

2003 C A M P U S C O M P A C T Annual Membership Survey

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About This Survey

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

These statistics are based on a survey of activities on Campus Compact's member campuses in the 2002-2003 academic year. Data was gathered through an online survey October-November 2003. Of the 922 member campuses that were active during the previous academic year, 402 responded, yielding a response rate of 44%.

Although statistics are not directly comparable year to year due to changes in membership and the sample, the data provides a way to view trends and approximate growth in community service, service-learning, and civic engagement on Campus Compact member institutions.

About Campus Compact

Campus Compact is a national coalition of more than 900 college and university presidents-representing some 5 million students-who are committed to fulfilling the civic purposes of higher education. To support this mission, Campus Compact promotes service initiatives that develop students' citizenship skills, helps campuses forge effective community partnerships, and provides resources and practical guidance for faculty seeking to integrate civic engagement into their teaching and research.

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

Author Information

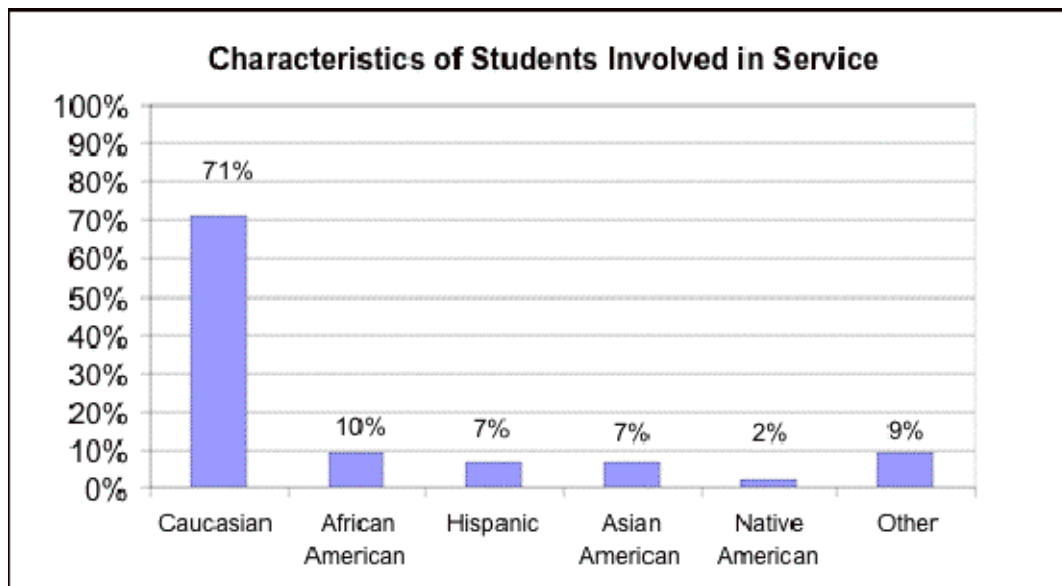
Dawn M. Salgado is currently a doctoral student in the Experimental Psychology program at the University of Rhode Island. Before attending the University of Rhode Island, she received her Master's degree in Psychology from Brandeis University and worked as a Research Associate for the National Center 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. Community Service Statistics

Member institutions were asked a variety of questions about student service involvement. 30% of member institutions have developed a comprehensive inventory of all community service activities. These estimates are similar to last year, where 31% of schools reported having a comprehensive inventory.

Similarly, respondents were asked to report whether their member institution measured the impact of service-learning and/or community service programs on the local community and its constituents. Of the 297 respondents (74% of the total sample), 39% reported that their institution measured impact.

For the 222 (55%) respondents that provided information on the gender of students involved in service activities, the average number of females and males was calculated. The majority of the students participating in service activities were female (64%), while 35% were male. The race and ethnicity of participating students were Caucasian (71%) followed by African American (10%), Hispanic (7%), Asian American (7%), and Native American (2%). For respondents who indicated "other," many responses included students that were Hawaiian/Pacific Islander, biracial, or multiracial.



Respondents were also asked to provide the total number of students involved in ongoing service, one-time service, and overall service. As shown below, the average percent of students involved in any type of service project has steadily increased.

Students Involved Service (Average)

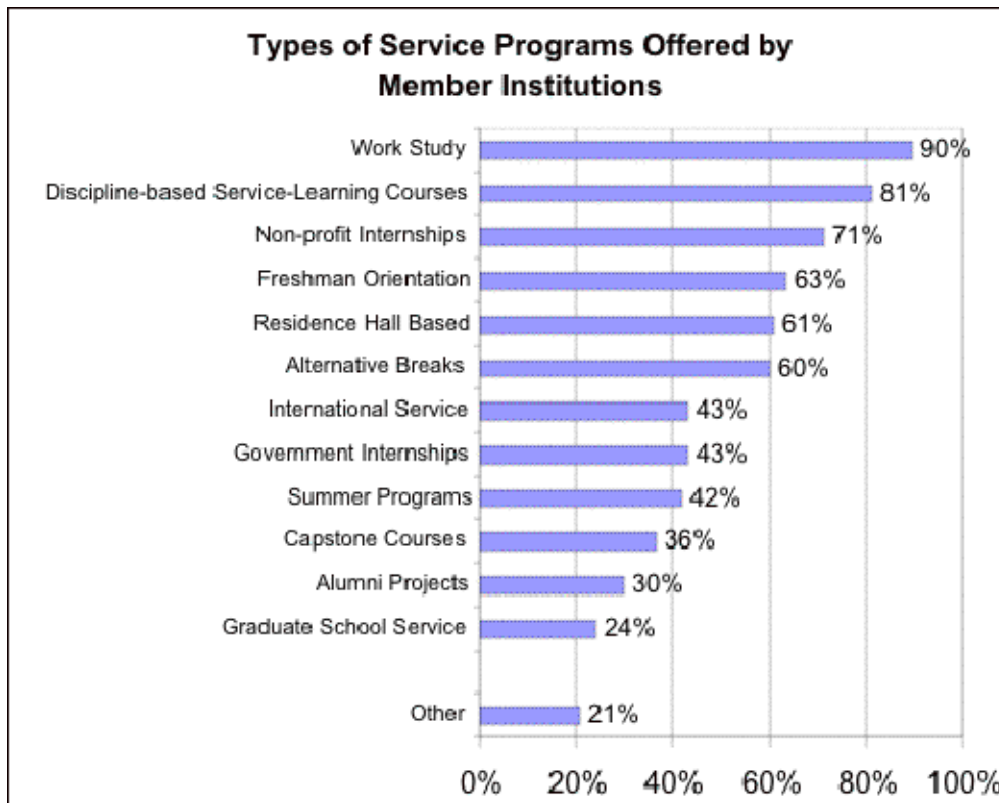
2001	2002	2003
30%	33%	36%

Of the total 402 respondents, 272 (68%) supplied information as to whether the number of students participating in service had increased in the previous year. In 2002, 82% of respondents reported an increase in the number of students participating. In 2003, 89% of respondents reported an increase in the number of students participating in service activities.

Percent Increase in Student Involvement in Service Over the Past Year

0-10%	61
11-25%	26
26-50%	8
50% or more	5

The most common types of service programs that were offered at member institutions in the 2002-2003 academic year included work-study (90%), discipline-based service-learning courses (81%), non-profit internships (71%), and freshman orientation (61%)



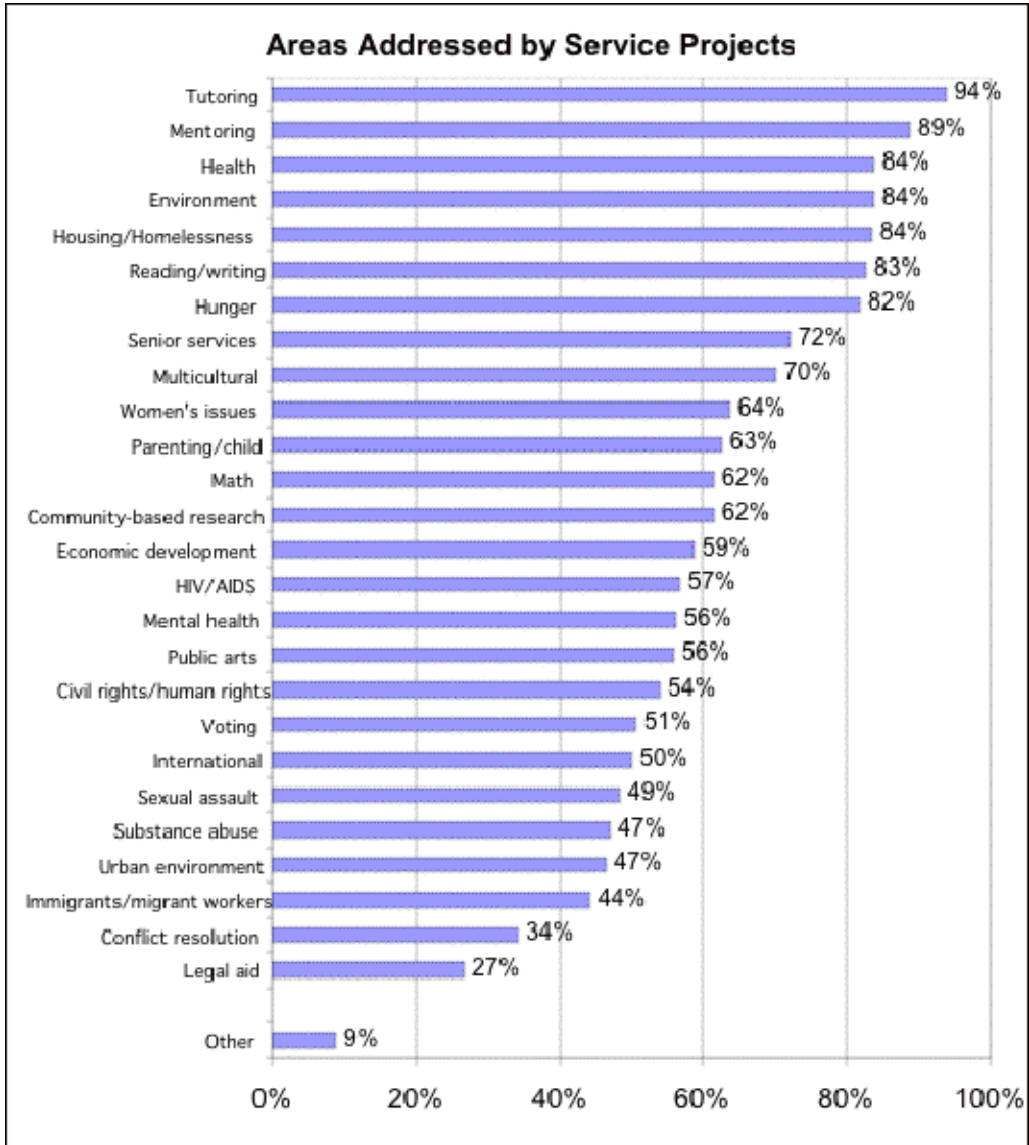
The table provided below indicates that there has been a steady increase in certain programs offered by member institutions. These include graduate school service, freshman orientation, work-study, and Capstone Courses.

Programs at Member Institutions (2000-2003)

	2000	2001	2002	2003
Work-Study	83%	76%	70%	90%
Discipline-based Service-Learning Courses	n/a	n/a	n/a	81
Non-profit internships	n/a	n/a	n/a	71
Freshman Orientation	56	53	47	63

Residence Hall Based	48	52	41	61
Alternative Breaks	60	59	49	60
Government Internships	27	29	28	43
International Service	34	26	32	43
Summer Programs	32	32	32	43
Capstone Courses	18	24	25	36
Alumni Projects	25	28	24	30
Graduate School Service	14	12	19	24
Other	29	26	41	21

The most popular issues for service projects were tutoring (94%), mentoring (89%), health (84%), environment (84%), housing/homelessness (84%), and hunger (82%). The least popular service projects were legal aid (27%), conflict resolution (34%), and immigration issues (44%).



Partnerships with K-12 schools

Of the 331 (82%) respondents who provided this information, the majority of member institutions (93%) reported having an existing partnership with K-12 schools (compared to 88% in 2002, a 6% increase). Of those that did have existing partnerships, the average number across all member institutions ranged from 1 to 400 partnerships with an average of 18 partnerships per institution. Of those, an average of 10 partnerships were with elementary schools (ranging from 1 to 125), 5 partnerships with middle schools (ranging from 1 to 87), and 6 partnerships with high schools (ranging from 1 to 113).

Partnerships with K-12 Schools

	Mean
Number of K-12 Partnerships	18.1
with elementary schools	9.7

with middle schools	5.1
with high schools	5.7

Partnerships with faith-based organizations

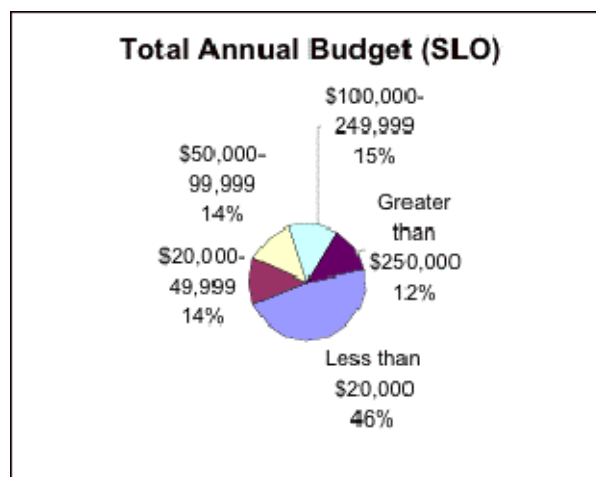
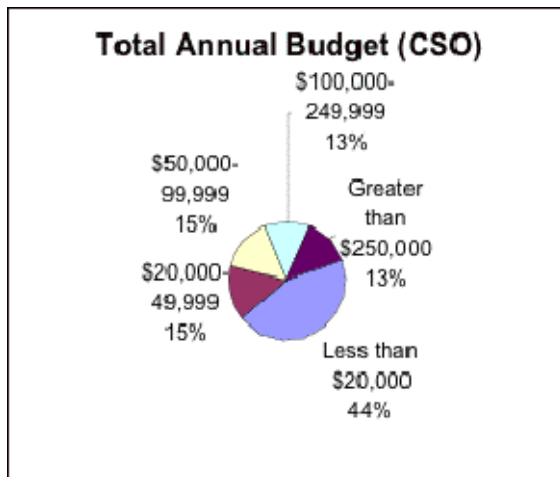
69% of member institutions reported having an existing partnership with a faith-based organization. Of those that had an existing partnership with faith-based organizations, the number of partnerships ranged from 1 to 750 with an average of 12 partnerships across all institutions that provided this information (189 of the 215 respondents).

C. Administration of Service Projects and Programs

To determine the structure and administration of service-related offices on campus, respondents were asked to provide information as to whether their campus had a community service and/or service-learning office. Of those that responded (363 of 402, or 90%), the vast majority of institutions have both a community service (70% compared to 74% in 2002) and service-learning (67%) office.

Since it is possible that community service and the service-learning offices are located in the same space and may serve both functions, respondents were also asked to report whether these offices were the same. When both offices existed at the institution, 72% reported that they were the same office (compared to 69% in 2002). Data from these items were combined to compute the percent of member institutions that have a community service and/or a service-learning office. Of the 363 institutions (90% of the total 402), 83% reported having a community service office and/or a service-learning office.

The total annual budgets for both offices are generally comparable (shown below). Both the community service office and the service-learning office budgets tend to be less than \$20,000 (44% and 46%, respectively). In addition, respondents reported 17% of community service offices have an endowment, an increase from the previous year (15%). This year's survey also asked respondents to report whether their separate service-learning office received an endowment, with results indicating that approximately 9% had (this number increases to 14% when considering if the CSO and the SLO share offices and tasks).



In looking at the number of staff working in the community service office and the service-learning office, the highest numbers of individuals at either office are volunteer positions held by students (average of 15.17 and 9.49, respectively). There are approximately 2 full- and 2 part-time professional staff at both the community service office and the service-learning office.

	Community Service Office Mean	Service-Learning Office Mean
Full-time professional staff	2.1	2.2
Part-time professional staff	1.7	1.5
Paid student positions	5.0	5.1
Volunteer student positions	15.2	9.5
Work-study positions	7.5	4.3

VISTAs	1.3	1.4
Other positions	2.0	1.6

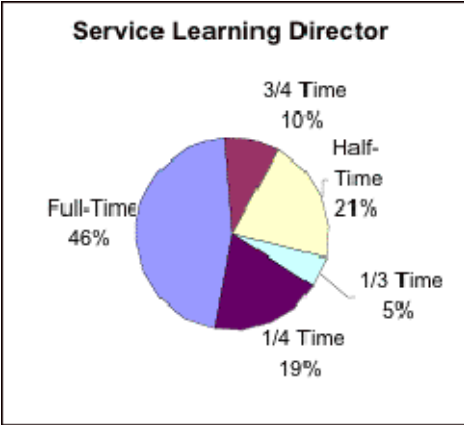
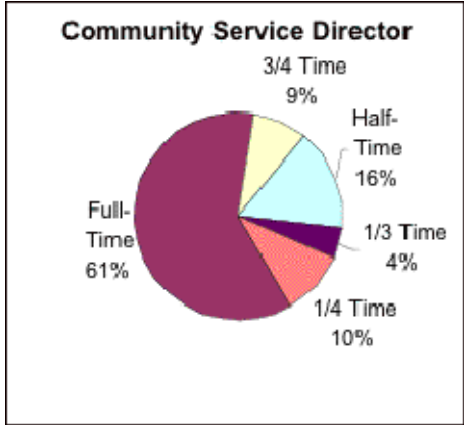
In addition to the types of offices, respondents were also asked to provide information as to whether their institution had a Community Service Director (CSD) and Service-Learning Director (SLD). Of the 353 respondents, 73% reported having a CSD. To determine the percent of CSDs in institutions that had community service offices, this information was partialled out indicating that for those institutions that had a community service office, 94% had a CSD in 2003 (similar to 94% in 2002). For SLDs, 76% of institutions reported having one. Of the 363 institutions (90% of the total 402), 80% reported having a CSD and/or a SLD.

Respondents were also asked to provide information to whom the Community Service Directors (CSDs) and Service-Learning Directors (SLDs) directly reported. While Community Service Directors are more likely to report to the Student Affairs Director or Dean as compared to the other individuals, Service-Learning Directors are equally likely to report to either Student Affairs Director or Dean and the Chief Academic Officer (26% and 22%, respectively). For those reporting that the CSDs and SLDs reported to other individuals, many of the responses included reporting to the Campus Ministry as well as executive directors from various centers (e.g., student services and civic engagement, public service).

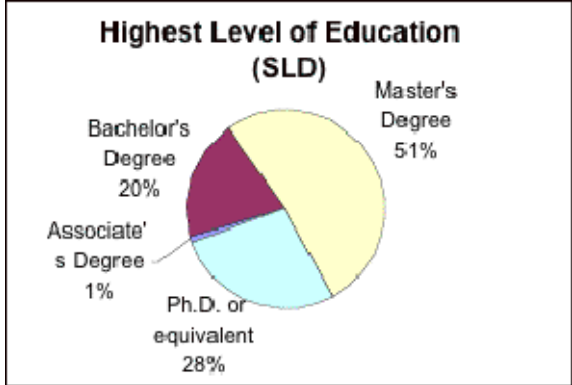
Direct Reporting Lines

	Community Service Director Mean	Service- Learning Director Mean
Student Affairs Director or Dean	49%	26%
Chief Academic Officer	6	22
Dean of College	8	13
Faculty Chair	1	5
Career Services Director	5	4
President	2	3
Chaplain	4	1
Other	26	27

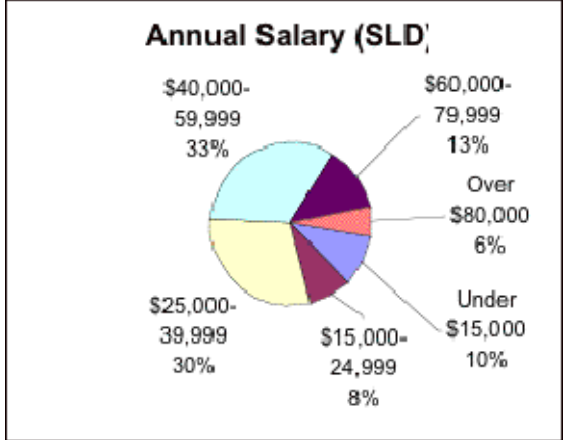
As shown below Community Service and Service-Learning Directors tended to be full-time (61% as compared to 46%, respectively) or half-time (16% versus 21%, respectively).



The Community Service and Service-Learning Directors education levels varied. While the majority of both groups tended to have Master's degrees (54% and 51%, respectively), respondents reported that Service-Learning Directors were generally more likely to have a Ph.D. or equivalent (28% compared to 15%) while Community Service Directors were more likely to have Bachelor's degrees (29% versus 20%).



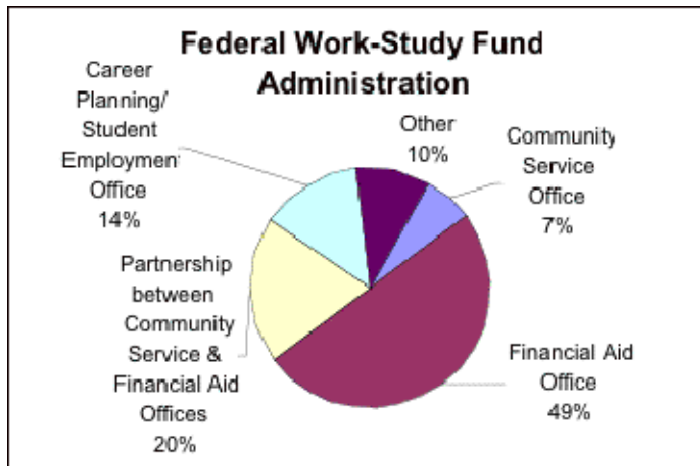
The annual salaries of Community Service Directors and Service-Learning Directors were also somewhat different. 38% of Community Service Directors, as compared to 52% of Service-Learning Directors, had an annual salary above \$40,000. These differential amounts are most likely related to the employment status of the director as well as the individual's education level.



America Reads, America Counts, and Federal Work-Study

Approximately 60% of member institutions maintain an America Reads program and approximately 27% report maintaining an America Counts program.

The majority of institutions (96%) have over the current federal mandate of 7% of Federal Work-Study funds being devoted to community service. Institutions were also asked to identify what office administers the community service portion of the Federal Work-Study funds (shown in the figure below). Of the 336 respondents who reported this information (84% of 402), the majority of institutions reported that work-study funds are handled by Financial Aid Office (49% as compared to 41% in 2002), a partnership between the Financial Aid Office and the Community Service Office (20% as compared to 12% in 2002), a partnership between the Career planning/Student Employment Office (14% as compared to 7% in 2002), the Community Service office exclusively (7% as compared to 8% in 2002), or some other office/partnership (10% compared to 6% in 2002).



D. Scope of Service-Learning Support and Infrastructure

Respondents were asked to supply specific information about the extent to which service-learning courses were offered at their institutions. Of the 344 respondents that supplied this information, 88% reported that their campus offered service-learning courses on their campuses.

Results indicate that an average of 24 faculty per institution taught service-learning courses in the 2002-2003 academic year.

Institutions were asked to rate the degree to which they thought that faculty involvement in service-learning had increased over the past three years. Of the 324 respondents (81%), 25% of institutions said there had been a significant increase (i.e., 10% or more) in faculty involvement in service-learning over the past three years, 49% said there had been a slight increase (a few additional faculty each year), 25% described the trend as consistent with previous years, and 2% said faculty involvement had decreased over the past three years.

The departments most likely to offer service-learning courses were Education (69%), Sociology (56%), Psychology (55%), English (55%), Communications (46%), and Business/Accounting (46%).

Departments Offering Service-Learning Courses

1 Education	69
2 Sociology	56
3 English	55
4 Psychology	55
5 Business/Accounting	46
6 Communications	46
7 Health/Health Related	45
8 Politics/Government	43
9 Social Work	38
10 Biology	37
11 Nursing	37
12 Foreign Language	34
13 Fine Arts/Performing Arts	30
14 History	29
15 Interdisciplinary Courses	29
16 Anthropology/Cultural Studies	27
17 Women's Studies	27
18 Natural Sciences	25
19 Computer Science	22
20 Physical Education	22

21 Religion	21
22 Philosophy	19
23 Economics	18
24 Music	17
25 Chemistry	16
26 Counseling	15
27 Hispanic/Latino Studies	15
28 Engineering	13
29 Information Systems	12
30 Medical/Pre-Medical	12
31 Recreation/Parks	12
32 Urban Studies	12
33 Law/Pre-Law	10
34 African-American Studies	8
35 American Studies	8
36 Architecture	8
37 Asian Studies	6
38 Technical	6
39 Physics	5
40 Native American Studies	2

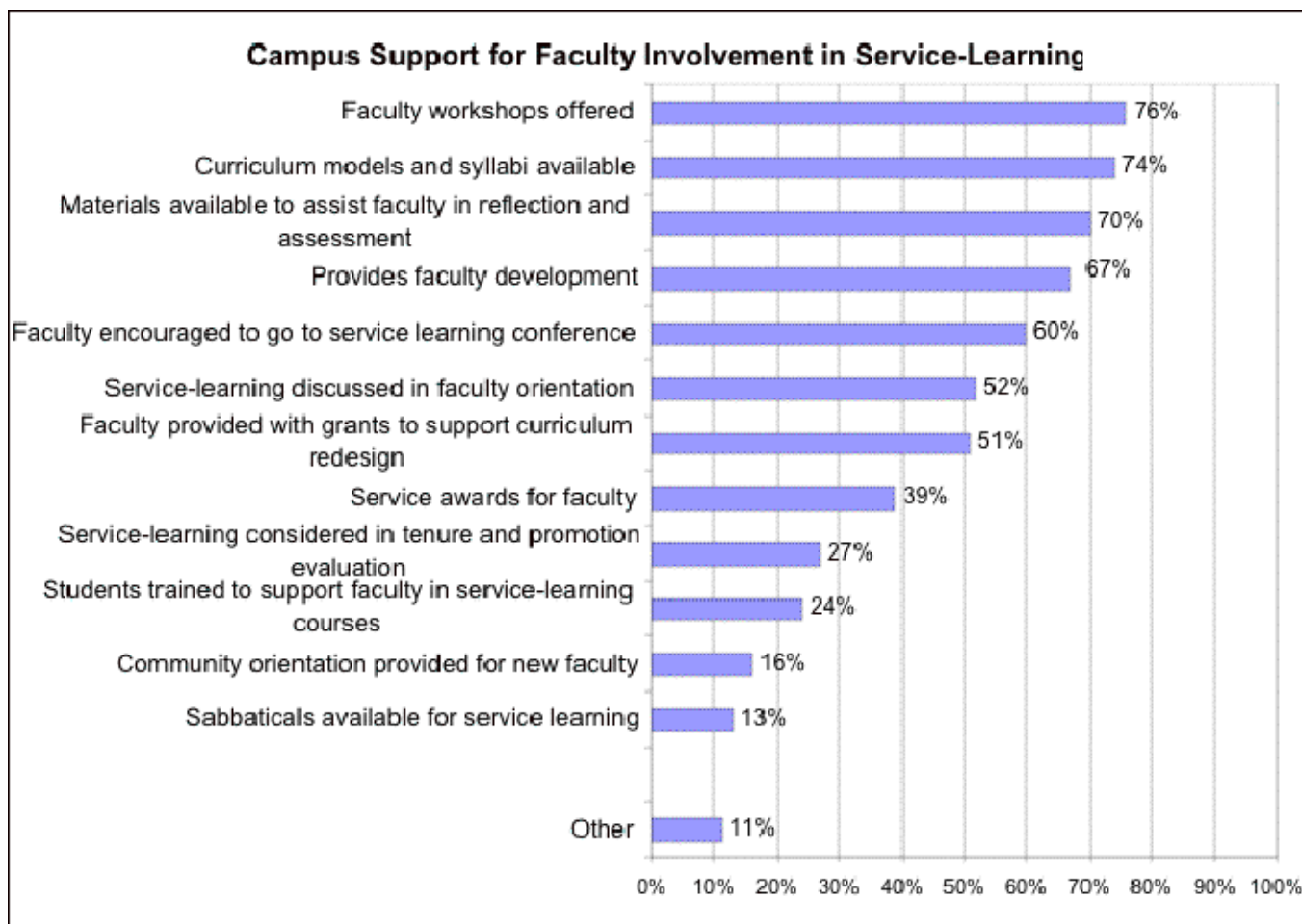
Campus support for service-learning can range from student level mechanisms (i.e. academic credit given for service-learning) to more administrative mechanisms (i.e. reporting of service-learning in campus publications). Three hundred and sixty one schools (90%) provided information on campus support for service-learning. The table below presents the percentages for 2003, as well as trends for the previous two years. As shown, these rates have remained generally stable over time.

Campus Support for Service Learning

	2001	2002	2003
Academic credit given for service learning	72%	59%	69%
Service-learning incorporated into departments	45	35	47
Service-learning reported consistently in campus publications	46	31	34
Service-learning incorporated into majors	34	27	32
Service-learning incorporated into curriculum	26	19	25

Honors program linked to service learning	23	18	19
Service-learning courses required for graduation	10	7	9
Other	n/a	n/a	10

In addition to providing information on general campus support for service-learning, schools were asked to provide information on mechanisms by which the campus provides support for faculty involvement in service-learning. Three hundred schools (75%) provided information on this question.



As indicated in the table below, there was increased faculty involvement in service-learning by providing faculty development, faculty workshops, and curriculum models and syllabi.

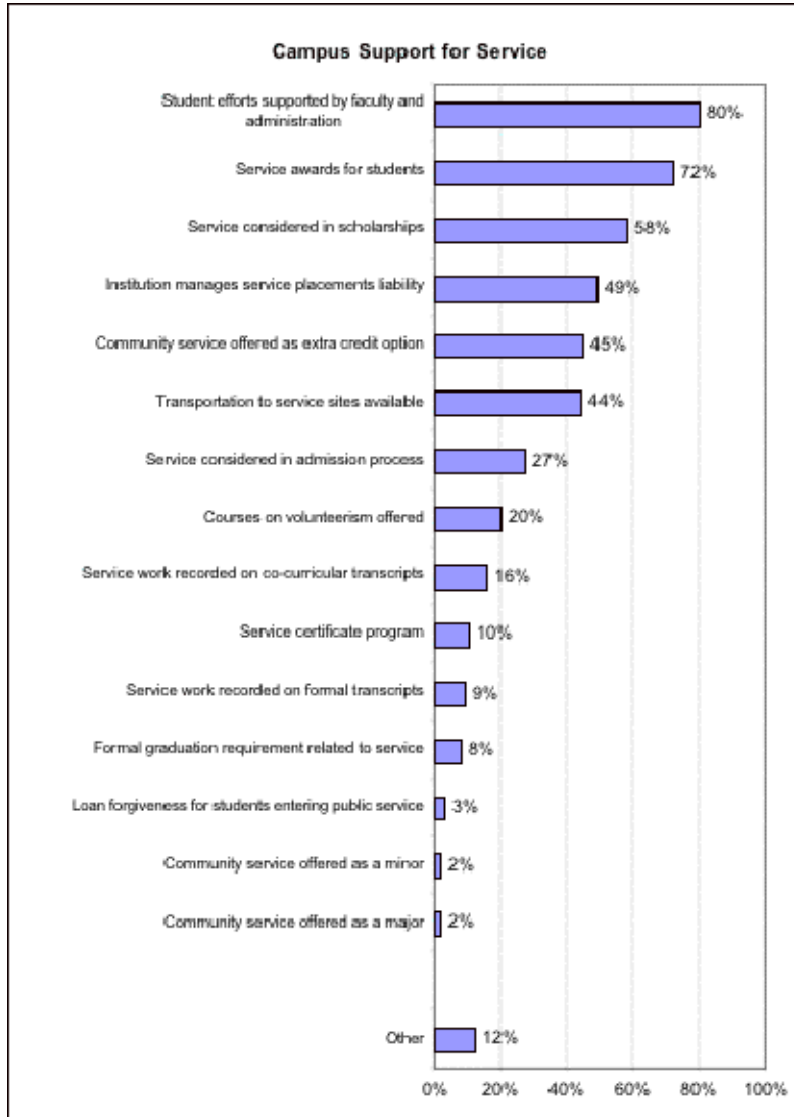
Campus Support for Faculty Involvement in Service Learning

	2001	2002	2003
Faculty workshops offered	64%	48%	76%
Curriculum models and syllabi available	70	55	74
Materials available to assist faculty in reflection and	73	55	70

assessment			
Provides faculty development	n/a	45	67
Faculty encouraged to go to service learning conference	64	30	60
Service-learning discussed in faculty orientation	39	32	52
Faculty provided with grants to support curriculum redesign	53	36	51
Service awards for faculty	32	25	39
Service-learning considered in tenure and promotion evaluation	19	15	27
Students trained to support faculty in service-learning courses	n/a	20	24
Community orientation provided for new faculty	16	16	16
Sabbaticals available for service learning	14	8	13

E. Campus Support for Community Service

Schools were asked to provide information on the manner in which their campuses supported student involvement in community service. 58% of schools indicated that their institution provides a formal process for students to reflect on or evaluate their experiences with community service.



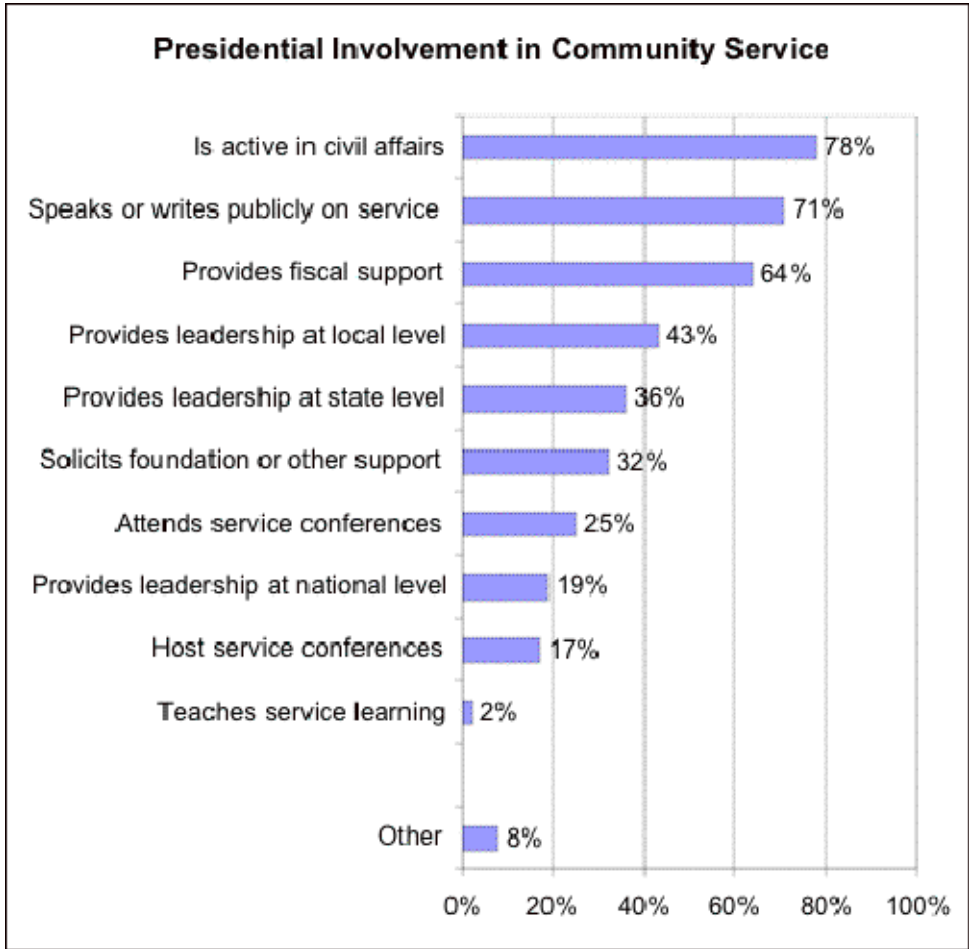
As shown below, respondents are reporting either stable or increasing support for student involvement in community service. Results indicate student efforts being supported by faculty and administration has increased substantially from last year (69% to 80%, an increase of 79% from 2002). This is also the case with increased numbers of service awards being offered to students (60% to 72%) and service being considered in scholarships process (47% to 58%).

Campus Support for Student Involvement in Community Service

	2001	2002	2003
Student efforts supported by faculty and administration	81%	69%	80%

Service awards for students	74	60	72
Service considered in scholarships	48	47	58
Institution manages service placements liability	50	41	49
Community service offered as extra credit option	46	44	45
Transportation to service sites available	45	37	44
Service considered in admission process	25	21	27
Courses on volunteerism offered	28	26	20
Service work recorded on co-curricular transcripts	20	15	16
Service certificate program	n/a	5	10
Service work recorded on formal transcripts	10	10	9
Formal graduation requirement related to service	12	7	8
Loan forgiveness for students entering public service	2	3	3
Community service offered as a major	n/a	n/a	2
Community service offered as a minor	n/a	n/a	2
Other	18	18	12

In addition to being asked to provide broad information on campus support for community service, schools were also asked to describe the president's involvement in community service.



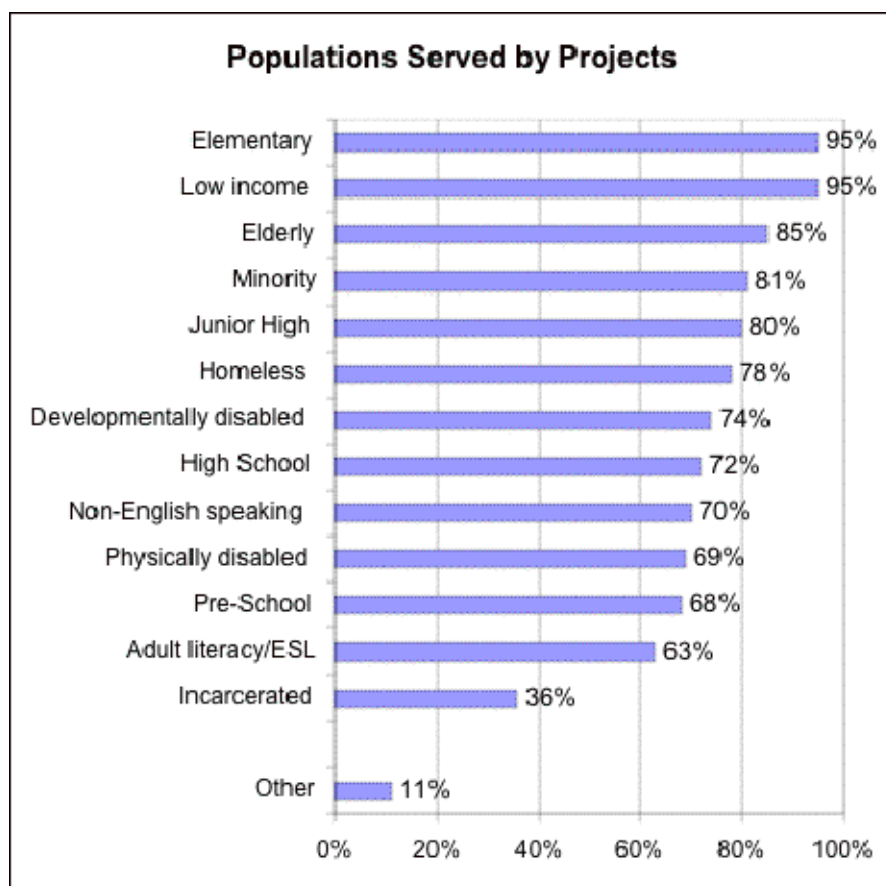
The table below indicates the ways in which presidential involvement has changed over recent years. In comparing the percentages in 2003 to 2002, all presidential involvement activities have increased.

Presidential Involvement with Community Service

	2000	2001	2002	2003
Is active in civil affairs	73%	62%	58%	78%
Speaks or writes publicly on service	66	65	55	71
Provides fiscal support	66	58	49	64
Provides leadership at local level	67	56	39	43
Provides leadership at state level	47	45	29	36
Solicits foundation or other support	35	29	28	32
Attends service conferences	25	24	18	25
Provides leadership at national level	31	26	15	19
Host service conferences	17	18	16	17

Teaches service learning	2	2	1	2
Other	n/a	n/a	n/a	8

Service-learning projects often serve a wide range of populations. Three hundred and forty seven (86%) schools provided information on the types of populations served by their service-learning programs. As shown below, a larger percent of member institutions report having projects that serve low-income persons (95%), elementary (95%), and the elderly (85%).



F. Service-Learning Development and Institutionalization

To see how various factors contributed to faculty decisions on whether to incorporate service-learning in coursework, we asked survey respondents to rate the factors shown below on a 1 to 5 scale, where 1 is not very important and 5 is very important. The table presents the mean scores for each factor.

The factors seen as most important to faculty decisions was facilitating student learning of course content (mean of 4.5), followed by promoting engaged learning (mean of 4.4), and development of students' critical thinking skills (mean of 4.4). For those indicating other important reasons to incorporate service-learning into courses, many responses included wanting to improve students' writing skills (through journal assignments), students' ability to work collaboratively with others, as well as in order to meet the needs of the community.

Also provided in the table below are the average scores across each item for 2001 and 2002. Across all years, the importance of certain factors such as facilitating learning of course content, promoting engaged learning, developing critical thinking skills, and extending and exposing students to diversity issues remained the most important across these years.

Importance of Various Factors in Faculty Decisions to Incorporate Service-Learning in Courses (Mean Scores)

	2001	2002	2003
Facilitate learning of course content	n/a	4.3	4.5
Promote active/engaged learning	4.3	4.3	4.4
Develop critical thinking skills	4.2	4.2	4.4
Exposure to diversity issue	3.9	4.0	4.1
Development of civic skills and responsibilities	3.8	3.8	3.9
Encourage engagement in social action	3.6	3.7	3.8
Addressing campus responsibility to community	3.6	3.6	3.7
Facilitate career exploration	3.5	3.5	3.6
Encourage moral development	3.4	3.4	3.6
Extend faith/religious principles	2.3	2.2	2.1
Other	4.3	4.2	4.2

Member institutions felt that faculty time and pressures of faculty teaching loads (86%) were important, followed by a lack of funding (62%) and a lack of common understanding of the concepts and models of service-learning (58%). For those that indicated there were other obstacles to the institutionalization of service-learning on their campuses (16%), many responses included a lack of consideration in performance reviews (e.g., for tenure, promotion) for faculty and a lack of incentive/benefits to faculty that do offer service-learning courses.

Most Significant Campus Obstacles to Extension of Service-Learning

	2001	2002	2003
1 Faculty Time Pressure	87	64	86

2 Lack of SL Funding	51	42	62
3 Lack of Common Understanding	62	44	58
4 Lack of Funding for Work	36	32	49
5 Faculty Resistance	48	36	42
6 Lack of Confidence	42	30	39
7 Lack of Dept Support	48	18	39
8 Lack of Faculty Interest	37	28	37
9 Concern over SL Effects	29	n/a	32
10 Lack of Institutional Support	41	27	29
11 Poor Coordination	23	n/a	24
12 Unsupportive Department Chair	n/a	16	18
13 Lack of Institutional Fit	16	10	11
14 Unsupportive CEO	n/a	8	10
15 Unsupportive President	9	8	6