

2004 Service Statistics

THE ENGAGED CAMPUS

+ 2004 Executive Summary of Statistics

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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

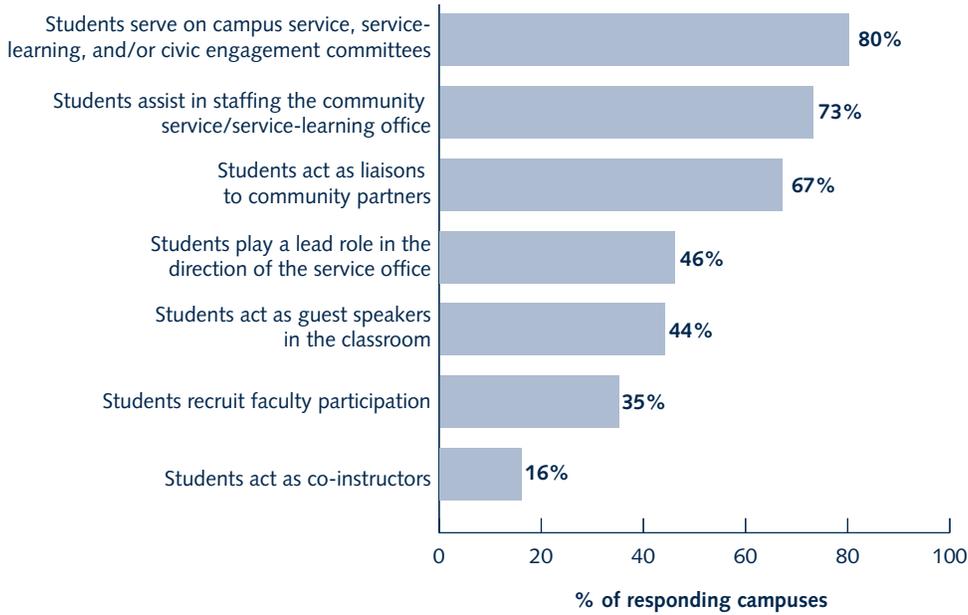
presidents & the community, p. 4

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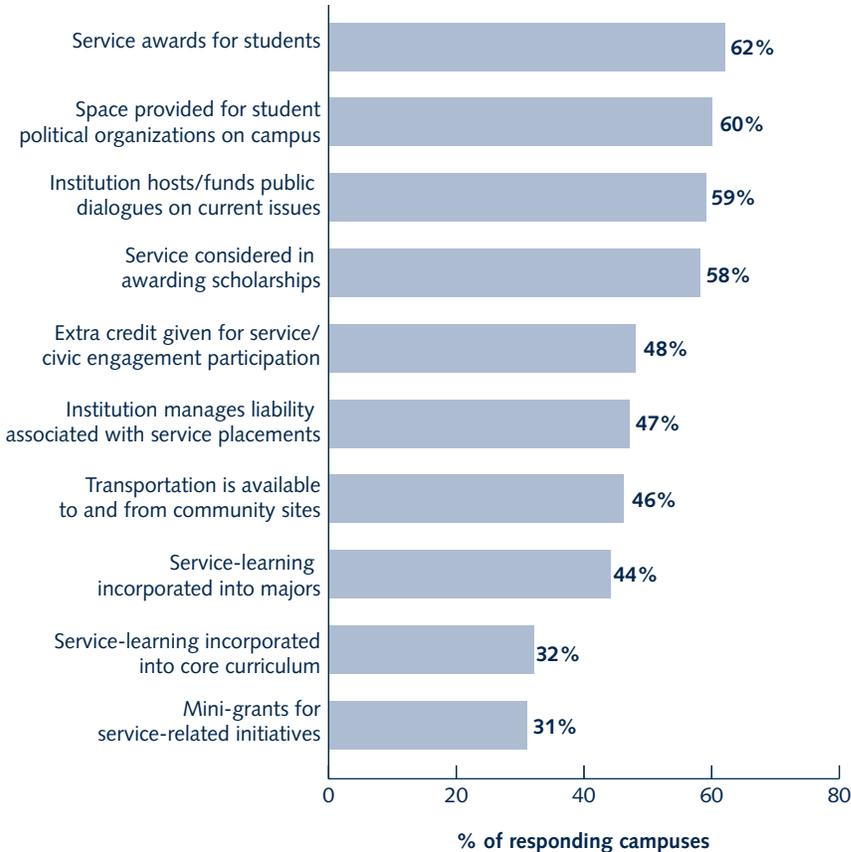
academics & engagement, p. 6

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



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



\$4.45 billion

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

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.

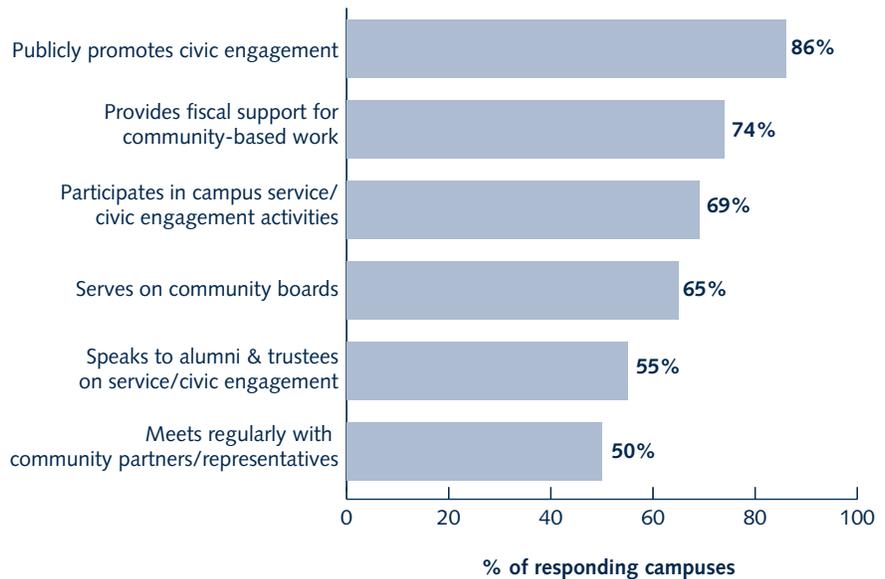
Presidents and the Community

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

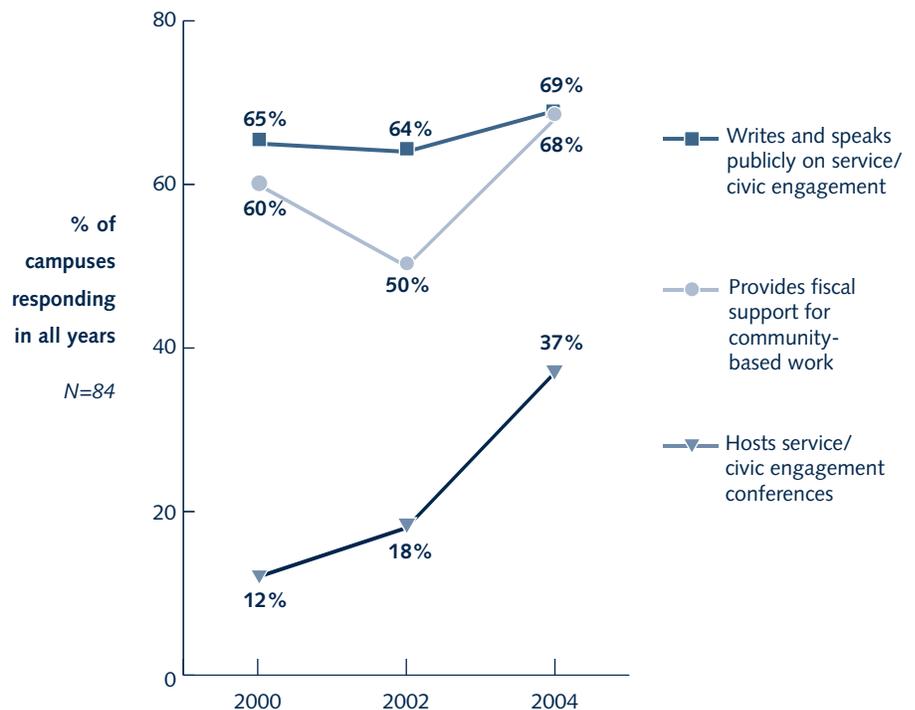
Over the past five years, they have become more personally involved by writing and speaking on the importance of civic engagement, allocating funds for community-based programs, hosting relevant conferences, participating in service activities, serving on community boards, and more.

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

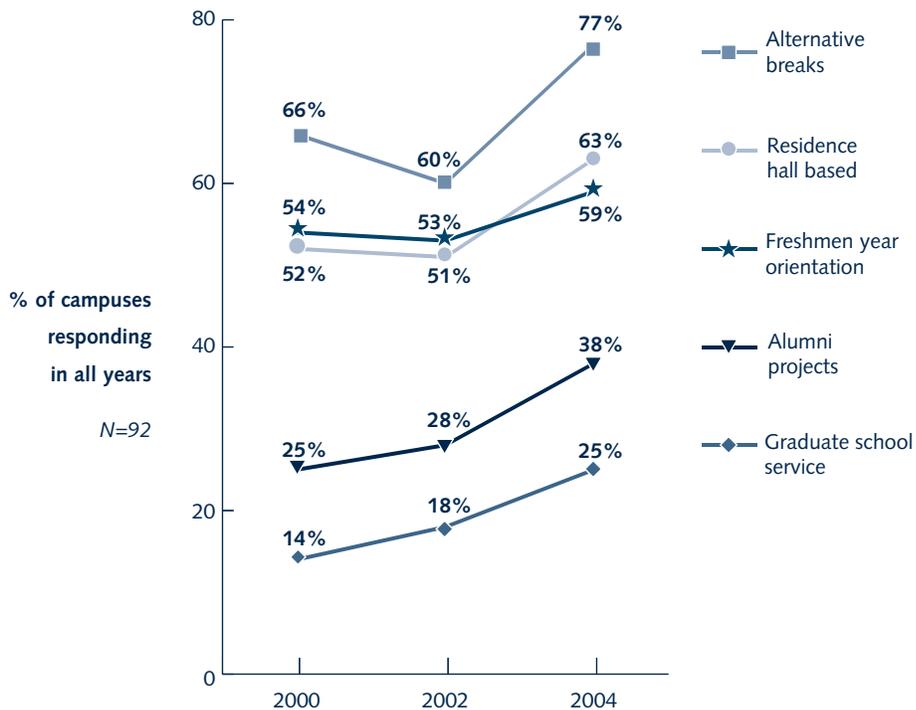
Both service programs and campus infrastructures to support and sustain these programs have also increased dramatically.

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.

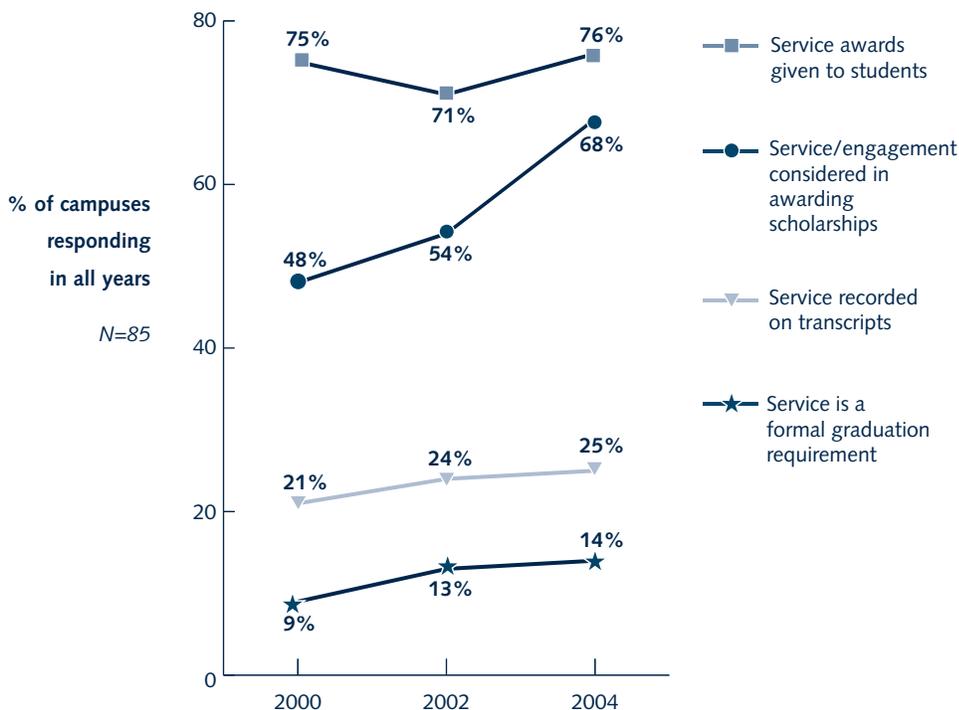
Institutional support for student service has also risen significantly over the past 5 years. For example, among schools reporting data over time, the percentage of institutions with an office dedicated to coordinating service, service-learning, and/or civic engagement activities increased from 75% in 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.

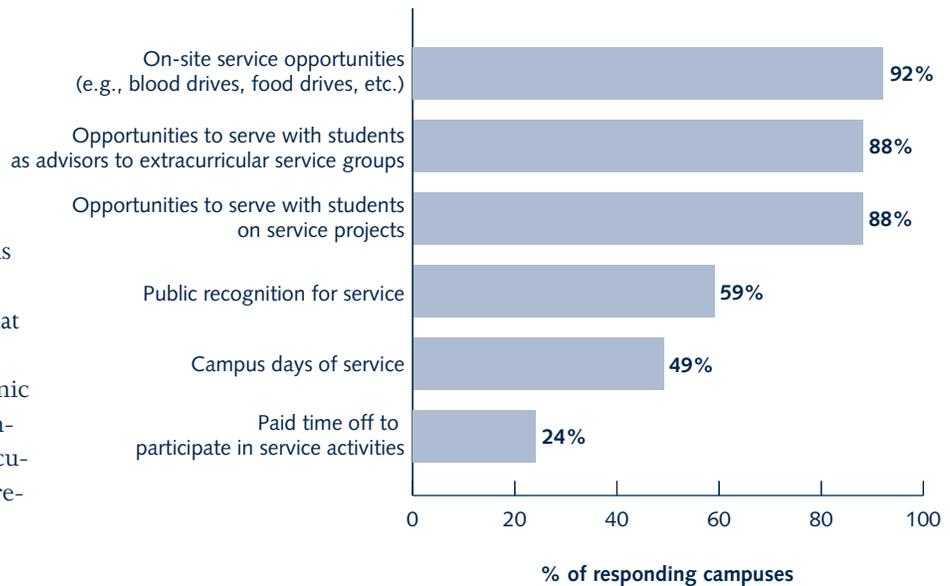
Academics and Engagement

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.

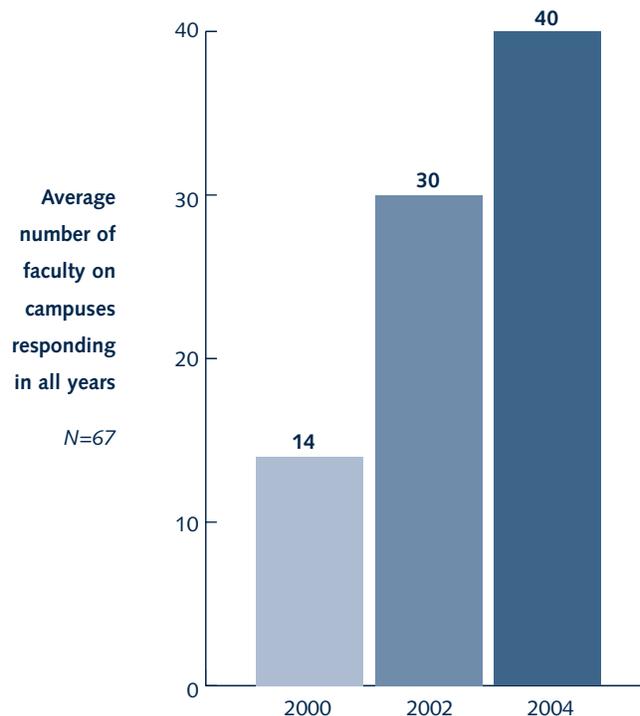
Again, the trend in this regard has been toward a sharp increase: among schools reporting data across years, 97% offered courses with a service component in 2004, compared with 77% in 2000; in addition, the average number of full-time faculty members per campus teaching service-learning courses increased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

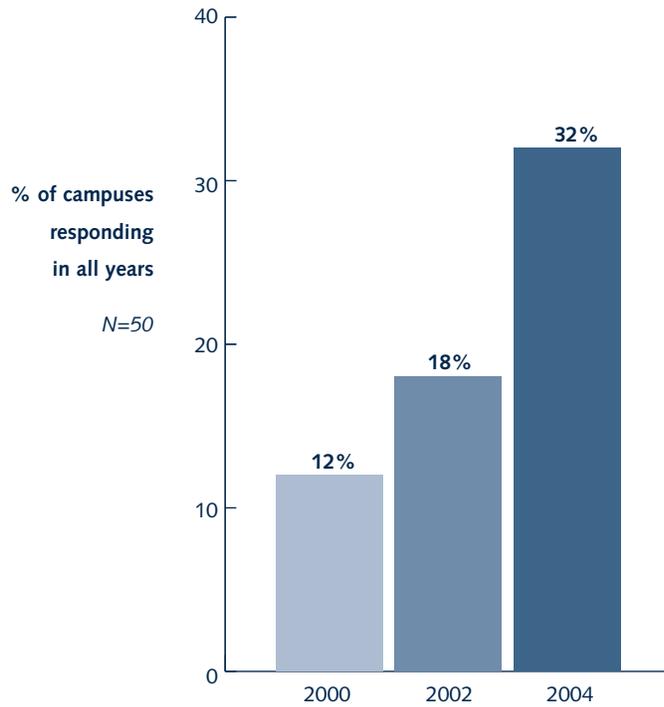


Community Partnerships

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.



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A. Purpose and Methodology

Purpose

Since 1987, Campus Compact has conducted an annual member survey for the purpose of assessing community service and service-learning characteristics as well as identifying issue areas and trends. The results presented in this report come from a survey of Campus Compact members conducted in the fall of 2004.

Methodology

Campus Compact member institutions were asked to participate in the online annual membership survey from October 1, 2004 to November 19, 2004. Respondents were able to create a unique username and password so that they could log on and return to the survey as many times as needed over the data collection phase. There were a series of follow-up emails sent to member institutions reminding them to complete the survey. State Compact offices were also supplied with weekly updates for their states. Of the 935 member institutions that were active during the previous academic year, 414 responded, which yielded a response rate of 44%. However, 4 respondents were removed from the analyses due to a lack of sufficient data, resulting in a total of 410 respondents (a 44% response rate) that were included in the final analyses.

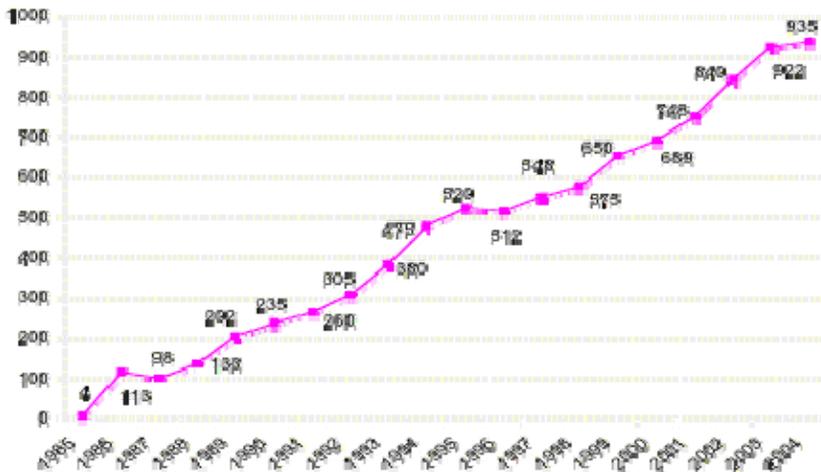
The current report is organized according to the corresponding survey section for clarity and readability. All statistical analyses were conducted using Statistical Package for the Social Sciences (SPSS) version 11.5.1 for Windows. For open-ended questions, a content analysis was conducted. This process began with reading each response and developing content categories that would incorporate the majority of respondents' replies. A second read through was also conducted whereby each unit of information was coded according to each of the newly developed categories. Each category was then summed across respondents and presented in the text of the report.

Author Information

Dawn M. Salgado is currently a doctoral student in the Experimental Psychology program at the University of Rhode Island. Before attending the University of Rhode Island, she received her Master's degree in Psychology from Brandeis University and worked as a Research Associate for the National Center for PTSD in Boston, Massachusetts. She has worked with a variety of social service organizations as an evaluator and research consultant, and has published in the areas of women's health, intimate partner aggression, trauma, and multicultural issues.

B. Institutional Information

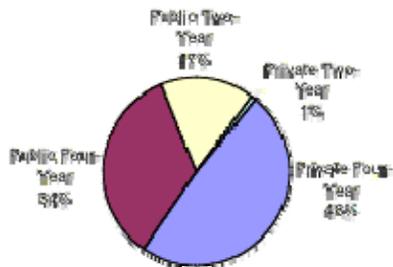
Figure 1. Growth of Campus Compact (1985-2004)



Campus Compact membership has increased dramatically over the past 18 years, originating with four member institutions in 1985 and increasing to 935 from October of 2003 to October of 2004 (see Figure 1).

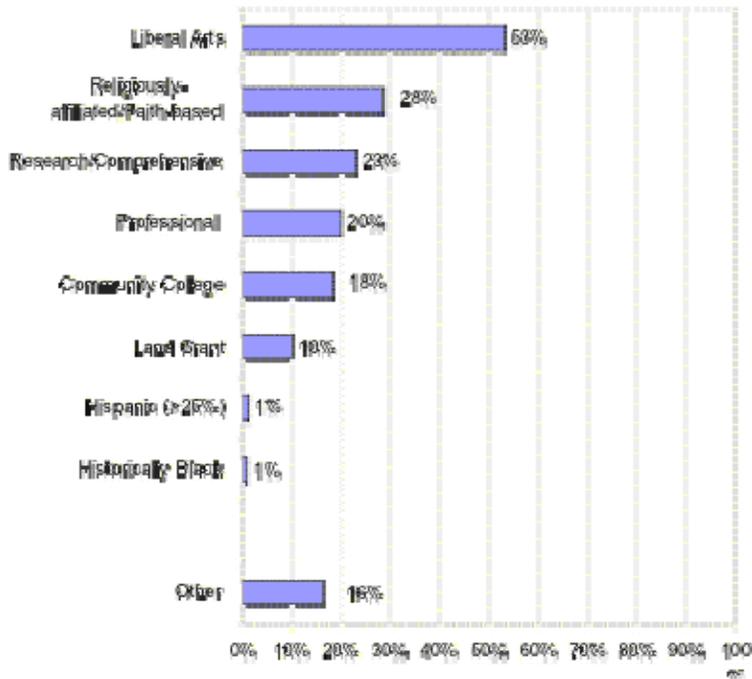
As shown in Figure 2, 51% of respondents were from public two- and four-year institutions and 49% were from private two-year and four-year institutions. This breakdown corresponds directly to current membership.

Figure 2. Institutional Characteristics



As shown in Figure 3 below, the majority of colleges and universities were Liberal Arts institutions (53%) or Religiously-affiliated/Faith-based (28%) with a smaller percentage being described by respondents as Historically Black (1%) or predominantly Hispanic-serving (1%) institutions.

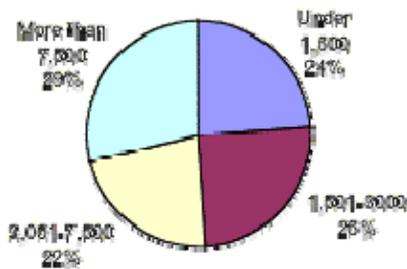
Figure 3. Other Institutional Characteristics



For the 16% of respondents who indicated there were other characteristics about their institutions not included, the majority of those responses described their institutions as either (a) technical, professional, business, and/or career; (b) tribal, Native American-serving; and/or (c) metropolitan, urban, and commuter institutions.

Of the 376 respondents who reported on their full-time equivalent undergraduate enrollment, a total number of 2,570,430 students were accounted for. Enrollment among member institutions ranged from 90 to 73,874 students with an average enrollment of 6,836 students per campus. These rates are generally consistent with an average of 7,037 students in the 2002-2003 year and 7,185 students in the 2001-2002 year. As shown in Figure 4, there were approximately equal percentages of schools with less than 1,500 students (24%), from 1,501 to 3000 students (25%), from 3,001 to 7,500 students (22%), and more than 7,500 students (29%).

Figure 4. Current FTE Undergraduate Enrollment



In addition to student enrollment, the total number of full-time faculty at member institutions was also assessed. Of the 368 respondents who reported this information, a total of 165,943 full-time faculty members were included. The number of full-time faculty ranged from 13 to 21,163 with an overall average of 451 faculty members per institution.

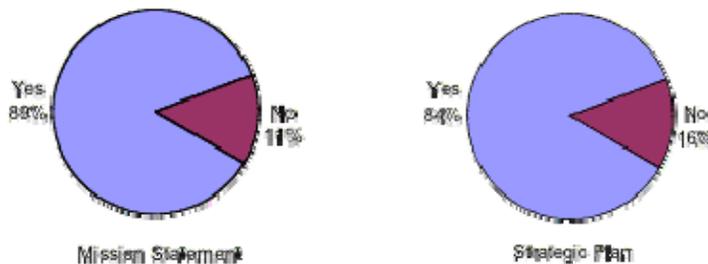
C. Institutional Culture

Respondents were asked a series of questions to determine the overall culture of the institution with regard to service/civic engagement. Respondents assessed whether service/civic engagement was a part of the mission statement or strategic plan of the institution, the extent to which the president was involved in and/or advocated for civic engagement on campus, the extent to which the institution supported faculty and students to participate in service-related activities.

Mission Statement and Strategic Plan

As shown in Figure 5, the majority of institutions included service/civic engagement in its mission statement (89%) as well as the strategic plan (84%).

Figure 5. Inclusion of service/civic engagement in institutional mission statement and/or strategic plan

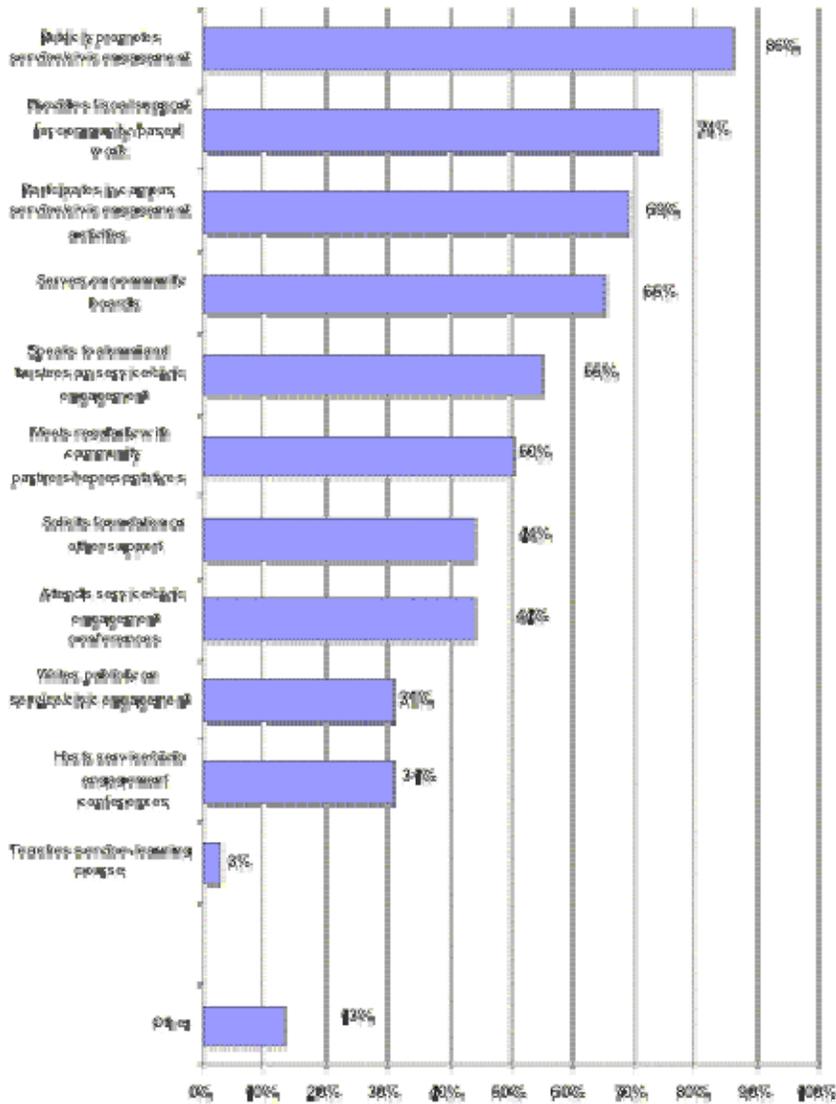


President Involvement

In addition to supplying information on whether the mission statement and strategic plan included information about service/civic engagement, institutions were also asked to describe the president's involvement in service-related activities (see Figure 6). Presidential involvement in service/civic engagement was most frequent in terms of publicly promoting service/civic engagement (86%), providing fiscal support (74%), participating in service/civic engagement activities (69%), and service on community boards (65%). Presidents were less likely to teach service-learning courses (3%), host service/civic engagement conferences (31%), and write publicly on service/civic engagement (31%).

For the 13% of respondents who reported that their presidents were involved in other ways, the highest number of reports included that (a) their presidents were involved in Campus Compact organizations and/or events; (b) their president was new; and (c) that their president served many other boards and committees not mentioned specifically here.

Figure 6. Presidential involvement in service/civic engagement activities



The table below indicates the ways in which presidential involvement has changed over recent years. However, changes may be an artifact of different wording in the most recent survey rather than actual increases or decreases in presidential involvement from 2003 and 2004. As such, the 2004 rates will serve as baseline data for upcoming surveys, which will feature the same wording.

Presidential Involvement with Community Service (2000 - 2004)

	2000 ^a	2001 ^a	2002	2003	2004
Is active in civil affairs	73%	62%	58%	78%	n/a ^b
Speaks or writes publicly on service	66	65	55	71	n/a ^b ,55

Provides fiscal support	66	58	49	64	74
Provides leadership at local level	67	56	39	43	n/a b
Provides leadership at state level	47	45	29	36	n/a b
Solicits foundation or other support	35	29	28	32	44
Attends service conferences	25	24	18	25	44
Provides leadership at national level	31	26	15	19	n/a b
Host service conferences	17	18	16	17	31
Teaches service learning	2	2	1	2	3
Other	n/a	n/a	n/a	8	16

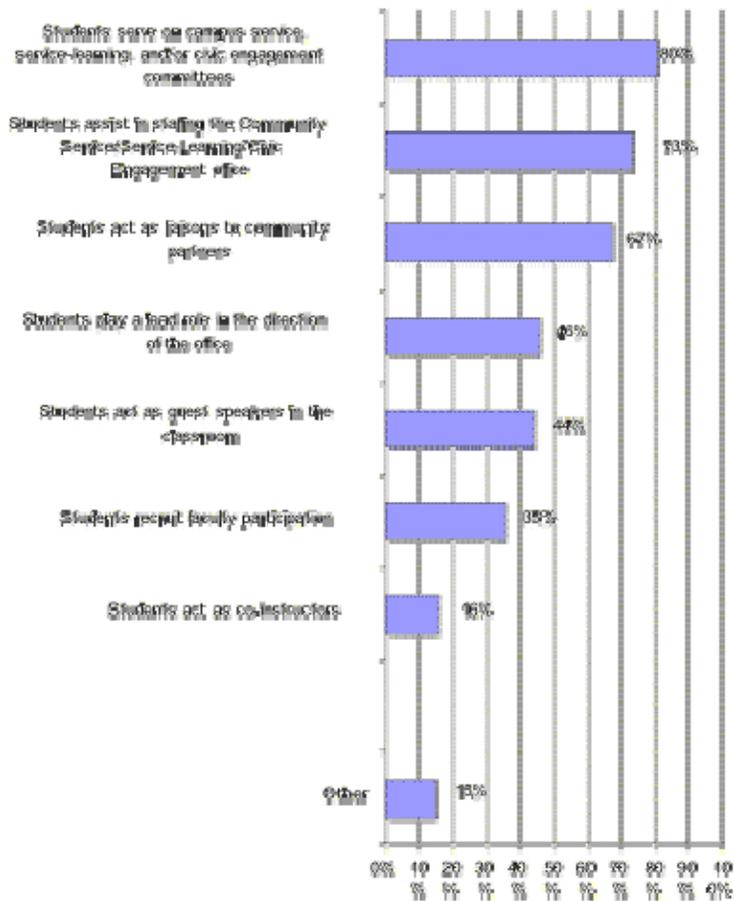
^a Estimates reported in 2001 report;

^b Changes in the 2004 survey do not allow for direct comparisons.

Student Participation in Service/Civic Engagement on Campus

As shown in Figure 7, respondents were also asked in what ways their students were involved in service/civic engagement efforts on campus. Respondents indicated that students were more likely to serve on service-related committees (80%), assist in the staffing of service-related officers (73%), and act as liaisons to community partners (67%).

Figure 7. Student involvement in service/civic engagement activities



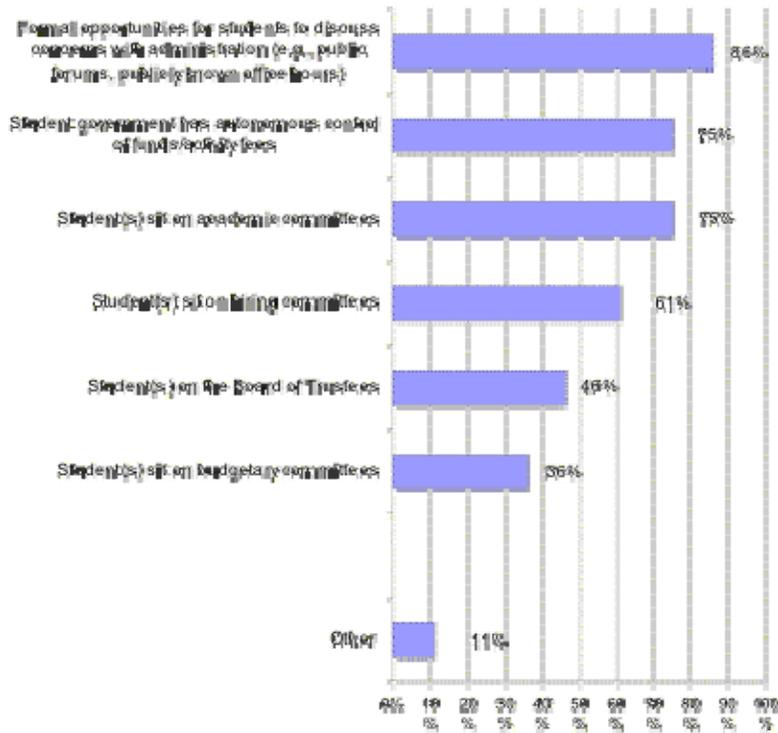
For the 15% of respondents that indicated that students were involved in other ways, the most frequent responses included that students (a) participate in service-related conferences, trainings, and workshops; (b) are involved in service clubs and organizations; (c) participate on various councils and boards; and (d) run the newspaper and write on service-related topics and apply for service-related grants.

Student Voice on Campus

Respondents were also asked to identify specific ways that students have a voice at their institution (see Figure 8). The vast majority of institutions reported that there were formal opportunities for their students to discuss concerns with the administration (86%), there was a student government that has autonomous control of funds/activities fees (75%), and that students sit on academic committees (75%).

For the 11% of respondents that indicated that students had other ways of expressing their voice on campus, the most frequent responses included (a) student representation on other committees not specifically mentioned; (b) student government; (c) student newspaper; and (d) student-initiated activities.

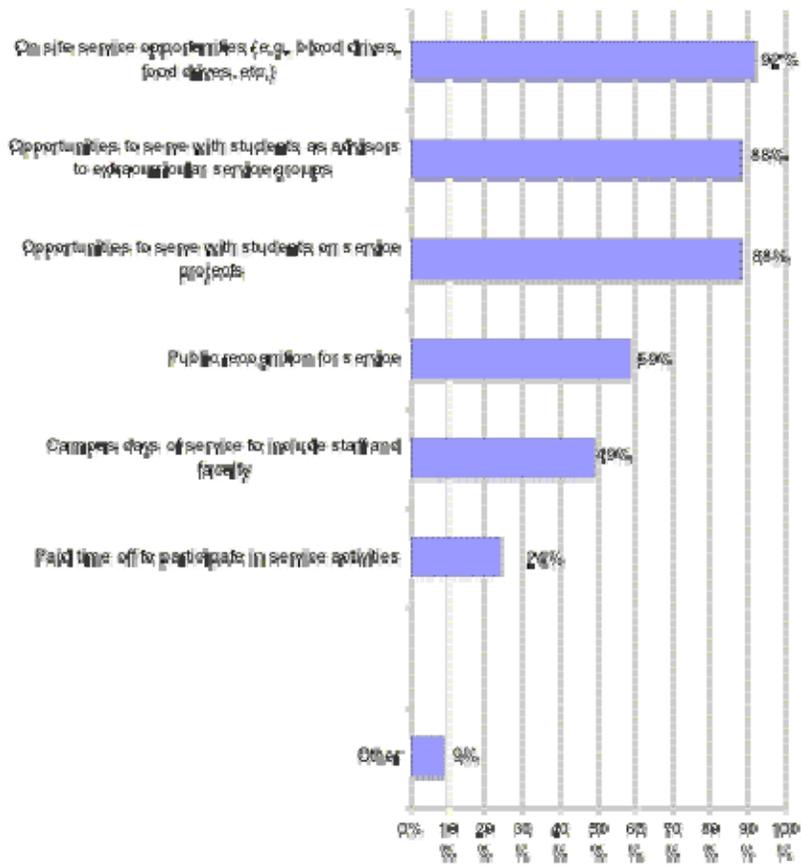
Figure 8. Student voice on campus



Institutional Support for Faculty Involvement in Service/Civic Engagement

As shown in Figure 9, Respondents indicated that faculty and administrative staff were most likely to receive institutional support in the form of on site service opportunities, which might include blood drives, or food drives (92%). Faculty were also likely to get support by having opportunities to serve with students as advisors to extracurricular services groups (88%) and service with students on service projects (88%). Faculty were less likely to receive paid time off to participate in service activities (24%).

Figure 9. Institutional support for faculty involvement in service/civic engagement



For those 9% of respondents indicating that there were other ways that their institutions supported faculty and administrative staff in participating in service/volunteer activities, the most frequent responses include (a) various types of monetary incentives; (b) awards and recognition; (c) encouragement and support in coordinating service-related activities; and (d) time off for service-related projects.

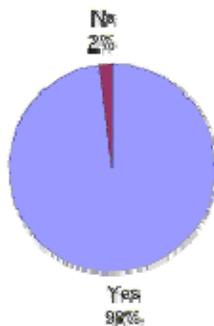
D. Curriculum and Pedagogy

Respondents were asked a series of questions to determine the extent to which member institutions offered service-learning courses on their campus and if so, what the overall structure was.

Characteristics of Service-Learning Courses

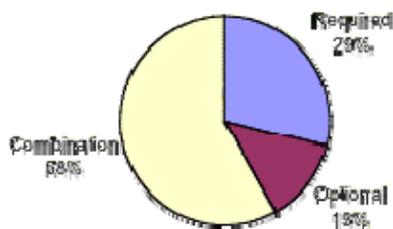
Of the 390 respondents who provided information, 98% reported that their campus offered courses that incorporated a service component on their campuses (see Figure 10). This rate is higher than previous years. In 2003, 88% of institutions reported offering service-learning courses and in 2002 this rate was 91%.

Figure 10. Institutions offering courses incorporating service component



Across all member institutions there was a total of 9,897 service-learning courses offered during the 2003-2004 academic year, with an average of 31 courses per campus. To determine how the service component was incorporated into the curriculum, respondents were asked whether they would characterize most of the service components found in classes as required, optional or a combination of the two. As shown in Figure 11, the majority of service-learning courses offered on campus could be described as having a combination of both optional and required service components.

Figure 11. Characteristics of service component in courses offered



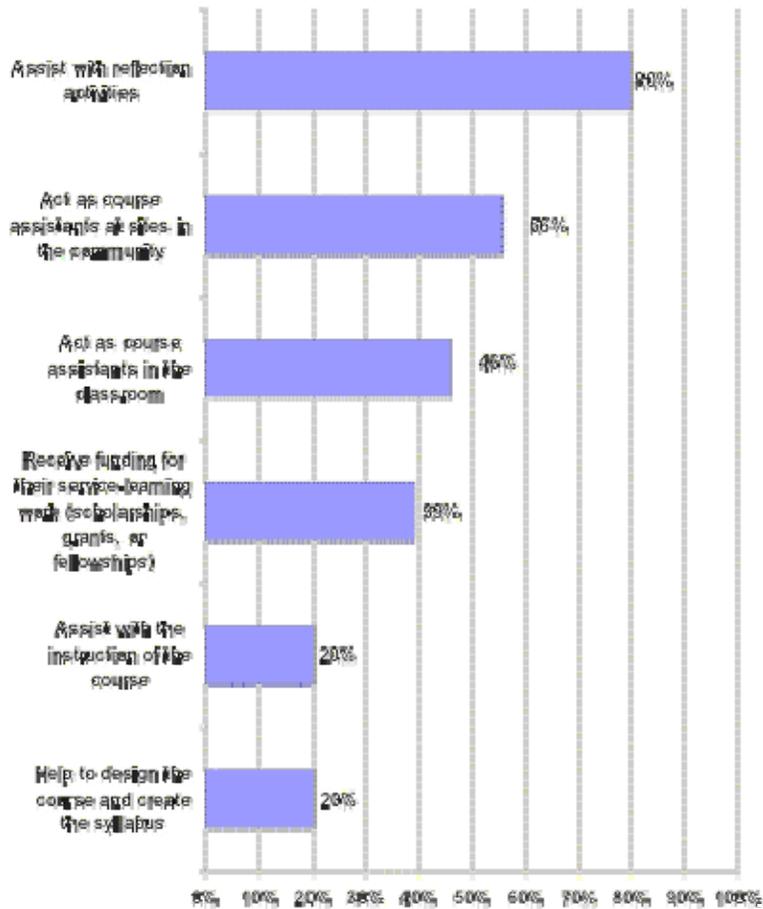
Faculty and Student Involvement in Service-Learning Courses

In the 2003-2004 academic year, a total of 8,056 faculty members offered a course that incorporated a service component. Respondents reported between 1 and 229 faculty members offered a course at their specific institution, which yielded an overall average of 25 faculty members per campus who incorporated a service-learning course. This figure increased slightly from 2003, where the average was 24 faculty members per campus and in 2002 when 22 faculty members per campus were reported.

Respondents were also asked about the ways in which students might actively assist in service-learning courses and how they were able to reflect on their experiences in participating in service-related activities. As shown in Figure 12, the majority of respondents indicated that students were more likely to assist with

reflection activities (80%) and by acting as course assistants at the site (56%). Students were less likely to help design the course syllabi (20%) and assist with the instruction with the course (20%).

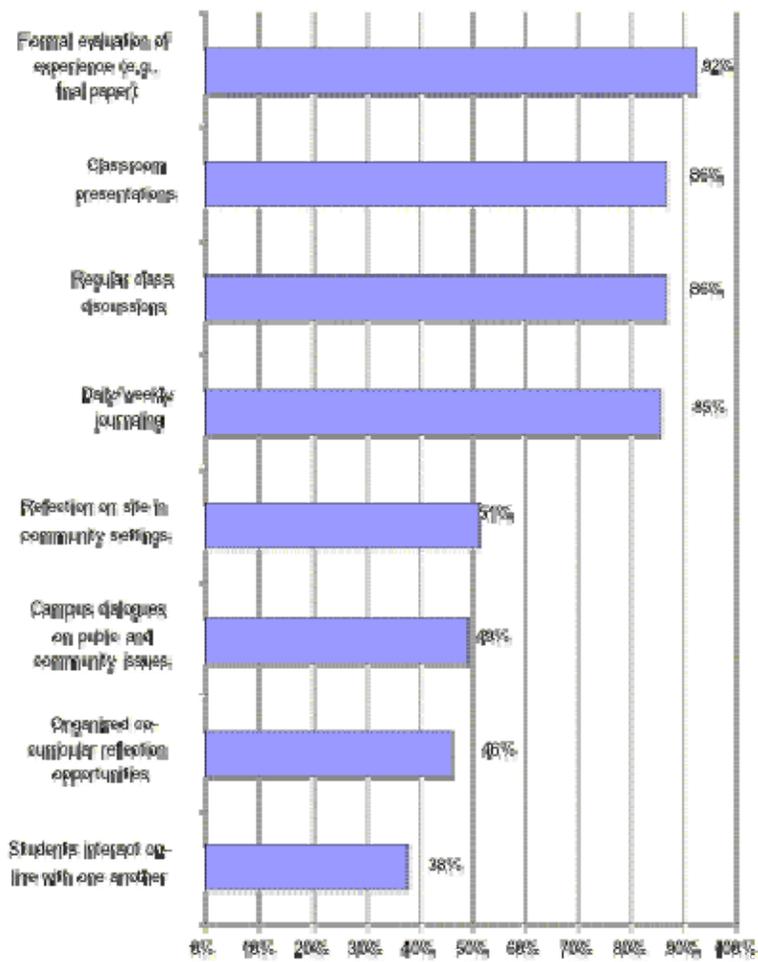
Figure 12. Student assistance in service-learning courses



Student Reflection in Service-Learning Courses

Respondents indicated that 97% of students who participated in service-learning activities participate in a formal process of reflection on their service/civic engagement experiences. As shown in Figure 13, the most frequent ways that students reflected on their service/civic engagement experiences was by providing a formal evaluation of the experience (92%), conducting classroom presentations (86%), participating in regular class discussions (86%), and perform daily and/or weekly journaling assignments (85%).

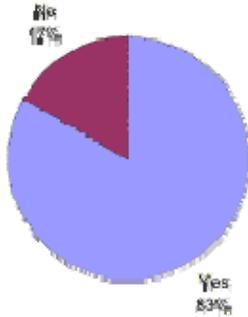
Figure 13. Student engagement in reflection activities



E. Faculty Roles and Rewards

Respondents were also asked to examine the types of support that are present at their institution for faculty to include service/civic engagement into their curriculums. As shown in Figure 14, 83% of institutions reported rewarding community-based research or service-learning in faculty review, tenure, and/or promotions.

Figure 14. Inclusion of community-based research or service in faculty review, tenure and/or promotion

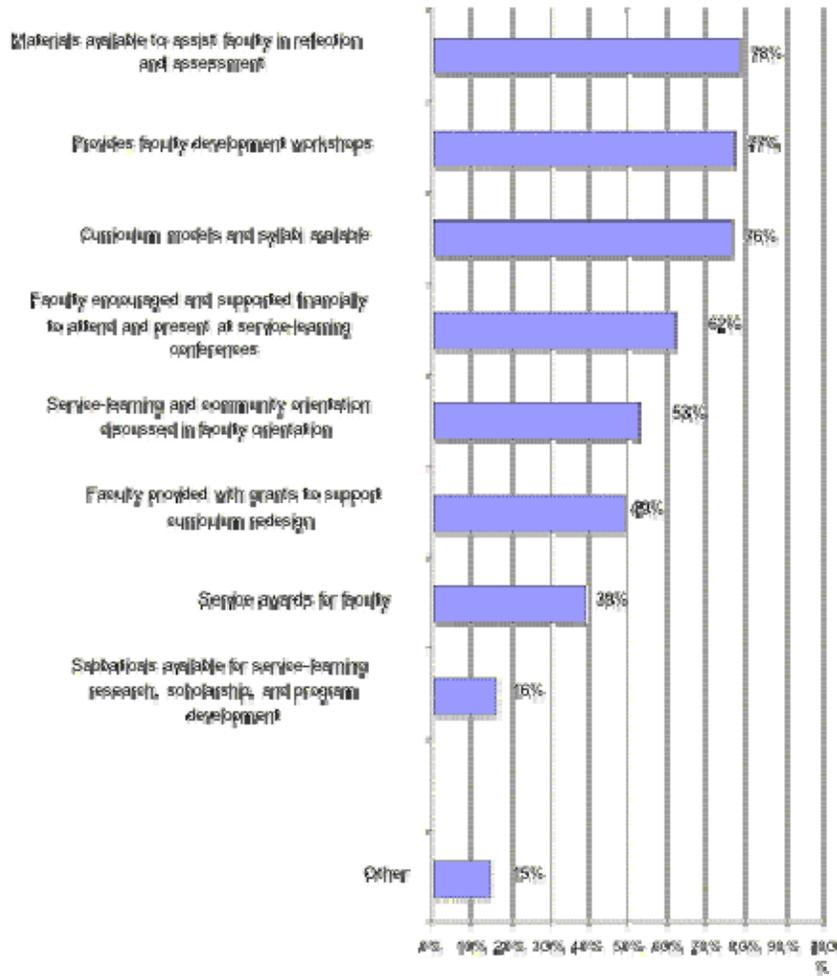


Institutional Support for Faculty in Service Programs/Service-Learning Courses

As shown in Figure 15, institutions were most likely to provide support faculty involvement in service/civic engagement program and service-learning courses by providing materials to assist faculty in reflection and assessment (78%), faculty development workshops (77%), and curriculum models and/or syllabi. Institutions were less likely to support faculty involvement in service-related activities by providing sabbaticals for service-related activities (16%). Institutions were also less likely to give faculty awards for their service-related activities (39%).

Of those 15% of respondents that suggested there were other ways in which faculty were supported by the institution to be involved in service-related activities, the most frequently occurring responses included (a) the availability of a coordinator and/or support in coordination of service-learning activities; (b) monetary or course-related incentives; (c) faculty fellow positions or programs; and (d) recognition in terms of awarding tenure or promotion.

Figure 15. Institutional support for faculty involvement in service/civic engagement programs and service-learning courses

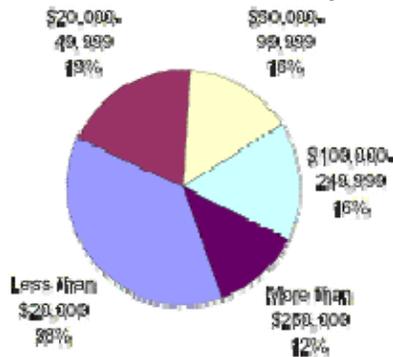


F. Mechanisms and Resources

Respondents were asked to provide information about the structure and administration of offices on campus dedicated to service-related activities. Of the 406 institutions that responded (99%), 86% reported having an office/center that is dedicated to coordinating service, service-learning, and/or civic engagement activities and programs. This rate is slightly higher than the 83% of campuses that reported having either a community service office and/or service-learning office on their campus in 2003.

As shown in Figure 16, the total annual budget ranged from less than \$20,000 to more than \$250,000. The majority of institutions reported an annual budget of less than \$20,000 (38%), followed by a budget of \$20,000 to less than \$50,000 (19%). Only 12% of service offices reported having an annual budget of more than \$250,000.

Figure 16. Service office total annual budget



As shown in Figure 17, the vast majority of institutions (83%) had at least one staff member who was specifically dedicated to coordinating service, service-learning, and/or civic engagement activities and programs. However, only 83% of service offices had received an endowment, with the vast majority (87%) having to apply for outside funds dedicated to service-related activities (see Figure 18).

Figure 17. Service office staff member dedicated to coordinating service-related activities

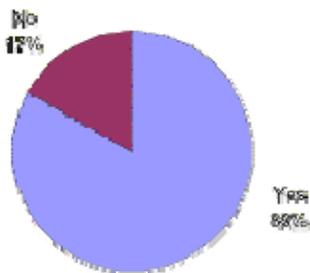
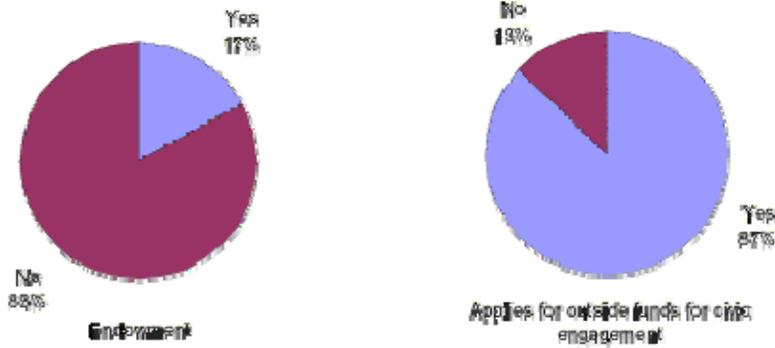


Figure 18. Service office funding sources

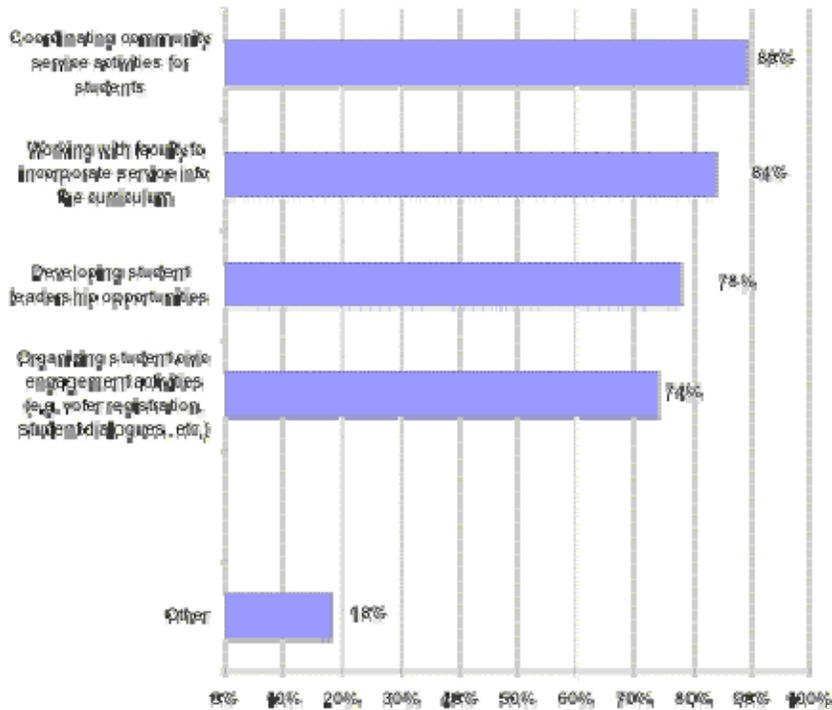


Over half (52%) of institutions reported having more than one office coordinating service, service-learning, and/or civic engagement activities and programs. Of those institutions that reported having more than one office, the number of offices involved with service-related activities ranged from 1 additional office to 8 offices. There was an average of 3 additional offices across all member campuses, although the majority of responses indicated that there were two offices (57%) that coordinated service-related activities.

Service Office Activities

As shown in Figure 19, the most common types of activities that the center/office was responsible for included coordinating service activities for students (89%), working with faculty to incorporate service into their curriculum (84%) and developing student leadership opportunities (78%).

Figure 19. Service office activities



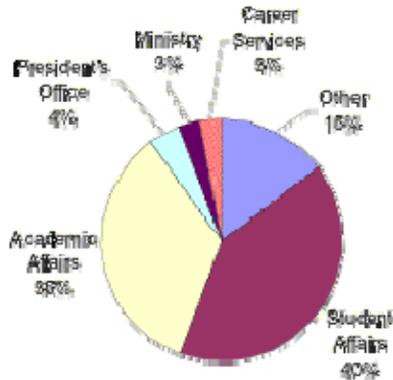
For the 18% of institutions that indicated that the office/center participated in other types of activities, the most frequently occurring included (a) developing community partnerships and coordinating service-learning

sites; (b) coordinating grants; (c) coordinating work-study programs; (d) organizing alternative activities during school breaks; and (e) organizing and assisting with research activities.

Service Office Reporting Lines

The majority of institutions reported to a single division or department (85%). As shown in Figure 20, the majority of service offices reported to either Student Affairs (40%) or Academic Affairs (35%). For those 15% of institutions that replied "Other", the majority indicated that their office reported to more than one office, the Office of the Provost, the Dean, or the Mission.

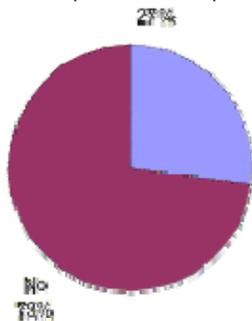
Figure 20. Service office reporting lines



Comprehensive Inventory of Service

To examine the extent to which institutions were aware of all the service-related activities happening on their campuses, respondents were asked if a comprehensive inventory of all service activities on the campus had been developed. Only 27% of institutions reported having developed this type of inventory (see Figure 21).

Figure 21. Development of comprehensive service inventory for 2003-2004

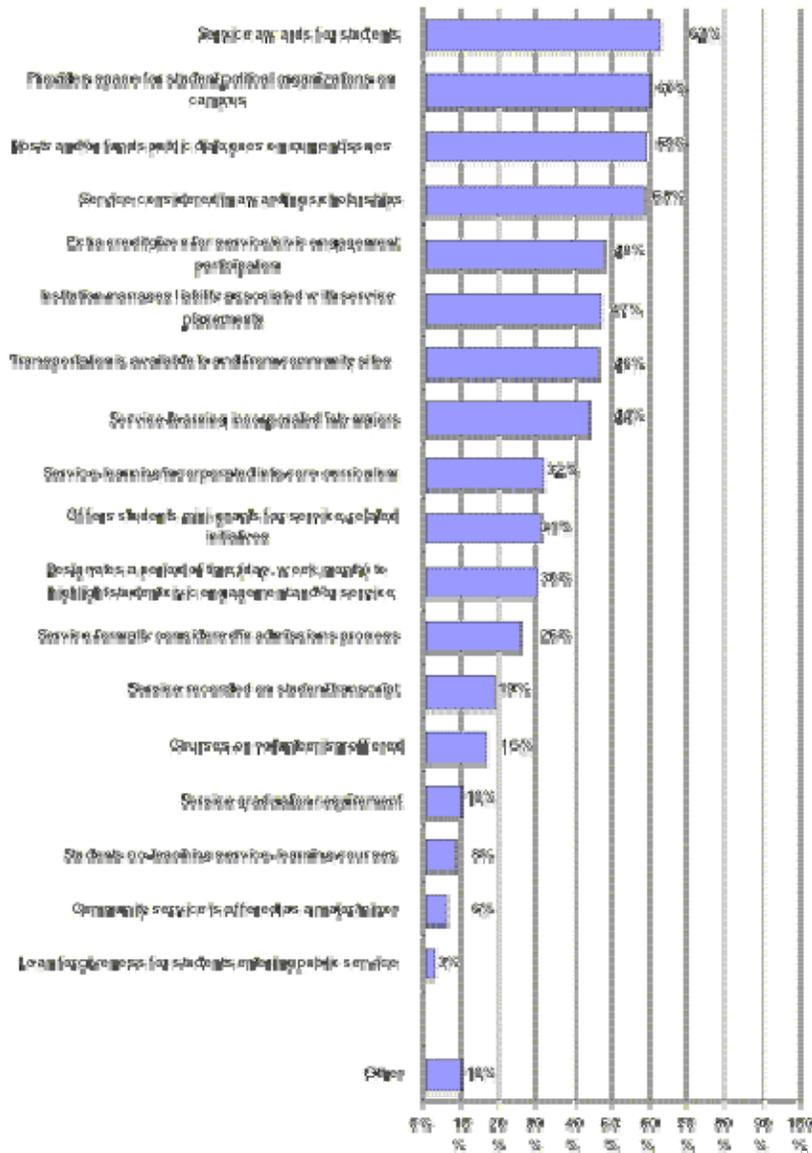


Student Involvement in Service

Institutions were asked to estimate the hours per week that each student participated during the 2003-2004 academic year. Results indicate that an average of 4 hours per week for each student was spent participating in service-related activities, with the number of hours ranging from .33 hours to 30 hours per week. Results also indicate that the majority of students (54%) participate in less than 2 and half hours per week and 24% of students participate in 5 or more hours of service-related activities in a week.

As shown in Figure 22, institutions were most likely to support student service/civic engagement opportunities by service awards (62%), allotting physical space for political organizations on campus (60%), hosting and/or funding public dialogues on current issues (59%) and/or having the student's history of service being considered when awarding scholarships (58%). Institutions were less likely to support students through loan forgiveness programs (3%), offering community service as a major and/or minor (6%), having students co-teach service-learning courses (10%), offering courses on volunteerism (16%), or having service on the students' official transcript (19%).

Figure 22. Institutional support for student involvement in service-related activities



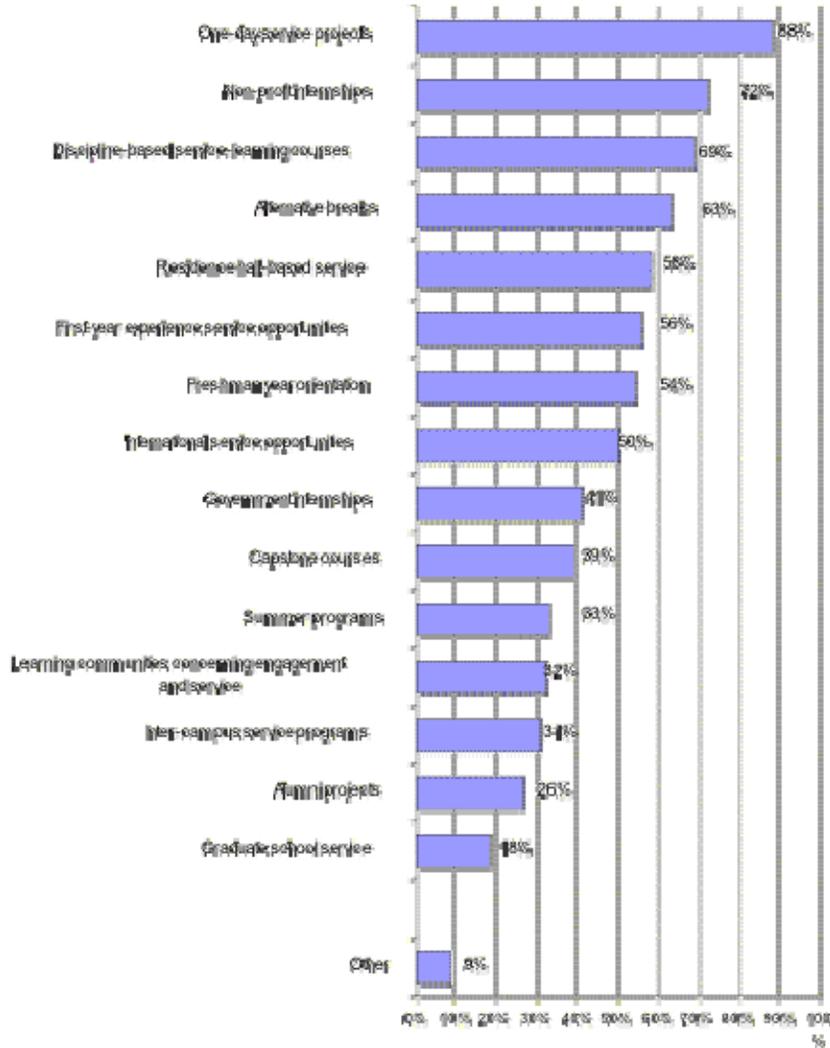
For those 10% of respondents that indicated institutions supported student involvement in other ways, the most frequently occurring responses included (a) through awards and recognition; (b) grants and monetary incentives; (c) part of the overall curriculum; (d) assistance with sending students to service-related conferences; and (e) part of graduation requirements.

Types of Service Programs and Projects

As shown in Figure 23, the majority of institutions offered a variety of service-related programs. The most frequent types of programs involved one-day service projects (88%), followed by non-profit internships (72%), discipline-based service-learning courses (69%), and alternative breaks (63%). Institutions were less likely to offer graduate school service (18%), alumni projects (26%), and/or inter-campus service programs (31%).

For the 9% of respondents that indicated that there was other service-related activities and/or programs were offered by the institution, the most frequently occurring included (a) Greek and athletic-based programs; (b) service-related clubs and/or organizations; (c) tutoring and mentoring; (d) part of another orientation; and (e) work-study programs.

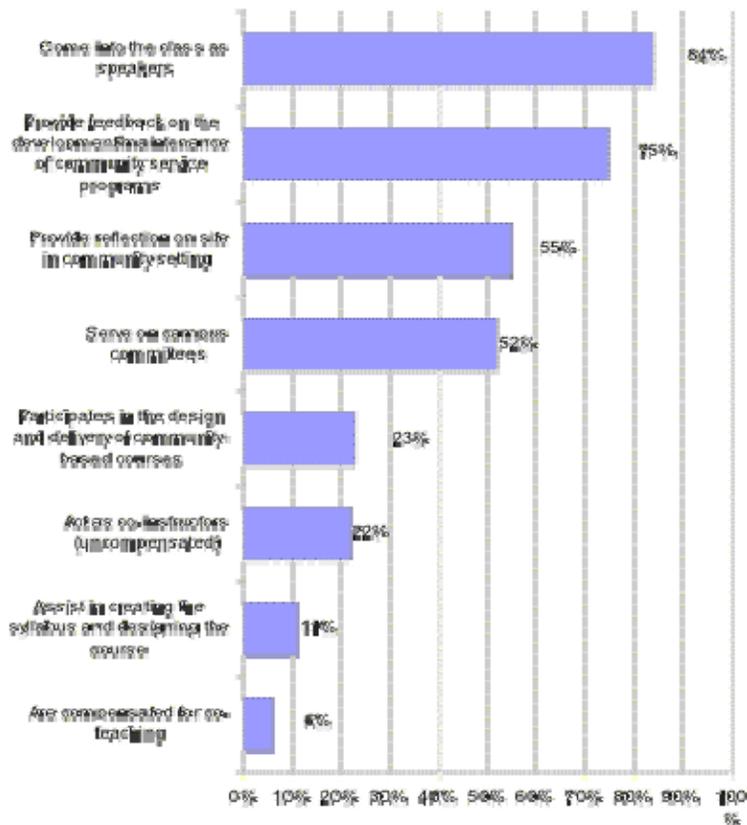
Figure 23. Institutional service programs or projects



G. Community-Campus Exchange

To examine the ways in which the community and campus exchanged resources, respondents were asked the extent to which community partners were involved in student learning and engagement activities. As shown in Figure 24, 84% reported that community partners had come to the class as speakers and 75% reported that community partners had provided feedback on the development and/or maintenance of the program in general. Community partners were less likely to be compensated for their teaching (6%), assist in creating the syllabus and/or designing the course that students took (11%).

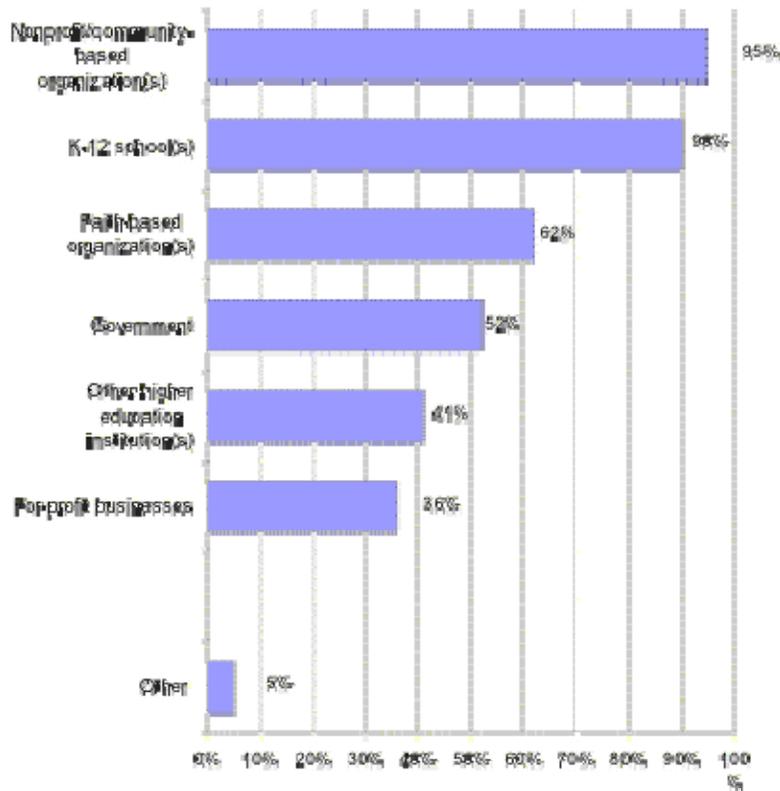
Figure 24. Community partner involvement in student learning



Types of Organizational Partnerships

A total of 98% of institutions reported having existing partnerships with one or more organizations in the community. As shown in Figure 25, the majority of partnerships were with non-profit/community-based organizations (95%) or K-12 schools (90%). There were fewer partnerships with for-profit businesses (35%). Of the 5% of respondents that indicated other types of partnerships with organizations in the community, the most frequently occurring responses were with hospitals, community groups/networks/foundations, and with the public housing authority.

Figure 25. Types of organizational partnerships



Impact and Assessment

A total of 46% of institutions replied that there were assessments in the local community that assessed the impact of its service-learning, civic engagement, and/or community activities. This rate is substantially higher than 2003, where only 39% of institutions in 2003 reported having conducted an impact assessment.

Institutions also supplied more detailed information regarding the types of assessments happening. The most frequently occurring responses includes (a) community partner surveys and/or evaluations; (b) surveys administered to students, faculty, and/or community either online or by telephone; (c) informal assessments based on anecdotal information; (d) qualitative methods like interviews or focus groups; (e) impact assessments; (f) number of hours contributed by individuals; (g) through course evaluations; and (h) through financial considerations.