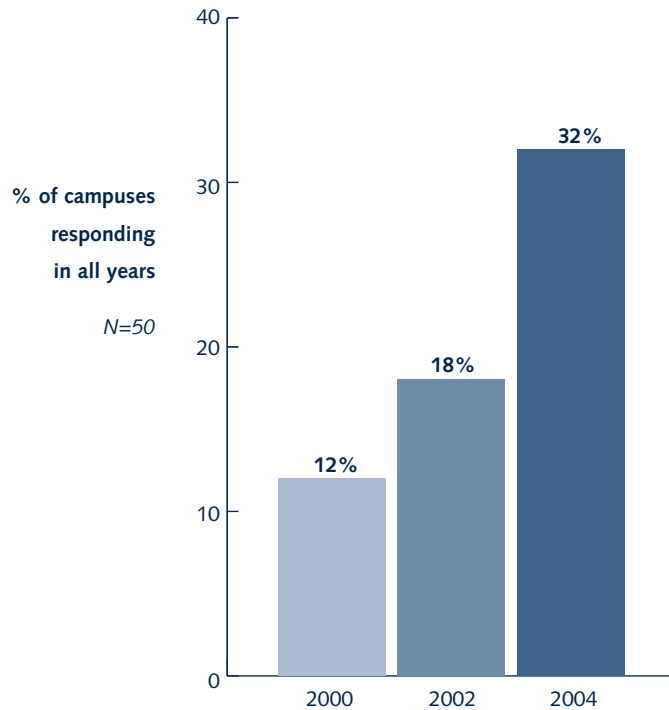


Community Partnerships

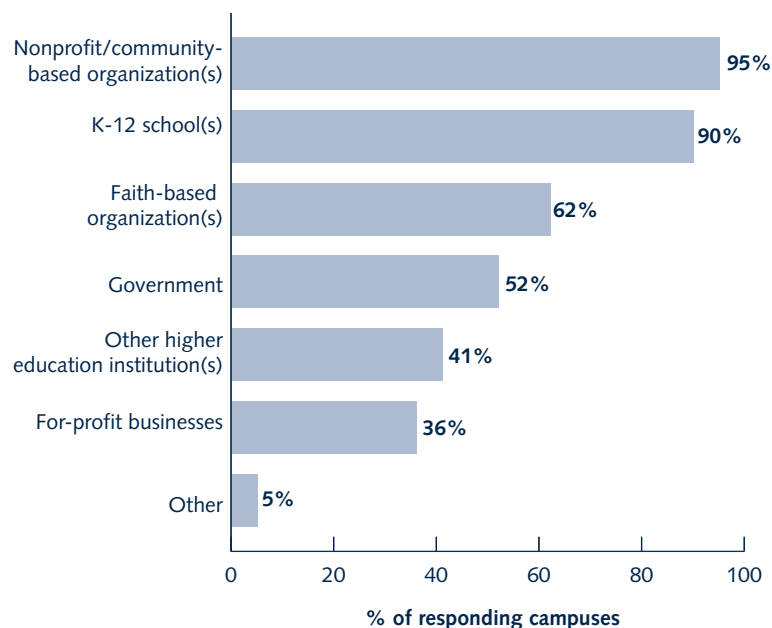
Nearly all responding campuses—98%—report having one or more community partnerships. Most partner with nonprofit organizations (95%) or K-12 schools (90%). More than half partner with one or more faith-based organizations (62%) or government agencies (52%).

As part of Campus Compact’s effort to encourage reciprocal partnerships, we asked whether and how community partners are involved in student learning. The majority of schools said community partners come into the class as speakers (84%), provide formal feedback on the community service program (75%), provide on-site reflection (55%), or serve on campus committees (52%). Less frequently, partners play a larger role in designing or teaching course content (23%).

TREND IN REWARDING FACULTY FOR SERVICE/CIVIC ENGAGEMENT IN TENURE/REVIEW, 2000–2004



TYPES OF COMMUNITY PARTNERSHIPS, 2004



98%
 PROPORTION OF
 CAMPUS COMPACT
 MEMBER CAMPUSES
 WITH ONE OR
 MORE COMMUNITY
 PARTNERSHIPS

About This Survey

Campus Compact has conducted an annual membership survey since 1987. Its purpose is to assess the current state of campus-based community engagement and to identify emerging trends affecting the public purposes of higher education.

The annual survey statistics are based on a survey of activities and policies on Campus Compact member campuses in the 2003–2004 academic year. Data was gathered through an online survey during October and November 2004. Of the 935 member institutions that were active during the previous academic year, 410 responded, yielding a response rate of 44%.

Trend data reflect responses from the same member campuses over time, which removes any sample bias from changes in the pool of respondents. The “n’s” in trend data vary slightly by year and question because of changes in response rates among the campuses tracked over time.

To see complete survey results for 2004, as well as data from previous years, please visit www.compact.org/newsccl/highlights.html.

About Campus Compact

Campus Compact is a national coalition of more than 950 college and university presidents—representing some 5 million students—who are committed to fulfilling the civic purposes of higher education.

As the only national higher education association dedicated solely to campus-based civic engagement, Campus Compact promotes public and community service that develops students’ citizenship skills, helps campuses forge effective community partnerships, and provides resources and training for faculty seeking to integrate civic and community-based learning into the curriculum.

Campus Compact comprises a national office based in Providence, RI, and 30 state offices in CA, CO, CT, FL, HI, IA, IL, IN, KS, LA, MA, ME, MI, MN, MO, MT, NC, NH, NY, OH, OK, OR, PA, RI, TX, UT, VT, WA, WI, and WV. For contact and other information, see www.compact.org.



This publication was made possible with generous support from the KPMG Foundation.



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