



Compact Current

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Educating Citizens
Building Communities

WINTER 2011

Compact Current is the newsletter of Campus Compact, which provides leadership, resources, and advocacy to support civic education, community building, and campus engagement for more than 1,100 member campuses.



Campus Compact has received generous support from KPMG for the *Compact Current*.

Georgetown President Dr. John J. DeGioia on College Access and Success: Responding to a President's Challenge

The *Current* sat down for a conversation with Georgetown President John J. DeGioia on the eve of Campus Compact's Presidents Leadership Summit.

The pivotal moment came when Campus Compact received a grant from Lumina Foundation for Education—seed money to foster high-level discussions about the relationship between civic engagement and college access and success. Lumina's gift set in motion three major activities: a national convening of college presidents, publication of an important new white paper, and a series of conversations that continue to reverberate countrywide.

Thus, on October 12 & 13, 2010, 100 college and university presidents, Campus Compact state directors, and sponsors gathered in Washington, D.C., to respond to a challenge laid down by President Barack Obama, that "...by 2020, America will once again have the highest proportion of college graduates in the world."

CC: What are the most difficult hurdles that higher education faces in addressing the President's charge? Can you put this in a broader context for us?

JJD: I believe there is a tension that emerges for those of us engaged in higher education in responding to this challenge. In regard to the broader context, it seems to me that the challenge is related to a distinctly American context, especially from the perspective of an educator committed to civic engagement.

Let's begin by looking at the numbers. The metrics President Obama refers to when describing his goal is the percentage of 25- to 34-year-olds with an associates degree or higher. Today in the U.S., 40.4% of our nation's 25- to 35-year-olds have an associates degree or higher. That places us 12th among

OECD (Organisation for Economic Cooperation and Development) countries. In the number one position is Canada at 55.8%, followed by Korea and Russia at 55.5%, Japan at 53.7%, and then New Zealand, Ireland, Norway, Israel, France, Belgium, and Australia all in the forties, ranking ahead of the U.S.

The challenge is to increase the percentage of those completing an associates degree or higher by 4.2% annually by 2020. This will require a growth of over 8.2 million new degrees in this time frame. To achieve this, we will need to ensure more students are on their way toward a degree, and that more are successful in completing studies necessary for a degree.

Here at Georgetown, a new report from Dr. Anthony Carnevale, who directs our Center



University President John J. DeGioia

Summit Sponsors Made it All Possible

Campus Compact is grateful for the support we receive from our sponsors. Their generosity and philanthropic encouragement helped to create a memorable 2010 Presidents Leadership Summit to discuss the intersections between civic engagement and college access and success.

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Campus Compact

Campus Compact is a national coalition of more than 1,100 college and university presidents—representing some 9 million students—who are committed to fulfilling the civic purposes of higher education. As the only national association dedicated solely to this mission, Campus Compact is a leader in building civic engagement into campus and academic life. Through our national office and network of 35 state offices, members receive the training, resources, and advocacy they need to build strong surrounding communities and teach students the skills and values of democracy.

Campus Compact comprises a national office based in Boston, MA, and state offices in CA, CO, CT, FL, HI, IA, IL, IN, KS, KY, LA, MA, MD, ME, 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, see www.compact.org.

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on Education and the Workforce, found that by 2018, the American economy will create 46.8 million openings—13.8 million brand-new jobs and 33 million replacement jobs—positions vacated by workers who have retired or permanently left their occupations. “Nearly two-thirds of these 46.8 million jobs ... will require workers with at least some college education...” Tony’s report said.

It is in this context that we begin to feel the tension I described earlier. When higher education is presented with such challenges—challenges to meet very instrumental or utilitarian ends, we sometimes experience a sense of ambivalence that goes to the heart of our identity as institutions of higher education in America. There is a tension between knowledge pursued for its own sake in the development of habits of mind, in the cultivating of intellects, and in knowledge pursued for instrumental ends.

CC: How is this uniquely American?

JJD: In America, we’ve always embraced the dual and sometimes-conflicting challenge of both producing cultivated minds, unencumbered by the affairs of the day, and developing the skills for those responsible for carrying out the work of our communities. This is a distinctively American story because it connects democracy and education with the flourishing of each community. By connecting the livelihood of American communities and colleges, the utilitarian drive to produce the most competitive workforce becomes an issue of civic responsibility, of giving back to the community and to our country, to ensure that we are providing our students with the opportunity of a world-class education and making sure that our students can access the same kinds of opportunities.

Compact Current, the national newsletter of Campus Compact, is distributed three times a year to all Campus Compact member institutions.

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CC: It sounds as though civic engagement has been a part of the equation for a long while. Has it?

JJD: If we dig deeply into the tradition of higher learning that has animated our nation, we find that a commitment to civic engagement has always been inextricably linked to the idea of higher education. As educators, we believe that a resource we bring to this challenge comes from the deepest parts of our identities as American colleges and universities—a commitment to civic engagement, a civic engagement that has always honored and acknowledged very local responsibilities in the pursuit of addressing the most global of challenges.

CC: Through the Presidents Leadership Summit, we’re hoping to answer this question: “Can civic engagement provide resources through which to strengthen recruitment, retention, and graduation rates?” How does that conversation begin?

JJD: We begin by finding out what the research tells us now, and then by exploring how we can fill in our gaps in knowledge. I am very pleased that we have just released a new Campus Compact white paper, *A Promising Connection: Increasing College Access and Success through Civic Engagement*, [<http://www.compact.org/resources-for-presidents>] written and released expressly for the Summit. It will be the starting point for many conversations we expect to have in the next couple of days. We hope that it also will be the stimulus for continuing dialogue on the subject at the state, regional, and national level in the weeks and months to come. **CC**

In Appreciation of our Supporters and Sponsors

In addition to member support and our wonderful donors, Campus Compact receives generous support from our sponsors, including KPMG Foundation, USA Funds, Jenzabar, Inc., TOSA Foundation, and Georgetown University, among others. Campus Compact appreciates program support from The Andrew W. Mellon Foundation, The Jenzabar Foundation, and Lumina Foundation for Education. For a full list of donors and supporters please visit us online at www.compact.org.

Lumina Foundation's Focus on Sustainable Change



Lumina Foundation for Education was a major sponsor of Campus Compact's recent Presidential Leadership Summit, which should come as no surprise to anyone familiar with Lumina's "Big Goal." President and CEO Jamie Merisotis spells it out on Lumina's home page: "Increase the percentage of Americans who hold high-quality college degrees and credentials to 60% by 2025."

As vice president for program development at Lumina, it's Jim Applegate's job to develop funding programs that support achievement of this "Big Goal," especially for low income, first generation, minority, and adult students. He oversees implementation of effective practices and policies that help increase the number of prepared students entering higher education; that ensure a greater number of students succeed in college; and that increase the capacity of higher education to graduate more people with high-quality credentials and degrees.



James Applegate

"We are in a time of great opportunity, but part of the problem is to have a strong-enough voice to be a catalyst for change in higher education," he contends. "Foundations are beginning to recognize that we cannot have the short attention spans of the past. We must do our part to leverage sustainable change at a large scale."

For example, he says, "Adult learners have become a key constituency for colleges. Unless they are educated in large numbers, we cannot create the workforce we need to succeed as a country. Yet they are often enrolled in programs that are poorly documented by traditional higher education data-collection systems. We must integrate coherent, consistent credentialing systems that encourage students to keep coming in as their need for credentials and knowledge evolves with our rapidly changing employment market."

Modeling Change

Lumina is engaged with policy organizations at national, regional, and state levels to promote a policy agenda that supports increased college attainment. One example of such policy advocacy is the Southern Region Education Board (SREB), a nonprofit, nonpartisan organization that works with 16 states from Delaware to Texas to improve public pre-K-12 and higher education. Founded by the region's governors and legislators in 1948, SREB was America's first interstate compact for education. Today it works directly with state leaders, schools, and educators to improve teaching, learning, and student achievement at every level of education. In its September 2010 "No Time to Waste" report, the

SREB set out its policy roadmap for improvements in college completion at the state level:

- Set statewide priority and direction, with specific goals, for increasing the number of degrees and certificates.
- Increase access and enrollment in postsecondary education by improving college affordability, students' college readiness, and drawing more adults to post-secondary study.
- Increase the number of credentials earned by students in all colleges and universities through targeted institutional actions—building campus cultures that make completion the first priority.
- Increase productivity and cost-efficiency in degree completion by introducing strategies that reduce excess credits, streamline college-transfer systems, and result in timely degree completion at lower costs.

Navigating the New Normal from Lumina Foundation

To help state policymakers and higher education leaders meet ambitious degree-attainment goals amid a long-term atmosphere of reduced taxpayer support for colleges and universities, in November 2010, Lumina released "Navigating the New Normal." The new paper outlines a set of realistic steps states and institutions can take to thoughtfully align spending with the goals of college access, quality, and a better-educated population.

For more information on this publication and other Lumina initiatives, visit: <http://www.luminafoundation.org>.

Colleges of Technology In Montana

Montana's College!Now program is directly funded through Lumina. It provides opportunities for the five Colleges of Technology in the state university system to become more like other comprehensive community colleges. Jane Karas, president of Flathead Valley Community College in Kalispell, MT, says, "We recognize that the state must provide more opportunities for students to access post-secondary education in a cost-effective way, without students—particularly adult learners—having to leave their homes and communities. College!Now funds are being used to implement a more comprehensive transfer mission that will help students move from the Colleges of Technology to four-year programs," Karas explained.

A Promising Connection: Increasing College Access and Success through Civic Engagement

An Executive Summary

Two- and four-year higher education institutions across the nation, as well as K-12 schools, are intentionally linking dimensions of civic engagement with learning to educate students for civic life. The benefits of this approach are well understood. Connecting the institutional mission and educational goals of colleges and universities with those of community organizations through thoughtfully designed civic engagement experiences improves student learning outcomes and strengthens the educational, economic, and social assets of colleges and communities alike. What is less broadly known is that these same efforts show potential to enhance students' access to and success in college.

Research demonstrates that connecting the classroom to the community is an effective pedagogical strategy. College students who participate in civic engagement learning activities not only earn higher grade point averages but also have higher retention rates and are more likely to complete their college degrees. They also demonstrate improved academic content knowledge, critical thinking skills, written and verbal communication, and leadership skills. Moreover, these students show increased interest in becoming personally and professionally involved in future community enhancement projects.

In addition to helping engage college students in their learning and in their communities, civic engagement involving K-12 students can strengthen the pipeline to colleges and universities and address issues of both college access and student success in college. Through tutoring, mentoring, and other programs, current college students can play a critical role in helping K-12 students prepare for college. In addition, K-12 students who participate in civic engagement (often associated with programs facilitated by college students) are more likely to stay in school, graduate from high school, enroll in college, and earn a college degree. These outcomes improve even more dramatically among student populations that have been traditionally underrepresented in higher education, including students of color and those from economically disadvantaged backgrounds. Given widespread concern about the barriers to success facing these students, this finding is of key importance.

Colleges and universities have much to gain from such results, including students who arrive better prepared to absorb course content; a more diverse student body, which can enhance all students' learning; stronger surrounding communities bolstered by a more educated population; and lower dropout rates. These benefits, however, can be realized only through strong institutional leadership. Civic engagement requires the vision, articulation, and active support of college and university presidents as well as of faculty, staff, and administrators. **CC**

To read *A Promising Connection* go to www.compact.org/resources-for-presidents.

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Performance Funding in Pennsylvania

At the Pennsylvania State System of Higher Education, Chancellor John Cavanaugh and his team are helping to lead conversations on performance funding as an important strategy for coping with economic challenges. The performance-funding system is being revamped to a new, outcome-based model with half the indicators determined by the institutions, "... so improvement is rewarded." Cavanaugh is also on record as encouraging faculty to be as entrepreneurial as possible in order to help level the playing field with other institutions.

Productivity Strategy Labs

Lumina has launched Productivity Strategy Labs to help states explore ways of saving money and graduating more

students. Staffed by several former state officials with experience in politics and higher education, the labs provide "real-time" response and peer-based resources to state policymakers who are seeking to effect policy change to increase postsecondary productivity. The National Center for Higher Education Management Systems (NCHEMS) has developed interactive tools to help policymakers and higher education officials define the costs associated with higher education and develop strategies to contain costs and invest more wisely in areas that promote student success. This has become an invaluable tool for the Labs. Lumina is sponsoring two cohorts of states to participate; the first group began in June 2010 and the second will start in January 2012.

For more information on Lumina's Four Steps to Finishing First and the Strategy Labs, visit <http://www.collegeproductivity.org/page/four-steps>. **CC**

Thinking Aloud...

From CC President Maureen F. Curley

Positive Reverberations from Presidents Leadership Summit

In mid-October at Georgetown University in Washington, D.C., Campus Compact convened an important, first-of-its-kind gathering of our member college and university presidents. Reverberations from that forum continue around the country, and that is exactly what we had hoped. For the 100 presidential leaders and Campus Compact state directors who joined us at Georgetown, the excitement in the room was palpable and uplifting. Together, we experienced the rich and differing approaches that people are bringing to these pressing issues of college access and success on both the state and national level. We also learned that the presidents greatly valued and were stimulated by the opportunity to connect in such a meaningful way with each other.

To set the stage for our conversations, Campus Compact commissioned a white paper examining what we already know about college access and success, citing some of the best practices (*A Promising Connection: Increasing College Access and Success through Civic Engagement*). More importantly, the paper was intended as a springboard to help determine the missing pieces in our shared knowledge. We felt that the key to initiating productive dialogue was to establish a high-level forum. Because each state is different and every president has his or

Campus Compact President,
Maureen Curley



her own unique priorities and challenges, state-based conversations are now percolating throughout the country with “think globally, act locally” as the unofficial mantra. The result is that presidents who were unable to attend the Summit can still be a part of the conversation.

Summit attendees also heard from five college presidents who showcased civic engagement approaches in their own states. (See related sidebar below.)

The work continues. Lumina Foundation for Education has announced that it will continue to fund our access and success work for another year. This is great affirmation from a recognized leader.

For myself, I was most proud of the diversity I saw as I looked out at the Summit audience—diversity among institutions, among race, gender, age, and clearly a diversity of opinions. This is what makes our Campus Compact network so valuable and so dynamic. The future of Campus Compact is bright, and we want to wish all of you a promising and productive new year. **CC**

Civic Engagement across the Country

During the Presidents Leadership Summit, five presenters showcased civic engagement at work in states from Montana to Massachusetts. To read more, visit <http://www.compact.org/resources-for-presidents>.

The Massachusetts College Access Advising Corps: Working Toward Substantive Partnerships to Improve College Access and Success

Presented by Lawrence Bacow, President, Tufts University

This program, part of a larger national effort, provides direct service to low-income and first-generation high school students on the path to a college degree, and also works to build partnerships between high schools and colleges.

Achieving the Dream: Has It Made a Difference at Community Colleges?

Presented by Arthur Scott, President, Northampton Community College

This session described how Pennsylvania and one community college have attempted to move an enrollment-driven agenda to one that emphasizes student success. Dr. Scott also explores what the lasting benefits of Achieving the Dream may be.

Integrating Civic Engagement into State Initiatives

Presented by Adam Green, West Virginia Higher Education Policy Commission

The West Virginia Higher Education Policy Commission has engaged in a series of initiatives to implement a public agenda for higher education in the state and has incorporated many of these outreach endeavors into its overall strategic plan.

Student Success through Service: Creating Connections with the Community

Presented by Waded Cruzado, President, Montana State University

One of the most important factors in student success and retention is the extent to which students make connections with the institution, especially in the first few weeks or months. Montana State University has found that for some students, civic engagement is a great way to make those connections with fellow students, staff, and community partners. It has also proven useful in retaining minority populations, which in Montana’s case primarily means Native Americans.

Midwest Campus Compact Citizen Scholar Fellowship Program (M3C)

Presented by Deborah Ford, Chancellor, University of Wisconsin-Parkside

M3C provides an excellent example of the use of AmeriCorps as a proven strategy for college retention. This multistate program targets low-income and first-generation students and provides financial resources, a supportive peer network, and structured community service. **CC**

Kick Off Your New Year with Book Store 2011 Gems

What better time to get re-energized than the new year? Campus Compact's online Book Store has two affordable, must-haves that will inspire and educate both you and your colleagues. To order these and see other Campus Compact publications, visit the Book Store at: <https://www.e2e-store.com/compact>.

Reprinted by popular demand:

Partnerships that Work: The Stories and Lessons from Campus/Community Collaborations

Describes the \$1.5 million three-year project conducted by the New York and the Pennsylvania Campus Compacts, funded by Learn and Serve America—Higher Education, entitled “Building on Our Strengths.” Through subgrants to 16 projects, over 70 campuses and their community partners received grants to establish and expand service-learning via networks among regional partners or within academic disciplines.

Mark Gearan, Ph.D., president, Hobart and William Smith College, Geneva, NY, and chair of the Corporation for National and Community Service, writes of *Partnerships*, “Unique perspectives on civic engagement which further

how ideas are put into action to make a real difference in the lives of people. For all of us in the service movement, this book is a must read.”

Looking In, Reaching Out: A Reflective Guide for Community Service-Learning Professionals

A hands-on guide for any community service-learning professional, packed with tools, worksheets, and insights designed to provide you with the skills, confidence, support, and balance you need to be successful in your personal and professional lives. The guide is self-paced; you can read each chapter on its own or you can read the entire book from start to finish. Thoughtful worksheets allow you to take the concepts that are written and apply them to your personal situation, giving you a tailor-made experience. **CC**

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