



Compact Current

Look Out Colleges and Universities! Here's What to Expect:

Prudential Survey Reveals High School Students Value Service

A recent survey of high school students sponsored by the Prudential Insurance Company of America measures student interest in volunteerism and community service. The Prudential Spirit of Community Youth Survey lays the groundwork for a multi-year effort, The Prudential Spirit of Community Initiative, which was launched this past September. The program aims at building interest in volunteerism among young people ages 11-18—tomorrow's college students—helping them find out how to get involved and training them to take on leadership roles in their communities. The initiative includes a youth awards program and a youth leadership training program among its components.

The national survey of high school students in grades nine through twelve was conducted by The Wirthlin Group in May, 1995. A total of 993 students were interviewed by telephone, and, in order to ensure an adequate representation of urban and minority students, additional interviews were conducted in New York, Los Angeles and Miami (175 of 993 were focused on these four cities). [The margin of error for any percentage result in the report is about 2% to 3% at the 95% confidence interval.]

Commenting on the survey's results Prudential's Chairman and Chief Executive Arthur Ryan remarked, "Today's involved teenagers are a far cry from the listless, uninvolved 20-something Generation Xers depicted in the news and entertainment media. In fact, the picture that emerges from the study is that teenagers are concerned members of their communities." According to Richard Wirthlin, chairman of The Wirthlin Group, "The results of the survey offer a lot of optimism that the current generation of American teenagers can help restore a strong sense of civic responsibility in our society."

Some of the survey's highlights include:

- Most of today's high school youth (62%) feel their communities are good or very

good places to live. But more say that conditions in their communities are deteriorating (30%) than improving (25%).

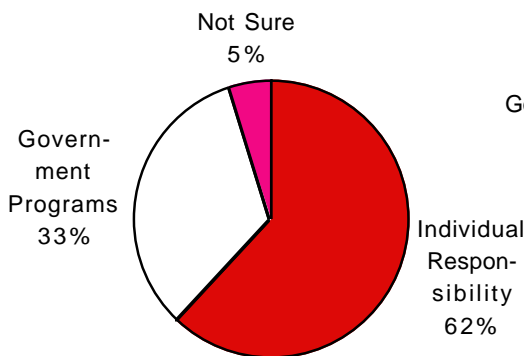
- More than six teens in ten (62%) say the solutions to such problems lie in individual action rather than government programs. Only one in three (33%) favor government programs.

- Almost all teens (95%) believe it is important for people to be involved in the community by volunteering their time to charitable, civic, cultural, environmental or political activities, and nearly two-thirds (62%) feel it is very important. Further, seven in ten (71%) feel their communities would be better places to live if more adults volunteered, and eight in ten (81%) feel communities would be better if more students volunteered.

- A majority of students, however, feel that both adults (56%) and students (70%) are doing a poor job of volunteering their time to community activities.

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Favor Individual Responsibility or Government Programs



Question: Think about solving community problems. Do you favor governmental programs aimed at solving community problems or do you favor individual responsibility as a means of solving community problems?

Announcements . . .

Award Deadlines Fast Approaching

December 15 marks the deadlines for applications for the Howard R. Swearer Student Humanitarian Award and Thomas Ehrlich Faculty Award for Service Learning. Contact Melissa Smith for the Student Humanitarian Award and Sandra Enos for the Faculty Award with any questions at Campus Compact at (401) 863-1119.

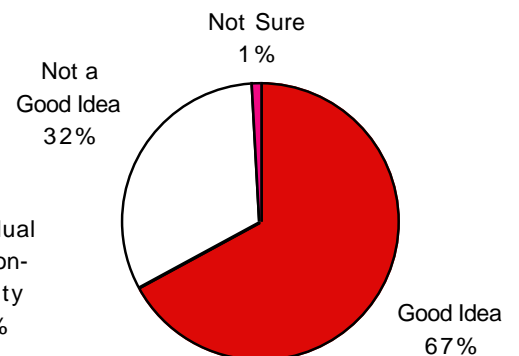
President's Colloquium Approaching

The March 16 and 17, 1996 President's Leadership Colloquium will assemble Campus Compact presidents from around the country in Chicago to discuss ways they can reaffirm their roles as leaders in communities and society. The Colloquium's theme will be Leadership for an Educated Citizenship and will immediately precede the annual meeting of the American Association for Higher Education (also being held in Chicago). For more information on the Colloquium contact Brad Rose at (401) 863-1119.

New Political Participation Publication

Campus Compact's newest publication, *Connecting Service Learning with Public Policy and Political Participation*, is now available. The monograph includes nine course profiles—covering curricula and program successes and obstacles—as well as observations. The booklet may be obtained for \$5.00 per copy. Contact Paul Rodine at (401) 863-1119 for more information. □

Should High Schools Require Community Service?



Question: Do you think it is a good idea for a school to require their students to take part in community service activities in order to graduate?

From the Office

On Wednesday, December 6 Campus Compact Director Nancy C. Rhodes will moderate a panel at the 6th annual New England Community Service Learning Conference: Breaking Barriers and Building Bridges. The two-day conference will feature seminars, site visits, workshops and speakers focusing on various ways to link schools and communities.

Nancy Rhodes will facilitate a panel on ways to forge partnerships between K-12 schools and institutions of higher education by creating CSL initiatives. In her session "living" case studies of school/college partnerships will share strategies for building models of collaboration. She will present along with Jane Callahan of the Feinstein Public Service Program, Peter Hocking Director of the Howard R. Swearer Center for Public Service and

new Rhode Island Campus Compact Director and Amy Gibans McGlashan, project director at New Hampshire College and University Council.

The Conference will feature the Education Commission of the States President Frank Newman as its keynote speaker. Shirley Sagawa, executive vice-president and managing director and Susan Stroud, director of Learn and Serve America of the Corporation for National Service will also speak at the Conference.

Campus Compact is co-sponsoring the Conference along with several other education or service-oriented organizations. For more information on the Conference contact the Community Service Learning Center at (413) 734-6857 or write to the CSL Conference, Community Service Learning Center, 333 Bridge Street, Suite 8, Springfield, MA 01103.

Feinstein Foundation Awards \$1 million to Four RI Compact Schools

The Feinstein Foundation has donated \$1 million to each of four Campus Compact member schools in the state of Rhode Island: Johnson and Wales University, Roger Williams College, Salve Regina University and the University of Rhode Island. The awarded funds will support service components of courses at each of the four institutions.

At the University of Rhode Island, for example, the donation will support the community service component of a new course for incoming first-year students (which will become mandatory beginning next fall). Entitled URI 101, *Traditions and Transformations*, the course incorporates freshman projects which help to improve campus and community life. In the 70 class offerings of the course students regularly discuss core values in relation to their daily academic lives and put into action what they learn by engaging in group service projects. Students in the course have assisted the elderly with chores, visited patients in hospitals and completed environmental cleanup projects. All participants chronicle their service experiences in journals.

URI President Robert L. Carothers notes, "Service is one of the three cornerstones of the mission of this University. It is a mission we take seriously and to which we have committed resources and energy for the past 100 years. With this generous support, we can reaffirm this core value with each new entering class." The Feinstein Foundation's awards will enable these schools to take significant steps in institutionalizing service learning.

From the Field

The new director of **Washington Campus Compact** is Jennifer Dorr. Jennifer has a background in organizational management, public relations and marketing, and she has organized volunteer service programs and coordinated the youth employment program for the city of Renton, Washington. She replaces Terry Pickeral who resigned as director. Terry is known both locally and nationally for his deep commitment to and advocacy for service learning, and

he has served the Compact since 1992.

Rhode Island Campus Compact has relocated to Brown University's Howard R. Swearer Center for Public Service. Peter Hocking, director of the Center, is serving as the Compact's director. Many thanks to Lynn McKinney at URI, the founding director of the Rhode Island Compact, for his work for community service in Rhode Island.

Compact Current

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Subscriptions to *Compact Current* are available for twenty dollars per year. To subscribe, send check, name and address to Betty Johnson at Campus Compact.

Good Reads

Unspoken

This volume consists of poetry and short narratives accompanied by photographs capturing the service experiences of students and faculty at Chandler-Gilbert Community College. The book is a collaboration of photography students and students and faculty involved in service learning courses at the college. Its artwork and poignant accounts capture well participants' frustration in the face of community challenges and the hope for change they gain with action.

Dean of Students, Attn: Unspoken Book, Chandler-Gilbert Community College, 2626 East Pecos Road, Chandler, AZ 85225. 75 pages. \$15.00.

Rural Clearinghouse Digest on Service Learning

The Rural Clearinghouse for Lifelong Education's publication describes eight rural service learning programs and the benefits that service learning provides stu-

dents and communities. The digest also includes information on organizations which support service learning efforts, internet resources and bibliographic information.

Rural Clearinghouse for Lifelong Education and Development, Kansas State University, 111 College Court Building, Manhattan, KS 66506-6001. 6 pages. \$5.00.

Care and Community in Modern Society:

Passing on the Traditions of Service to Future Generations

Expert contributors explore how individuals become involved in and dedicated to caring for others, and the role such care plays in providing a foundation for our civic, ethical and spiritual traditions. A publication of the Independent Sector, this book offers theories and practical models of what constitutes and defines a caring community and reveals how care is delivered.

Jossey-Bass. Available nationally. 535 pages. \$39.95.



Service Spotlight

Christmas in April * USA Launches Campus Chapter Network

Christmas in April * USA, the leading volunteer organization which rehabilitates houses of low-income homeowners in partnerships with the community, has launched a network of campus chapters in colleges, universities and high schools across the country. Christmas in April focuses on the homes of the elderly and disabled. In 1995 alone 130,000 volunteers will transform 4,000 homes. Students play a significant role in Christmas in April rehabilitation work, rebuilding in alliance with members of the larger community.

Christmas in April's newest chapters are student-run organizations which work closely with the local affiliates to meet housing needs. Student activities include participation in Christmas in April's National Rebuilding Day (during the last weekend in April), fundraising and promoting awareness of issues concerning the elderly and disabled, housing and poverty. The

organization's first chapter, Christmas in April * Providence, consists of students from Campus Compact member schools, Brown University, Johnson and Wales University, Providence College and the Rhode Island School of Design.

Through campus chapters, Christmas in April offers student leaders a unique opportunity to channel leadership and take constructive action to revitalize their communities. For more information on Christmas in April's Campus Chapter Network

c o n t a c t
Y a s m e e n
Ali at 1-800-
4-REHAB-9
or Christ-
mas in April
*** USA, 1225**
Eye Street,
NW, Suite
601, Wash-
ington, DC
20005. ☐

Service News

The Washington Center for Internships and Academic Seminars will hold a fully-funded, two-week academic seminar entitled **Leadership 2000: Within the Independent Sector**. The seminar will take place from January 2-12 and will introduce 100 selected students to the leadership of the country's most influential nonprofit organizations. Participating students will learn about the organizational structure of nonprofits and current executive and legislative activity concerning nonprofits. The deadline for applications to Leadership 2000 is December 8. To receive an application or more information call 1-800-486-8921 or e-mail info@twc.edu.

The **Michael Schwerner Activist Award** recognizes undergraduates who fulfill the spirit of civic activism and promote positive solutions for social change. The Gleitsman Foundation grants five awards of \$1,000 each annually. Nominees may focus activities on either campus-related causes or broader social and economic justice concerns. Nomination forms are due January 15 to The Gleitsman Foundation, P.O. Box 6888, Malibu, CA 90264. For more information contact Alan Gleitsman at (310) 457-6199.

Undergraduates of all majors may engage in substantive research projects and/or special events coordination related to national service. The **Corporation for National Service** is accepting applications for interns to work at their headquarters in Washington, DC. Part-time and full-time positions for the spring, summer and fall semesters are available for academic credit and/or monetary compensation. For more information contact Jina Sanone, Intern Coordinator, Corporation for National Service, 1201 New York Ave., NW, Washington, DC 20525 or (202) 606-5000 ext. 276.

The National Wildlife Federation created **Campus Ecology** (formerly Cool It!) to establish environmentally sound practices on college campuses by promoting leadership and action within the campus community. Campus Ecology provides a variety of services and resources to its members, including project resource packets, consultations, site visits, publications, a job bank, a case study clearinghouse, and more. You can check out Campus Ecology's new home page on the World Wide Web at <http://www.nwf.org/nwf/prog/campus.html> or find out more about the organization by contacting the National Wildlife Federation, Campus Outreach Division, 1400 16th St., NW, Washington, DC 20036; 1-800-588-1650. ☐

Prudential Survey

- Some 88% of teens believe an important factor in getting students involved in community activity is the encouragement of teachers, parents and other adults. But while 95% of teens believe it is important to learn the value and significance of community service, only four in ten (40%) say schools convey that message well, and only three in ten (32%) feel parents do.
- While 67% of teens say their schools do not require community service for graduation, an identical percentage saw such a require-

ment as a good idea. Students in the northeast (33%) and in urban schools (32%) are somewhat more likely to report that community service is a graduation requirement. Among volunteers, 71% think a community service requirement is a good idea. In addition, more than half (59%) of the students who are not volunteers agree.

"...the current generation of American teenagers can help restore a sense of civic responsibility in our society."

- Half of urban students (49%) say their schools place much emphasis on volunteering. This proportion is 42% among suburban students and 30% among small town and rural students.
- According to teens, the most important reason students volunteer are: it makes them feel good about themselves (89%); they want to list some community service on their college applications (87%); they want to learn skills they cannot learn elsewhere (81%); they have roots in the community (78%); they feel they have to give something back to the community (75%); and they find it fun or have friends who do it (75%).
- Teens believe the key reasons students do not volunteer are:

- 67% of students interviewed say they volunteer their time to community activities. Some of these activities, however, turn out to be more school-related, and a number of students are only involved infrequently. Only 20% average more than 20 hours a year in volunteer activities.

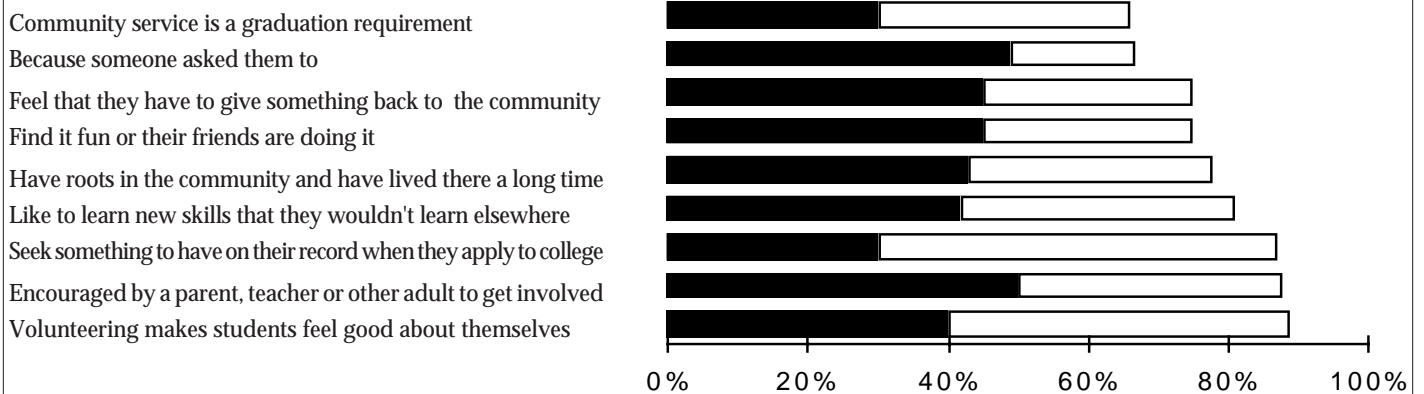
- What kinds of community service interest students most? Charitable activities, including nonprofit or church organizations involved with the needy, youth, senior citizens, etc. (88%); education activities such as tutoring, peer counseling, coaching sports and participating in student government (83%); environmental activities such as cleaning up or otherwise improving parks, recreation facilities, etc. (82%); cultural activities such as working with theater, music and arts groups (66%).

The importance of schools, parents and role models in motivating student interest in community service is apparent in the responses of teens who do volunteer vs. those who do not:

- Among volunteers, 44% say that their schools place much emphasis on the importance of community involvement while only 31% of non-volunteers respond the same way.
- 43% of student volunteers say that their parents place much emphasis on community involvement. Among non-volunteers this percentage drops to 12%.
- Among volunteers, 59% can name a specific role model while only 30% of non-volunteers can do so.

For more information or to receive a copy of the survey's results (free of charge) contact Becky Perez, The Prudential, 751 Broad Street, 16th Floor, Newark, NJ 07102. ☐

Why Students Volunteer



Question: "Among this list of reasons why students might be willing to volunteer their time to community activities, indicate whether you think each is a very important reason, somewhat important, not very important or not important at all."

■ Somewhat Important □ Very Important

Astin Study Reveals the Benefits of Volunteering During College Years

In a recent article appearing in *The Chronicle of Higher Education*, "The Cause of Citizenship," Alexander W. Astin notes how imperative it is to provide students with a solid understanding of democracy. Astin is both a professor of higher education and director of the Higher Education Research Institute (HERI) at the University of California at Los Angeles. He notes that HERI's most recent surveys indicate that student interest and engagement in politics are at all-time lows and that higher education has a mandate to educate students for citizenship.

Astin notes that "promoting 'good citizenship' is one of the most commonly stated values in the mission statements of our colleges and universities," and that higher education has failed in this professed commitment. He points to the integration of service learning into the curriculum as one significant means of instilling in students the importance of democratic virtues and responsibilities.

Last spring, along with Linda Sax, Astin conducted a study in conjunction with HERI on how volunteer service benefits college students. Their preliminary findings reveal that participating in volunteer service work during college has a number of positive effects on students' post-college development. Using a national longitudinal sample of 11, 433 students who started college in 1985 and were followed up in 1989-90 and again in 1994-95 (with elaborate control for self-selection bias), HERI researchers found that volunteering while attending college has positive effects on behavioral outcomes:

- finishing college (retention)
- enrolling in post graduate study
- hours spent as a volunteer after college
- socializing across racial/ethnic lines
- donating money to undergraduate institutions

Their results show that participating in volunteer/service work also has positive effects on a number of attitudinal outcomes, including students' perception of how well their undergraduate college or university prepared them for graduate/professional school or for work, as well as their commitment to five value outcomes:

- participating in community action programs
- helping others in difficulty
- participating in programs to clean up the environment
- promoting racial understanding
- developing a meaningful philosophy of life

Individuals involved in volunteer work believed they could do more to change society than those who were uninvolved. For further details about the study, contact Alexander Astin or Linda Sax at the Higher Education Research Institute, University of California, Los Angeles, Graduate School of Education and Informational Studies, 405 Hilgard Avenue, 3005 Moore Hall, Los Angeles, CA 90025-1521. □

Service Learning Research Update

There is nearly universal agreement among those in the service learning field that more and better research is needed to assess the short-term and long-range impact of service on students, faculty, institutions and communities. Some research has identified increases in moral development, civic mindedness, cognitive growth and other measures as a result of the service linked to academic courses, but much remains to be learned.

Two dissertations by Scott Myers-Lipton, Ph.D. of St. Mary's College in California and Judith Rauner, Ed.D. at the University of San Diego provide some encouraging results. Dr. Rauner's research investigated student leadership in community service projects. Students from two universities with quite different institutional settings were the subject of this research. Dr. Rauner relied on archival sources, interviews, focus groups, journals and surveys to gather data. While students in many service programs provide direct service only, students in this study were responsible for leadership in program design, project implementation and supervision of other students. These added duties had important impacts on student interpretation of the service experience. Students reported significant differences between "leading" programs and volunteering. Among the differences noted were significant personal change, particularly regarding perceptions of persons from diverse cultures. They improved their communication and organizational skills, but also reported challenges of leadership including self-doubt and reinforcing "commitments" by others. Approximately 20% of the students planned to continue service work in the Peace Corps or similar programs.

Dr. Myers-Lipton's research took place at a large four-year public institution and compared students in a two-year service learning experience with students who were volunteers without academic context and with students from the general undergraduate population. Myers-Lipton's study employed standardized tests and quantitative analysis of survey data. Students in the extensive service learning experience demonstrated significant increases in international understanding, civic responsibility and decreases in racial prejudice as compared to the other groups. Notably, students who were not volunteers or service learners deteriorated over the period on tests measuring civic responsibility and increased on measures of racial prejudice.

Both studies point to the need for additional research. It is important to note as well that both also indicate the difficulty of measuring student change in service learning programs because of the array of desired ends (civic responsibility, racial tolerance, moral development, student leadership, etc.) and also because of the variety of program elements that constitute service learning.

Citations:

Myers-Lipton, Scott James. 1995. "The Effects of Service-Learning on College Students' Attitudes toward Civic Responsibility, International Understanding, and Racial Prejudice." Ph.D. dissertation.

Rauner, Judith. 1995. "The Impact of Community Service Leadership on Student Development, as Perceived by Student Leaders." Ph.D. dissertation. □

Upcoming Events & Deadlines

November

13-15 **National Assoc. of State Universities and Land-Grant Colleges**
Annual Conference, Orlando, FL ☎ (202) 778-0818.

13-18 **National Association of Partners in Education**
National Symposium. Putting Children First: Policy, Practice and Partnerships. Arlington, VA ☎ (703) 836-4880.

18-21 **Collegiate Conferences, Inc.**
30th National Conference on Student Services
Washington, DC ☎ 1-800-206-4805 or e-mail
collegiate@confer.com.

20 **New England Resource Center for Higher Education**
Building Bridges Between Professional Service and Service Learning. Boston, MA.

19-21 **American Association of State Colleges and Universities**
Annual Conference, Tuscon, AZ ☎ (202) 293-7070.

29-1 **Ohio Campus Compact**
Institute on Integrating Service with Academic Study
Deer Creek Park, OH ☎ (614) 376-4834.

December

6 **New England Community Service Learning Seminar**
Springfield, MA ☎ (413) 545-6379.

6-7 **New England Community Service Learning Conference**
Breaking Barriers and Building Bridges. Springfield, MA ☎
(413) 545-6379.

15 **Campus Compact**
Howard R. Swearer Student Humanitarian Award and
Thomas Ehrlich Faculty Award for Service Learning: Appli-
cation deadline ☎ (401) 863-1119.

January

4-6 **Campus Compact's New England Regional Institute**
Integrating Service with Academic Study, Bedford, MA ☎
(207) 786-8217.

9-12 **Corporation for National Service**
with the Pennsylvania Institute for Environmental and Com-
munity Service Learning. Service Learning Practitioners
Retreat. The Next State: Enhancing Learning in Service
Learning Programs, Chevy Chase, MD ☎ (215) 951-0343..

10-12 **Pennsylvania Campus Compact**
Institute on Integrating Service with Academic Study, College
Park, MD ☎ (717) 232-4446.

To suggest an event that you would like to include in the Compact Current calendar, send information to Compact Current, Brown University, Box 1975, Providence, RI 02912, call (401) 863-1119, or send e-mail to kheyer@compact.org.

Education Commission of the States



Campus Compact
The Project for Public
and Community Service

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Address Correction Required

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