



Campus Compact

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Annual Membership Survey Results

EXECUTIVE SUMMARY

2009

Campus Compact conducts an annual survey of its member colleges and universities to—among other things—gauge student and faculty involvement in service and service-learning, assess institutional support and culture for service and service-learning, identify the types of courses and programs offered as well as the issues being addressed through service, and identify the nature of campus-community partnerships. This publication provides an executive summary of our major findings in 2009.

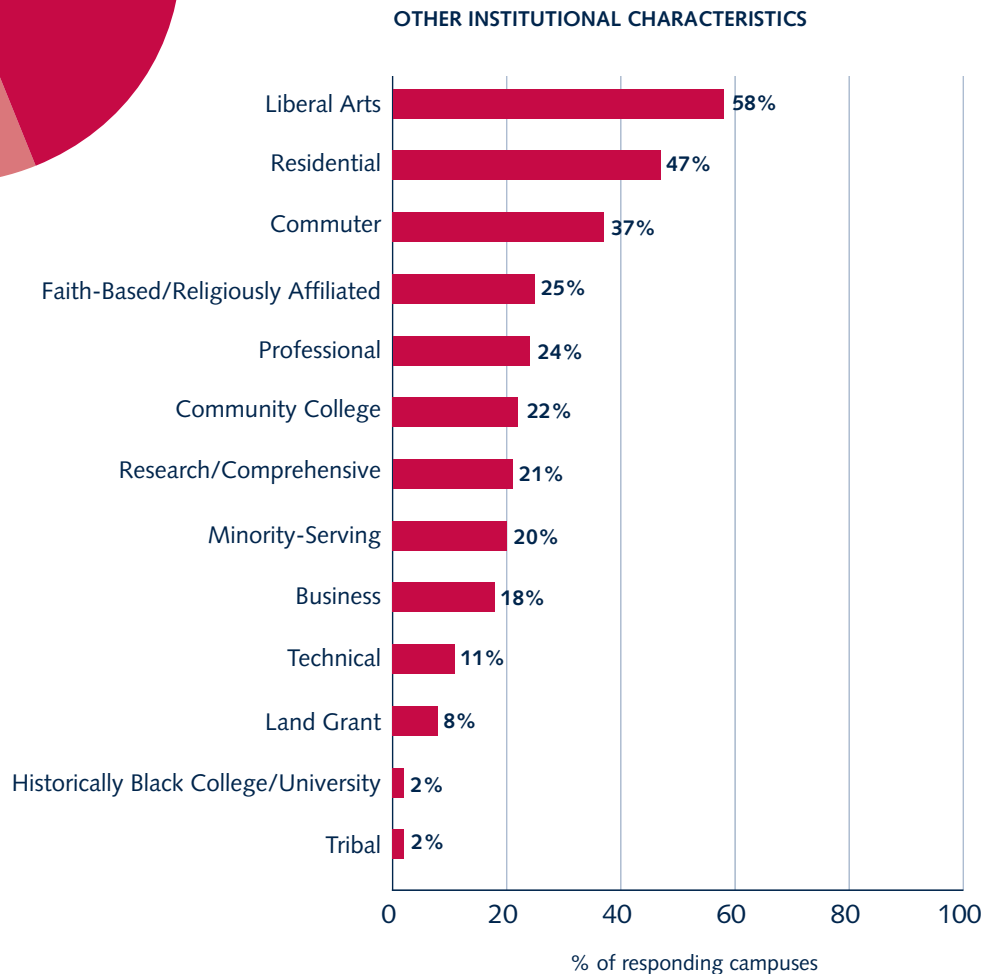
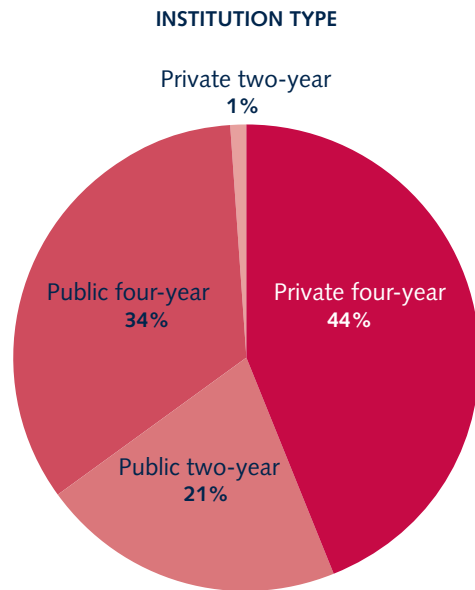
In this summary, we have tried to illustrate comparative data where it is available. Since certain questions on the survey are asked only every other year, some graphs will reflect comparative data from either 2007 or 2008.

**educating citizens
building communities**

Institutional Characteristics Represented in Survey

Of Campus Compact’s 1,198 member institutions in 2009, 731 responded to the survey—a national response rate of 61% and an 8% increase from 2008. Among the responders, 55% represent public two- and four-year institutions while 45% represent private two- and four-year institutions. The majority (58%) identified themselves

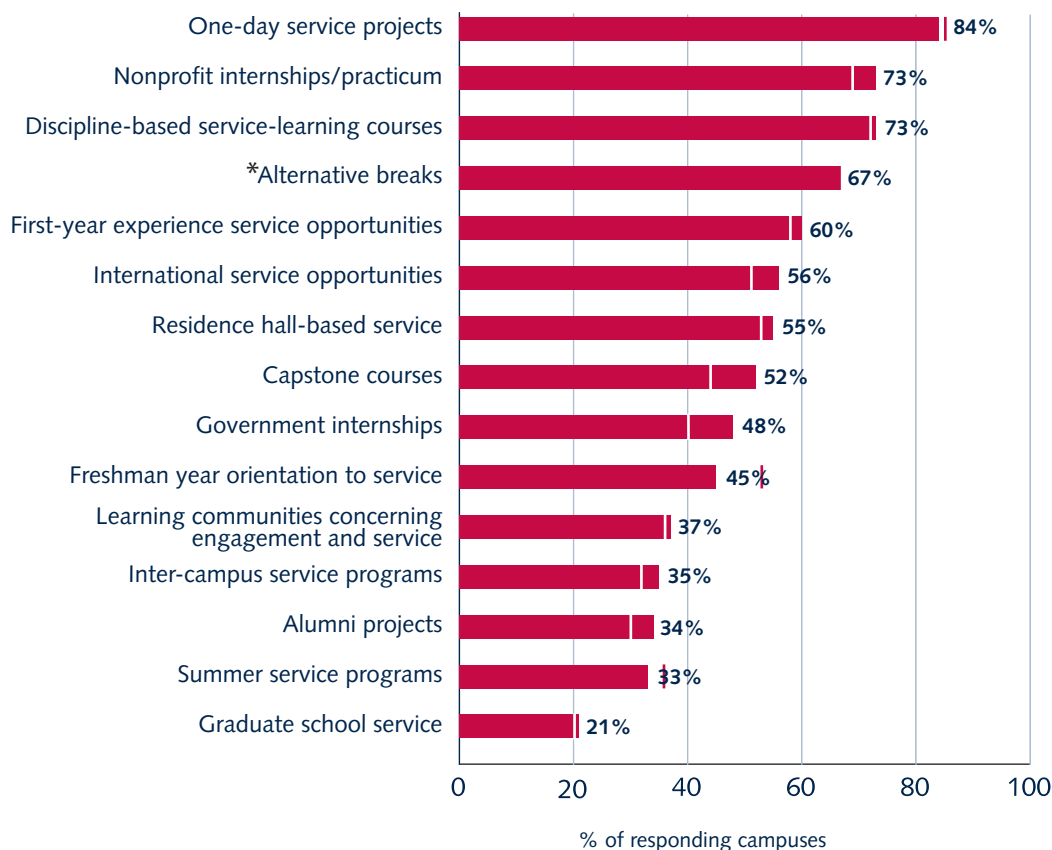
as liberal arts institutions, with 21% identified as research/comprehensive institutions, and 22% as community colleges. In addition, 20% identified as minority-serving institutions, and 25% as faith-based or religiously affiliated institutions.



Student Service

- ▶ Approximately one-third of college students (33%) enrolled at Campus Compact member schools participated in service, service-learning, and civic engagement activities in 2008–2009, a 2% increase from the previous academic year.
- ▶ Based on results from Campus Compact's annual survey, students at the Compact's 1,198 member colleges and universities contributed an estimated 366 million hours of service to their communities during 2008–2009 academic year. Based on Independent Sector's 2008 value of volunteer time of \$20.25 per hour, this service equates to \$7.4 billion dollars.
- ▶ During the 2008–2009 academic year, Campus Compact members reported an average of 3.8 hours per week spent participating in service-related activities by students.
- ▶ The top ten issue areas addressed through service among survey respondents included: K-12 education (89%), tutoring (82%), hunger (82%), poverty (81%), environmental/sustainability issues (81%), mentoring (80%), housing/homelessness (80%), reading/writing (78%), healthcare (75%), and senior/elder services (73%).

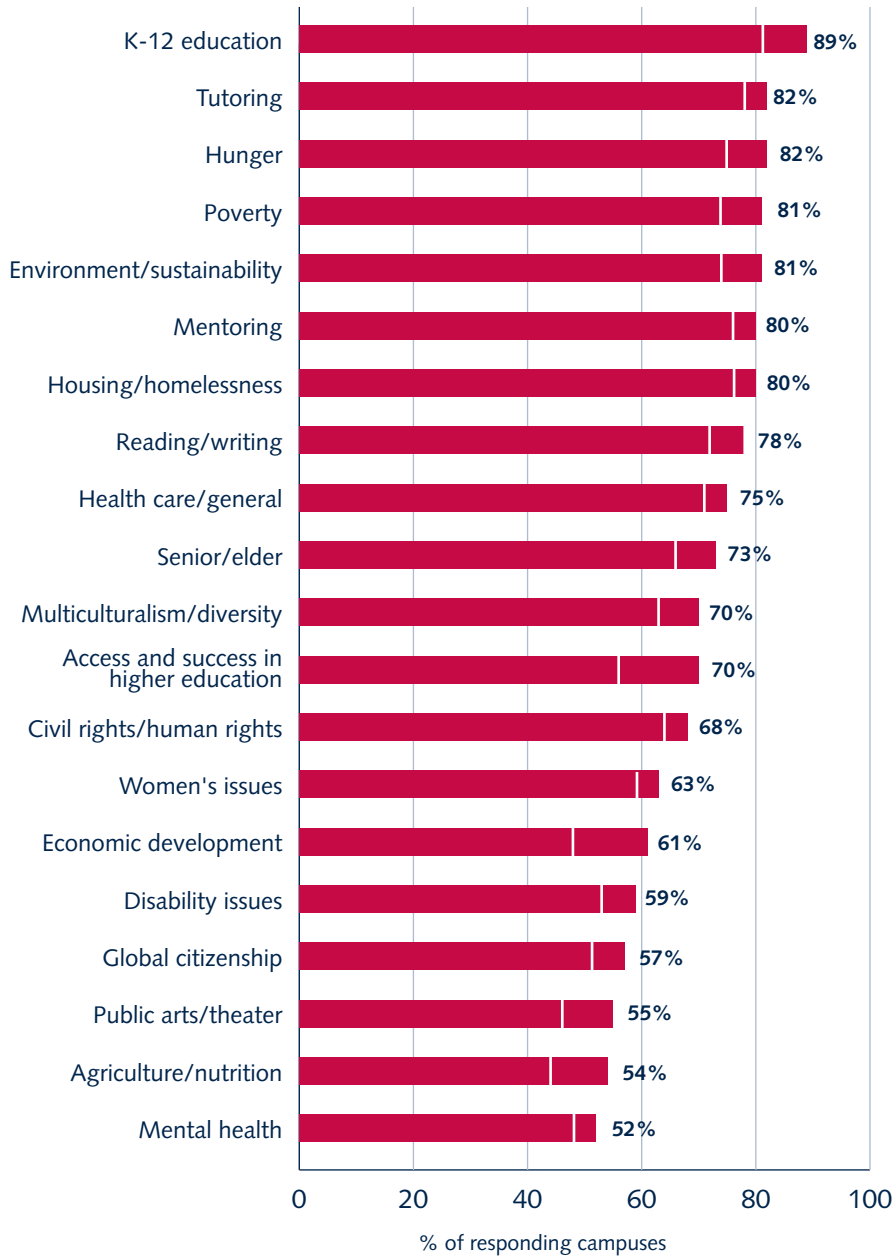
PROGRAMS OFFERED, 2007 & 2009



Lines in bars indicate the % of responding campuses in 2007.

*Same 2007 & 2009 data reported.

TOP 20 ISSUES ADDRESSED THROUGH SERVICE, 2008 & 2009



Lines in bars indicate the % of responding campuses in 2008.

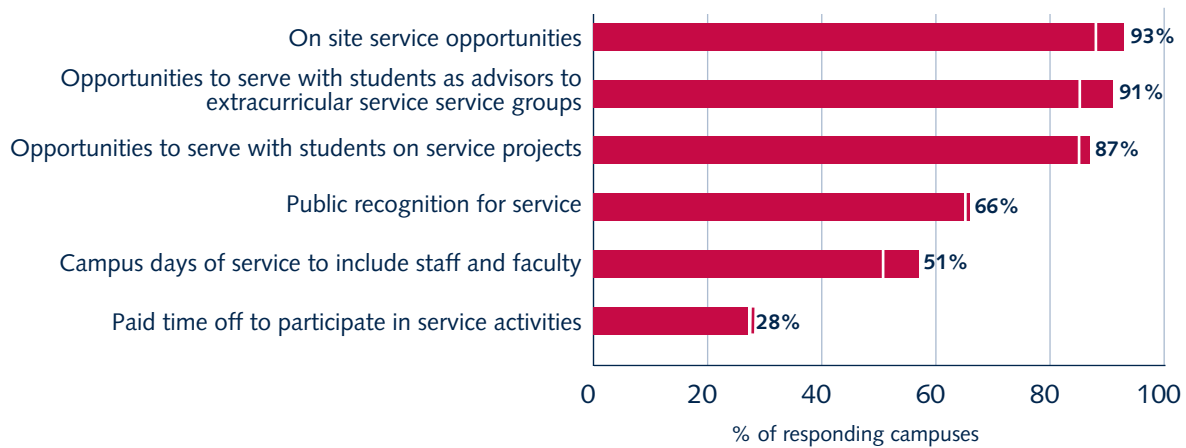
Faculty Involvement

Among the many ways that Campus Compact encourages faculty to engage with their communities is through service-learning that integrates meaningful community service with instruction and student reflection.

- ▶ Ninety-two percent (92%) of member colleges and universities offered courses that incorporated service-learning.

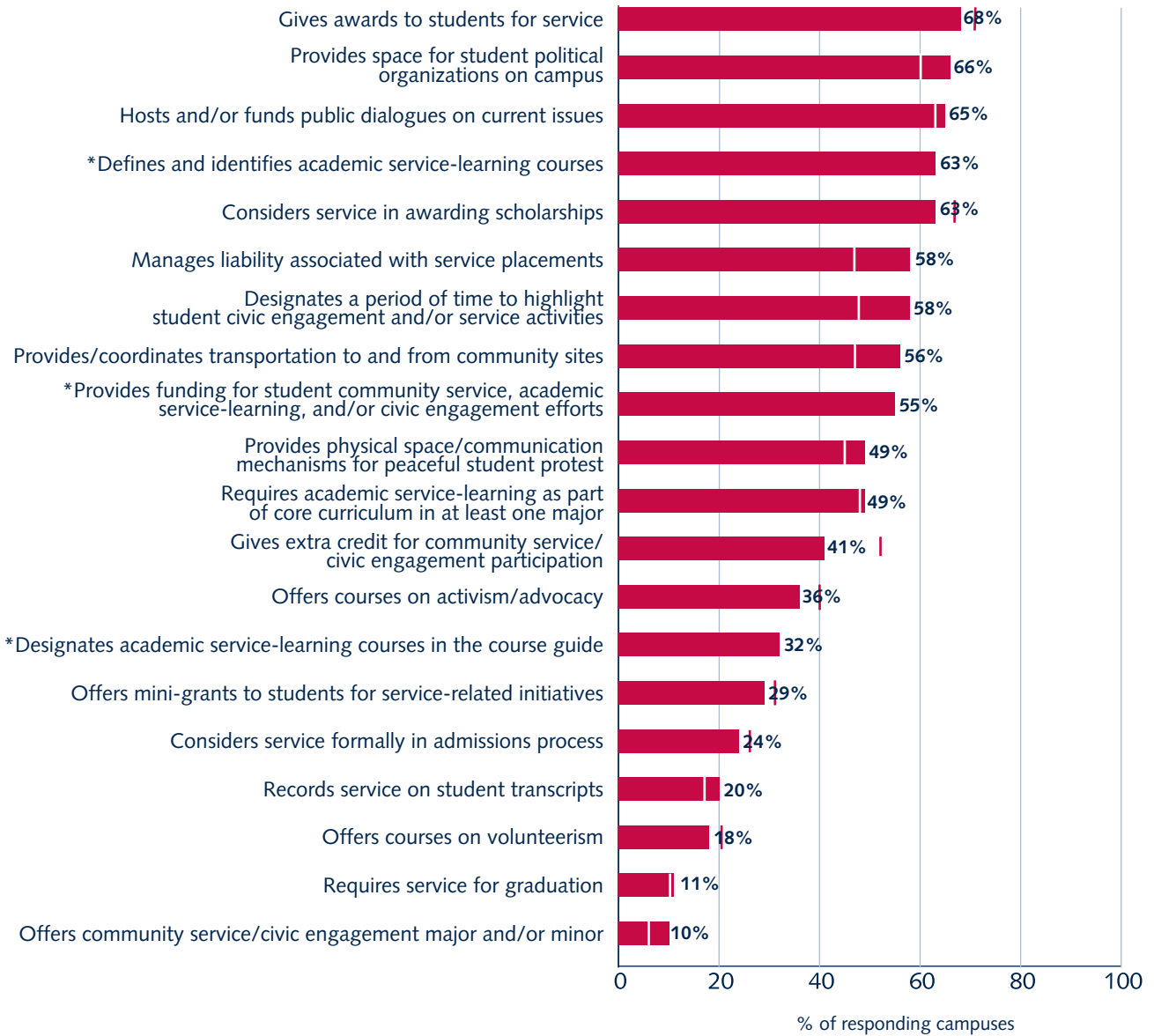
- ▶ An average of 55 service-learning courses per campus were offered during the 2008–2009 academic year.
- ▶ An average of 27 faculty members offered service-learning courses per campus in 2008–2009, or 6% of faculty at Campus Compact institutions.

SUPPORT FOR FACULTY AND STAFF PERSONAL PARTICIPATION IN SERVICE/VOLUNTEER ACTIVITIES, 2007 & 2009



Line in bars indicate the % of responding campuses in 2007.

**INSTITUTIONAL SUPPORT FOR STUDENT COMMUNITY SERVICE,
SERVICE-LEARNING, AND/OR CIVIC ENGAGEMENT, 2007 & 2009**

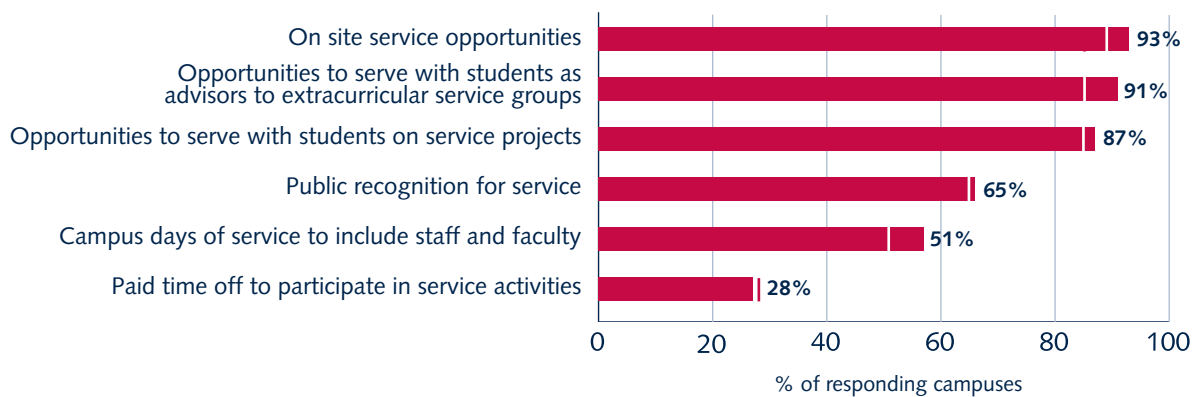


Lines in bars indicate the % of responding campuses in 2007.)
*2007 data not reported.

Institutional Support and Structure

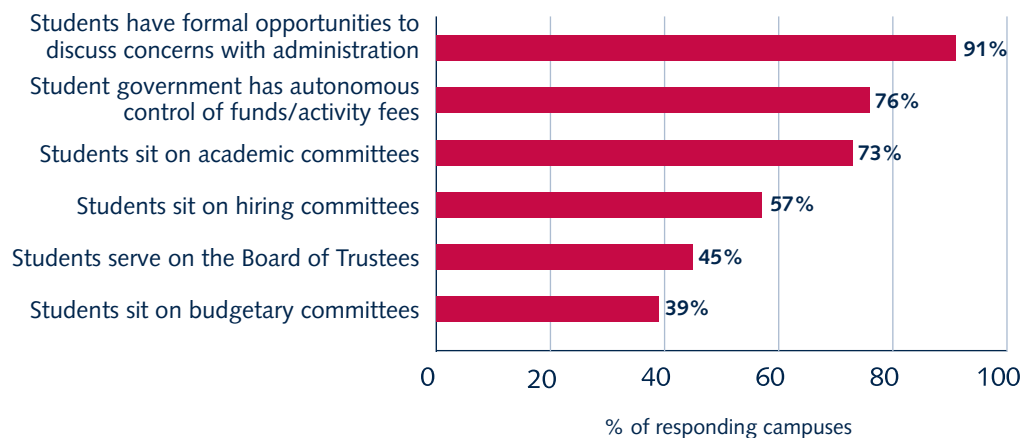
- ▶ Of respondents, 87% indicated that their institution has a mission or purpose statement that drives policies supporting community service, academic service-learning, and/or civic engagement. Also, 83% indicated that service/civic engagement is explicitly stated in their institution's strategic plan.
- ▶ Fully 86% of Campus Compact member campuses indicated that presidents publicly promote service/civic engagement, 75% indicated that presidents serve on community boards, and 72% of presidents provide fiscal support for community-based work.
- ▶ During the 2008–2009 academic year, respondents reported an overall average of 24 staff members supporting community service, academic service-learning, and or civic engagement per campus.
- ▶ Institutional support for civic engagement can also be understood by examining the infrastructure in place to encourage participation. Over 90% of respondents said that students have formal opportunities to discuss concerns with administration, 76% indicated that student government has autonomous control of funds or activity fees, and 73% said that students sit on academic committees.

SUPPORT FOR FACULTY AND STAFF PARTICIPATION IN SERVICE/VOLUNTEER ACTIVITIES, 2007 & 2009

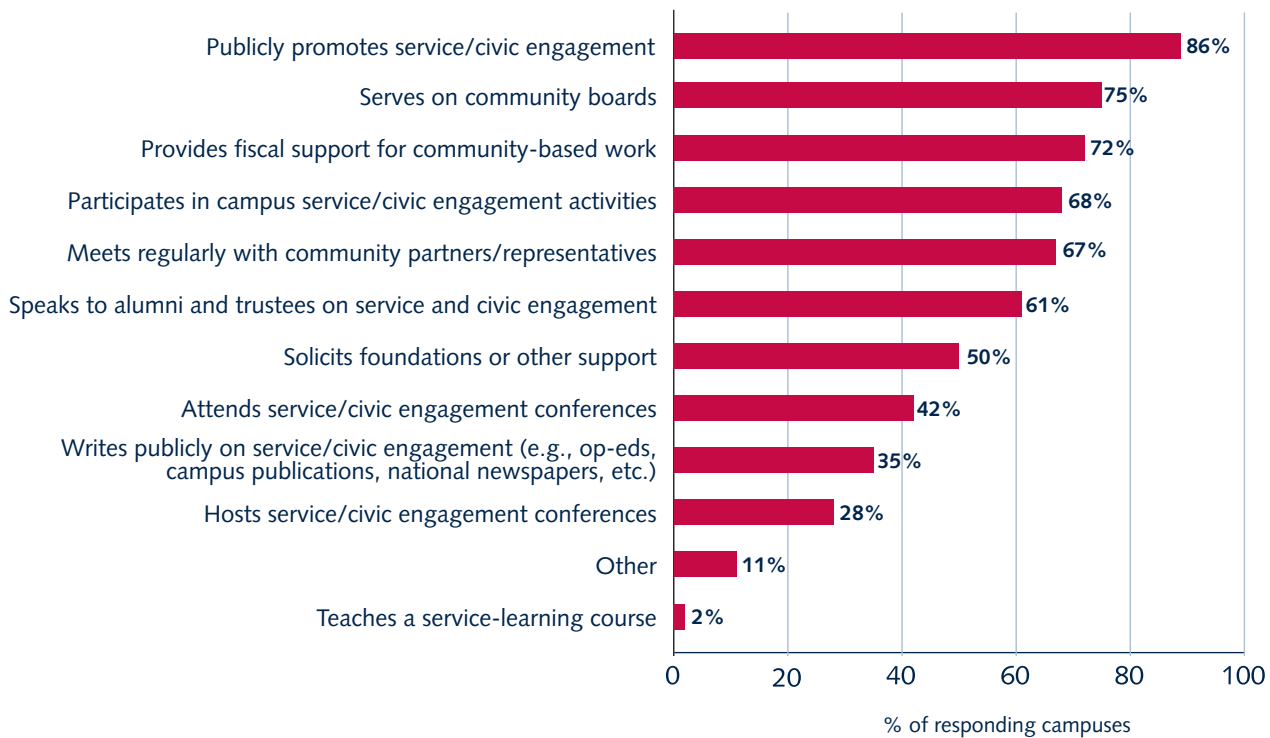


Lines in bars indicate the % of responding campuses in 2007.

STUDENT PRESENCE AND VOICE IN DECISION-MAKING MATTERS, 2009



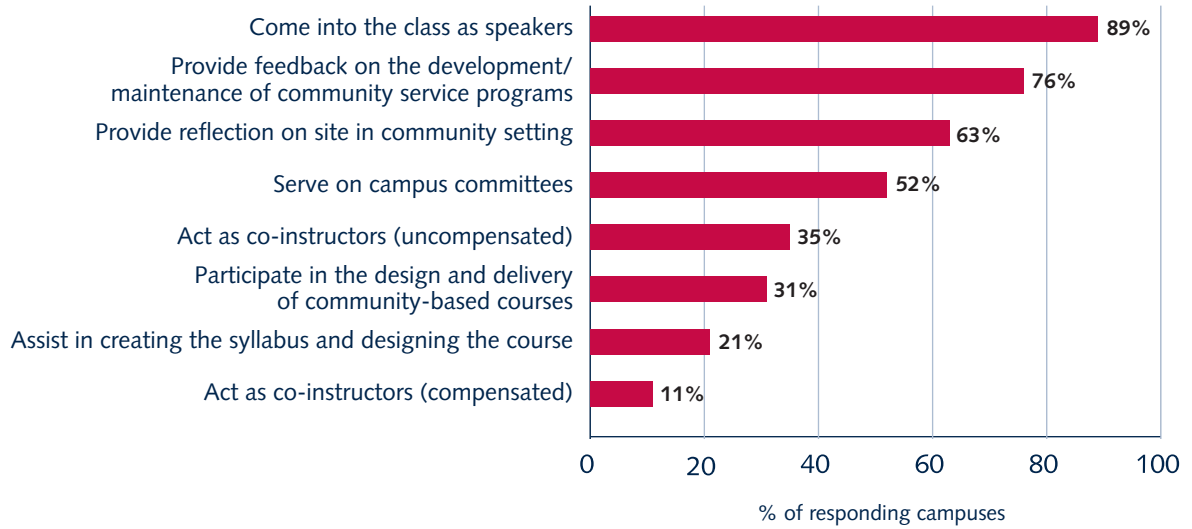
PRESIDENTIAL INVOLVEMENT IN SERVICE/CIVIC ACTIVITIES, 2009



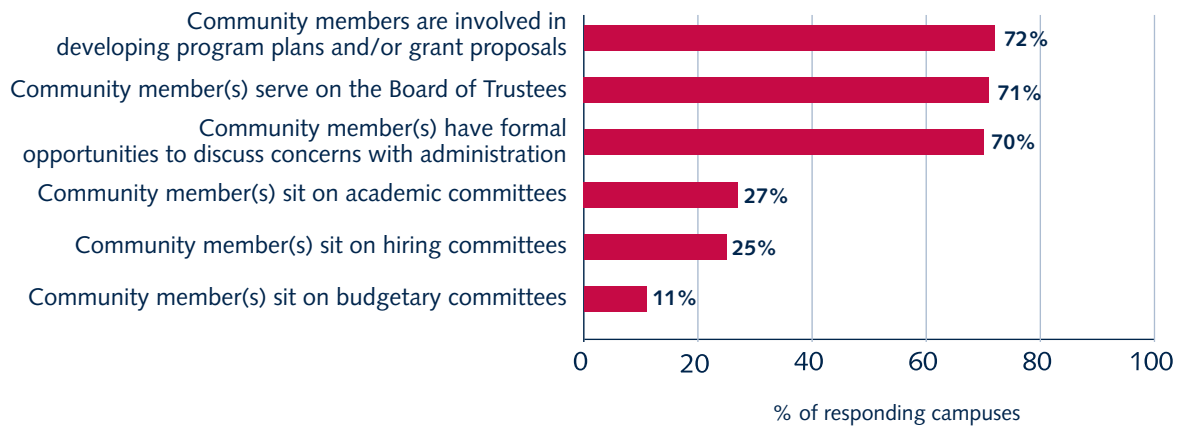
Campus-Community Partnerships

- ▶ Respondents were asked to identify ways in which community partners are involved in student learning and engagement activities at their institutions. Community partners most frequently come into classrooms as speakers (89%) and provide feedback on the development and maintenance of community service programs (76%).
- ▶ Respondents were asked whether community members are given a presence and voice in decision-making matters on campus: 72% indicated that community members are involved in developing program plans and/or grant proposals, 71% said community members serve on the Board of Trustees, and 70% said that community members have formal opportunities to discuss concerns with administration.
- ▶ Member institutions reported an average of 95 community partners per institution. These partnerships are with a variety of community organizations: most frequently nonprofit/community-based organizations (98%) and K-12 schools (94%). Others included faith-based organizations (78%), government (70%), for-profit businesses (50%), and other higher education institutions (46%).

COMMUNITY PARTNER INVOLVEMENT IN STUDENT LEARNING AND ENGAGEMENT ACTIVITIES, 2009



COMMUNITY MEMBER PRESENCE AND VOICE IN DECISION-MAKING MATTERS, 2009



VALUE Essential Learning Outcomes in Strategic Plan

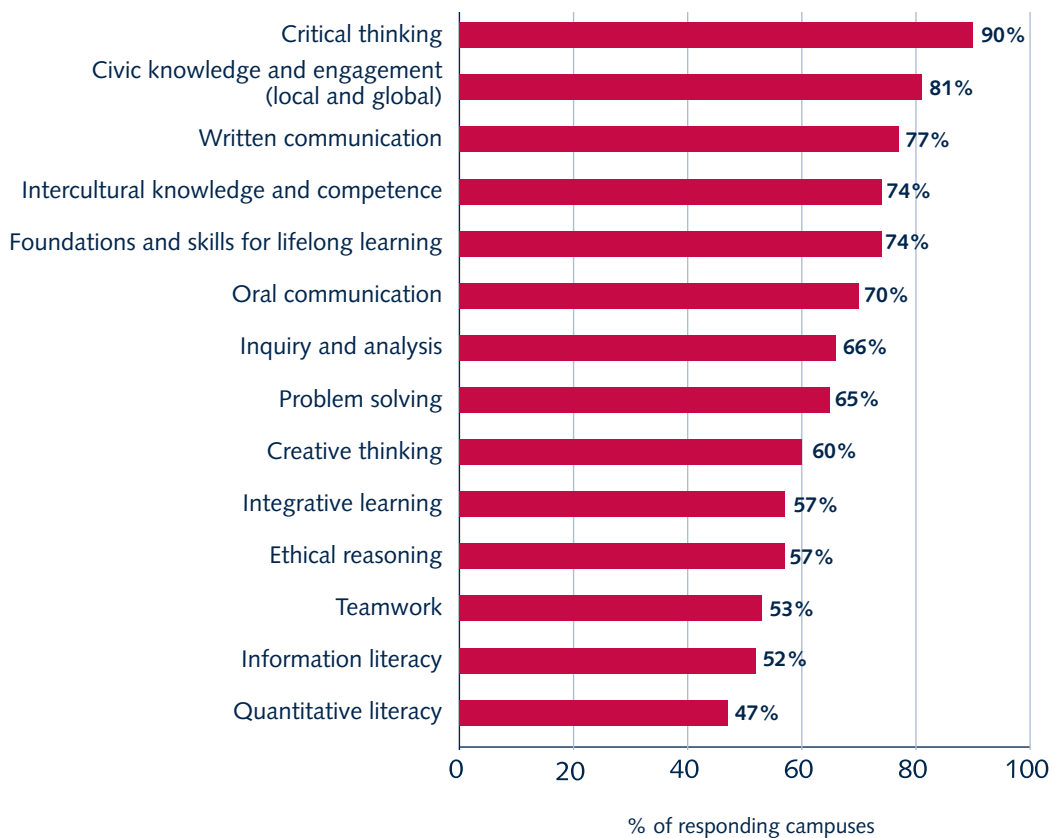
As part of the Association of American Colleges and University's (AAC&U) Liberal Education and America's Promise (LEAP) Initiative, the VALUE Project (Valid Assessment of Learning in Undergraduate Education) focuses on a set of essential learning outcomes that faculty, employers, and community leaders say are critical for personal, social, career, and professional success in this century and this global environment.

Respondents were asked which learning outcomes addressed in the project could be found in their institution's strategic plan. All essential learning outcomes addressed in the project could be

found in the strategic plans of more than half of the institutions surveyed, with the exception of the quantitative literacy (47%) category.

One exceptional statistic revealed that civic knowledge and engagement was found in the strategic plans of 81% institutions surveyed, second only to critical thinking (90%). This number is a strong indicator of the seriousness with which Campus Compact members are addressing their commitment to train responsible, active, citizen graduates.

VALUE ESSENTIAL LEARNING OUTCOMES ADDRESSED IN STRATEGIC PLAN, 2009



Methodology

Campus Compact recognizes that its annual survey collects mostly quantitative information and has interpretive limitations—especially since service and service-learning activities vary widely among campuses. The statistics generated from this survey represent a snapshot in time, and assist our organization in identifying overall trends. Care should be taken when comparing individual institutions or states, and when attempting to derive causal relationships among the variables presented.

A single primary contact completes the annual survey on behalf of each Campus Compact member institution. This requires coordination of information, and campus efforts to do so also vary. In 2009, a majority of respondents, 55%, said that they had the necessary resources available to complete all questions on the survey on behalf of their institutions.

Further, respondents indicated that they plan to use the information gathered to:

- ▶ Share with relevant contacts on campus and in the community (92%)
- ▶ Inform strategic planning (69%)
- ▶ Complete the application for the President's Higher Education Community Service Honor Roll (44%)
- ▶ Inform accreditation (41%)
- ▶ Complete the application for the Elective Carnegie Classification on Community Engagement (27%)

About Campus Compact

Campus Compact is a national coalition of over 1,100 college and university presidents—representing more than 9 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 their curricula.

Campus Compact is comprised of a national office based in Boston, MA, as well as 35 state offices in: CA, CO, CT, FL, HI, IA, IL, IN, KS, KY, LA, MA, ME, MD, MI, MN, MO, MS, MT, NC, NH, NY, OH, OK, OR, PA, RI, SC, TN, TX, UT, VT, WA, WI, and WV. For contact and other information, please visit us at our website: www.compact.org.



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building communities**