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**Student Involvement in Community Service:
Institutional Commitment and the Campus Compact¹**

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Although interest in involving students in community service has been growing rapidly among higher education institutions, there has so far been little systematic study of who the volunteers are and of which institutional practices actually encourage student participation in community service. The study reported here presents some provocative new findings concerning factors that contribute to student participation in, and institutional commitment to community service. The data on which the study is based were recently collected in connection with a large-scale national study of undergraduate education that we have been conducting with support from grants by the Exxon Education Foundation and the National Science Foundation.

The questions to be addressed bear on several basic issues concerning the public service initiatives being undertaken or contemplated on many campuses. First of all, who are the students who participate in service activities? What are their backgrounds, attitudes, values, and aspirations? What are the characteristics of institutions that place a high value on student participation in service activities? What kinds of institutional climates foster participation by individual students? Finally, I would like to conclude with some specific findings concerning the Campus Compact: what are the characteristics of institutions that participate in the Campus Compact? Do these institutions actually have a greater commitment to public and community

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service? And do they actually succeed in encouraging their undergraduates to participate in service activities?

Who Participates in Service Activities?

To explore the question of who actually gets involved in volunteer work in college, we looked at a sample of some 25,000 students who entered college as freshmen in the fall of 1985 and were followed up four years later in 1989. The sample included students attending a representative sample of 159 four-year colleges and universities across the country. In the follow-up we asked students whether or not they had participated in volunteer work as undergraduates. The basic goal of this particular analysis was to see which entering freshmen characteristics in 1985 predicted participation in volunteer work during college. Table 1 summarizes the results.

Not surprisingly, those students who were volunteers in high school are also likely to participate in volunteer work in college. However, there are a number of other characteristics of the entering freshmen that also predict participation. Keep in mind that each of the factors shown in the table contributed *independently* to participation in college². Thus, those who participate in volunteer or service activities in college give a high priority to helping others in difficulty and participating in community action programs. At the same time, they have been heavily involved in a variety of student activities in high school: many were either elected president of student organizations, edited school publications, tutored other students, or participated in theater, debate, interscholastic sports, or religious services. Involved students are also more likely to come from high socioeconomic levels and to be either Roman Catholic or Jewish.

By contrast, students who are least likely to get involved in volunteer work show strong materialistic motives -- a commitment to "being very well off financially" and a tendency to

² Multiple stepwise regression analyses were conducted in which student participation in volunteer work was the dependent variable and the terms shown in Table 1 (3= frequently, 2= occasionally, 1= not at all) were the independent variables that had significant weights in the final equation.

rationalize college attendance in terms of enhanced income. Uninvolved students are also more likely to be smokers and drinkers.

Table 1

Who Gets Involved in Volunteer Work in College?

(1985 freshmen followed up in 1989)

Involved Students:

Precollege activities

Volunteer in high school
Social Activist in high school
Life Goal: To help others in difficulty
Life Goal: To participate in community action programs
President of a student organization in high school
Edited school publication in high school
Tutored other students in high school
Had a major part in high school play
Participate in speech or debate contests during high school
Played on a varsity team in high school
Attended religious services in high school

High socioeconomic status
Religious Preference: Roman Catholic or Jewish
Expectation: to join a social fraternity or sorority
Reason for attending college: to improve reading and study skills

Uninvolved Students:

Value: Be very well off financially

Reason for attending college: to be able to make more money

Behavior: smoke cigarettes

Behavior: drink beer

Since high school volunteer work turns out to be the strongest freshman predictor of participation in volunteer activities in college, it is interesting to know how the rates of volunteer participation change between high school and college. Table 2 compares these rates for our most

recent follow-up study: students who entered college as freshmen in 1986 and were followed up this past summer in 1990. While nearly half of these students (48 percent) participated in volunteer work as college students, fully 75 percent of the students were volunteers in high school. In addition, the number of frequent participants declined by more than half between high school and college.

Table 2
Rates of Volunteer Participation:
High School (1985-86) and College (1989-90)
(N= 4,914)

Level of Participation	Percent in	
	High School	College
Frequent	21.0	9.8
Occasional	54.0	37.7
Not at all	21.0	52.4

Why participation in volunteer work should decline so much during the college years is not clear, although it may well have to do with the heavy demands placed upon many students by the undergraduate curriculum and extracurriculum.

A related question is the *consistency* of participation for individual students between high school and college. Table 3 shows the frequency of college participation separately by level of high school participation. Note that there *is* some consistency: students who were frequent participants in high school are three times more likely to be frequent participants in college than are students who never participated in high school. Similarly, students who did not participate in high school, compared to frequent participants, are nearly twice as likely not to be participants in college. But perhaps the most significant finding shown in this table is in the *inconsistency* in participation over time: more than one-third of the frequent participants and fully half of the occasional participants in high school *never* participate in volunteer work in college. In other

words, it would appear that many colleges are missing promising opportunities to encourage students who were volunteers in high school to continue their volunteer work in college.

Table 3
Consistency in Volunteerism Over Time:
High School to College
 (1986 freshmen followed up in 1990)

Level of High School Participation (1985-86)	N	Level of College Participation (1989-90)		
		% Not at all	% Occasional	% Frequent
Frequent	1,033	39.0	44.5	16.5
Occasional	2,654	50.3	40.7	9.0
Not at all	1,227	68.3	25.8	5.9

Impact of the College Environment

Let's turn now to factors in the college environment that encourage or discourage volunteerism among undergraduates. To explore this question we conducted a series of multivariate analyses in which we first controlled for the characteristics of the entering freshmen and then looked for characteristics of the college environment that had any additional influence on the student's chances of getting involved in volunteer work³. Table 4 summarizes those features of the college environment that had positive or negative influences. As it turns out, we found a variety of influences related to such things as the curriculum, faculty, peer group, type of institution, and individual student activities. For example, taking interdisciplinary courses or majoring in social science or education appear to enhance student involvement in volunteer service

³ Since different types of colleges may recruit student bodies with differing *propensities* to become volunteers, it is necessary first to control for entering characteristics before attempting to assess the impact of the college itself (Astin, 1991).

while in college. Given the emphasis in education and in many of the social sciences on social and public policy issues, this result should not be surprising. Why interdisciplinary courses should be related to volunteer participation, however, is not entirely clear, although it is interesting to realize that, with few exceptions, most volunteer assignments are probably "multidisciplinary" in nature. It may well be that some of these interdisciplinary courses involve field work assignments.

As far as faculty influences are concerned, we find an interesting parallel to the entering student characteristics: just as people who were social activists in high school are likely to be volunteers in college, so it appears that faculty who are strongly committed to social change are successful in promoting greater student participation in volunteer activities among their students.

But perhaps the most significant finding of all concerns the effect of student peer groups. Of all the variables in our analysis -- entering students as well as environmental -- by far the largest effect was associated with frequency of interaction among students. In other words, those students who are most likely to participate in volunteer work are the ones who interact most frequently with their peers. In short, this finding suggests that one promising way to encourage greater student participation in volunteer activities is simply to maximize the amount of interaction that occurs among students. The significance of this finding becomes even clearer when we look at some of the factors that have negative influences on student volunteer participation. The peer group characteristic that has the largest negative effect on volunteer participation is the degree of involvement of the student body in outside work. That is, participation in volunteer work is lowest in those institutions where many students work at outside jobs. At the same time, individual student activities that are negatively associated with volunteer participation include living at home and watching television. All of these activities -- working at outside jobs, living at home, and watching television -- would tend to reduce the student's opportunities for interacting with other students.

Table 4

Environmental Influences on Individual Student
Participation in Volunteer Work

Positive Influences

Curriculum:

Interdisciplinary emphasis
Majoring in social science
Majoring in education

Faculty: Degree of commitment to social change

Student Peer Group:

* Amount of interaction among student
Degree of commitment to social change

Individual Activities:

* Participation in religious activities
Participation in campus activism
Socializing with members of different ethnic groups
Amount of interaction with faculty

Type of Institution: Roman Catholic

Negative Influences:

Curriculum:

True Core Curriculum
Emphasis on Fine Arts
Number of math-quantitative courses taken
Majoring in engineering or physical science

Peer Characteristic: -Involvement in outside work

Individual Student Activities:

Living at home
Hours spent watching TV
Getting Married
Hours spent studying
Participation in intercollegiate sports

* Strongest effects

Further support for the importance of student peer relations can be found by looking at those individual student activities that have positive effects on volunteer participation: participation in religious activities, involvement in campus activism, and socializing with members of different ethnic groups. Each of these activities constitutes another form of interaction among students.

It is also of interest to note that the amount of interaction between faculty and students has one of the strongest effects on volunteer participation. Since many of the reform reports directed at undergraduate education have emphasized the importance of student-faculty interaction as a way of enhancing the learning process (Association of American Colleges, 1985; Study Group, 1984), it is also important to realize that there are additional benefits to student-faculty interaction beyond any effects it might have on the student's academic progress.

As far as type of institution is concerned, Roman Catholic colleges appear to facilitate involvement in volunteer work, a finding which is consistent with the earlier finding concerning the effects of being a Roman Catholic as an entering student characteristic. What is especially interesting here is that *both* of these variables carry significant weight in the prediction. What this means, in effect, is that (a) Catholics are most likely to become involved in volunteer work if they attend Catholic colleges and (b) the Catholics who attended non-Catholic institutions are still more likely to participate in volunteer work than are students from other religious groups.

Institutional Commitment

Our intensive study of 159 colleges and universities also provides us with an excellent opportunity to understand some of the factors that contribute to an individual institution's commitment to community service. Our survey of the faculty in these 159 institutions included a question about institutional priorities. Faculty were asked to indicate how much priority they felt their institution gave to various kinds of functions or goals. One of these goals was "to facilitate student involvement in community service activities." There is wide variation among the 159

institutions in the extent to which their faculty feel that community service is given a high priority; in some institutions the faculty felt that it was given very low priority, whereas in others the perceived priority was very high.

The analyses to be presented next were motivated by the following question: what *other* characteristics of institutions are associated with a high or low priority being given to facilitating student involvement in community service activities? First, let's look at the positive correlates: what are the characteristics that are positively associated with a strong commitment to promoting student involvement in community service? Table 5 summarizes the results. What we have done here is to list those institutional characteristics that have the strongest positive correlations with commitment to promoting community service. The first section shows the other institutional priorities that had strong positive correlations with the community service priority. (The actual correlations of each question with commitment to promoting involvement in community service are shown in the parentheses following the item.) The first three priorities are all concerned with students' affective development and activism: helping students examine and understand their personal values, helping them learn how to bring about change in American society, and developing a sense of community among students and faculty. The last of these three is especially interesting, given that some of our major educational leaders (Atwell, 1989; Bok, 1989; Boyer, 1987) have been arguing that one of the major goals of reforming undergraduate education in the United States should be to develop a greater sense of community on the campus. The last three priorities are also concerned with various student developmental goals as well as with institutional involvement in social and environmental problems.

The second set of items shown in Table 5 has to do with specific faculty perceptions about the institutional climate. Here we have a very clear-cut pattern: six of the eight items are clearly related to what we have come to regard as high quality undergraduate education: concern with students, commitment to student development, frequent student-faculty contact, frequent interaction among students, and sensitivity to minority issues. In addition, we find strong faculty

commitment to the welfare of the institution and positive faculty attitudes about the general education program. As far as personal values are concerned, faculty in those institutions that are strongly committed to involving students in community service activities place a high value on influencing social values, developing a meaningful philosophy of life, helping others in difficulty, and promoting racial understanding.

Table 5

**Positive Correlates of Institutional Priority:
"To Facilitate Student Involvement in Community Service Activities"**

(N=150 institutions)

Other institutional priorities (as perceived by faculty):

- To help students examine and understand their personal values (.78)
- To help students learn how to bring about change in American society (.78)
- To develop a sense of community among students and faculty (.78)
- To create a positive undergraduate experience (.66)
- To help solve major social and environmental problems (.57)
- To develop leadership ability among students (.57)

Faculty Perceptions of Institutional Climate:

- Faculty here are interested in students' personal problems (.65)
- Faculty here are strongly interested in the academic problems of undergraduates (.61)
- Faculty are committed to the welfare of this institution (.59)
- Faculty here are positive about the general education program (.56)
- Administrators consider student concerns when making policy (.56)
- It is easy for students to see faculty outside of regular office hours (.53)
- There are many opportunities for faculty and students to socialize with one another (.52)
- Most faculty here are sensitive to the issues of minorities (.50)

Faculty's Personal Values:

- Commitment to influencing social values (.60)
 - Commitment to developing a meaningful philosophy of life (.59)
 - Commitment to helping others in difficulty (.56)
 - Commitment to promoting racial understanding (.59)
-

In short, institutions that place a high priority on facilitating student involvement in community service activities have a strong commitment to undergraduate education and to serving the community, and a faculty that is itself committed to the students, the institution, and to social change. These findings suggest that a strong institutional commitment to facilitating student involvement in community service may well be an unexpected byproduct of a strong commitment to undergraduate education.

What kinds of institutions have a relatively weak commitment to facilitating student involvement in community service? Table 6 summarizes the results. Such institutions tend to give a high priority to research, to hiring faculty stars, and to promoting the institution's image and prestige. Faculty at these institutions believe that the administration is indifferent to students, that students are treated like numbers in a book, that there is little contact between faculty and students, that the curriculum suffers from faculty overspecialization, and that there is a lack of trust between minority students and the administration. The only personal value of faculty that produced a substantial negative relationship was obtaining recognition from colleagues.

For a number of years now I have been arguing that our traditional notions about institutional "excellence," which tend to emphasize an institution's reputation and resources, should be deemphasized in favor of an approach that reflects the institution's educational or "talent development" mission (Astin, 1985). The data shown in Tables 5 and 6 suggest that the talent development approach (Table 5) may actually be *incompatible* with the resources and reputational approach (Table 6).

Given these patterns of positive and negative correlates, it is not surprising that there are differences by type of institution in the priorities assigned to facilitating student involvement. Both types of public institutions -- public four-year colleges and especially public universities -- tend to be perceived by their faculties and having a low commitment to student involvement in community service, whereas faculty in the private four-year colleges report a much higher priority

being given to involving student in community service. The private universities have an average level of commitment.

Is it possible that the low level of commitment found in public institutions is attributable to their larger size? We conducted a series of analyses that showed, first, that size is indeed a negative correlate of institutional commitment. But even after controlling for size we still find a lower level of commitment in the public institutions. Another interesting finding is that the selectivity of the institution has a negative correlation with the priority given to involving students in volunteer service. That is, once the size and type of institution is taken into account, those institutions that are more selective are perceived by their faculty as having a lower level of commitment to promoting student involvement in community service.

Table 6

**Negative Correlates of Institutional Priority:
“To Facilitate Student Involvement in Community Service Activities”**

Other institutional priorities (as perceived by faculty):

- To conduct basic and applied research (-.55)
- To hire faculty “stars” (-.49)
- To enhance the institution’s national image (-.33)
- To increase or maintain institutional prestige (-.30)

Faculty perceptions of institutional climate:

- Campus administrators care little about what happens to students (-.63)
- Most students are treated like “numbers in a book” (-.62)
- There is little or no contact between faculty and students (-.60)
- The curriculum here has suffered from faculty overspecialization (-.58)
- There is little trust between minority student groups and campus administrators (-.50)

Faculty’s personal values:

- Obtain recognition from colleagues (-.46)
-

I would like to add a word here about the relationship between faculty involvement in research and student involvement in community service. Even though our findings indicate that heavy faculty involvement in research and a strong institutional commitment to hiring research-oriented faculty poses serious obstacles to promoting community service among students, there is reason to believe that institutions may be able to mollify some of these negative effects. What leads me to say this is the finding concerning the positive effects of frequent faculty-student contact on student volunteerism. This was one of the strongest effects of all of the environmental characteristics that we looked at. It may well be that one way to approach the issue of faculty involvement in research is to encourage more faculty to involve undergraduates in their research activities. MIT was one of the pioneers among the top research universities in establishing formal programs to involve undergraduates in faculty research projects; a similar program has also been implemented, with considerable success, here at UCLA. We call it the Student Research Program, and it already has several hundred faculty participants.

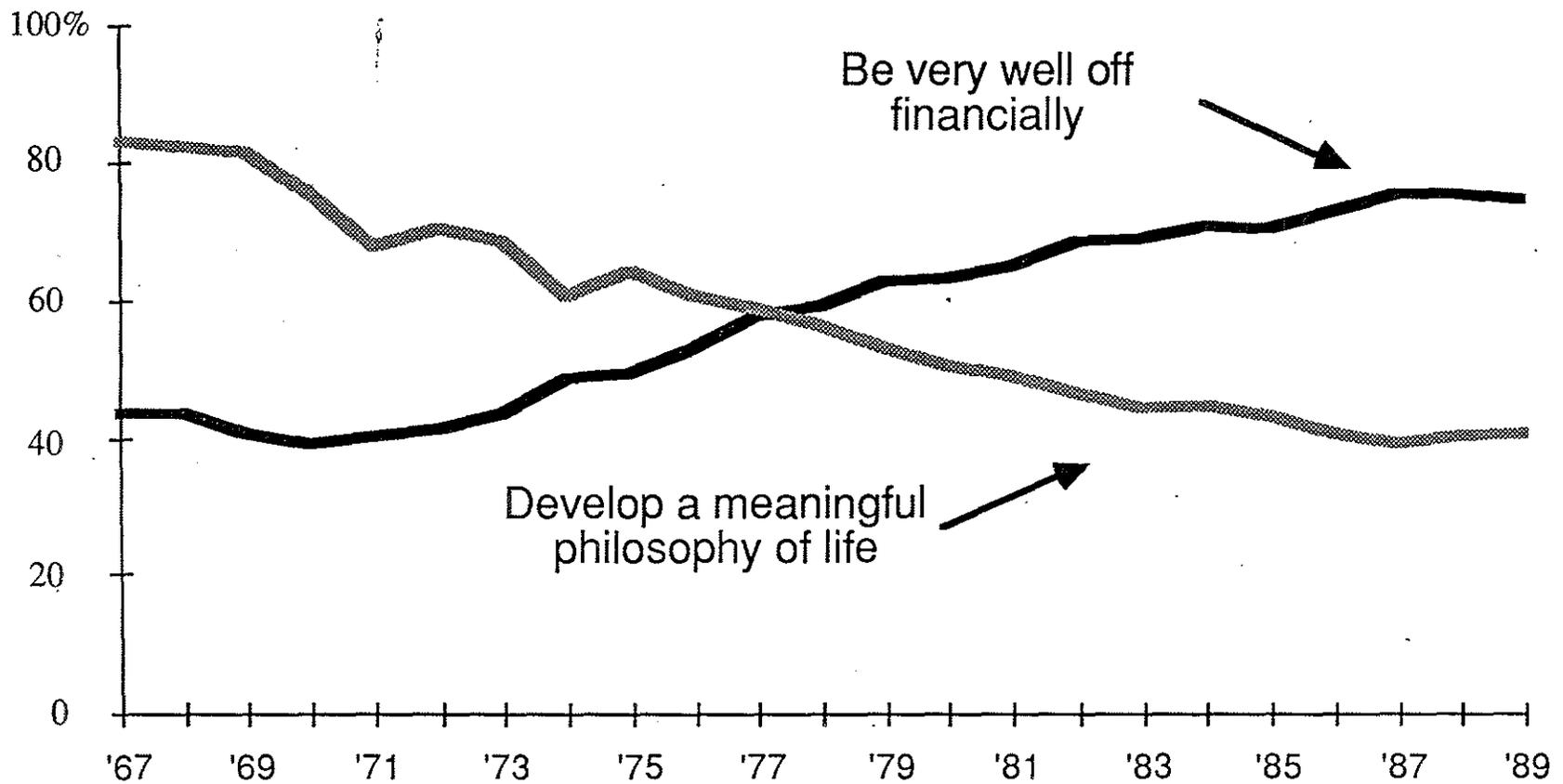
Trends in Student Characteristics

Any attempt to promote volunteerism among students will be most likely to succeed if it is based on an understanding of students' goals, values, and aspirations.

For the past twenty-five years we have been monitoring the characteristics of the entering freshmen at a national sample of some 600 colleges and universities across the United States. Some of the most sweeping changes have occurred in the students' values and career choices: increases in the values of materialism, power, status, and competitiveness have been accompanied by increased student interest in business careers. Decreasing in student interest in altruism and societal problems has been accompanied by a decreased interest in teaching careers and in all of the other human service occupations. These trends are perhaps best illustrated by changes in two particularly interesting values (Figure 1). The value of "being very well off financially" has increased tremendously in popularity, while the value of "developing a meaningful

Figure 1: Contrasting Changes in Two Values

(Rated as "essential" or "very important")



philosophy of life” has declined precipitously. Why these two values show such contrasting trends is not immediately clear, but it might well be that embracing strongly materialistic values obviates the need to concern oneself with existential issues. Indeed, the making of money may well have become a kind of philosophy of life in itself in our American society. It is important to note from Figure 1, however, that these trends peaked out in 1987 and have since shown slight tendencies in the opposite direction.

Figure 2 shows trends in freshman interest in teaching careers. The dramatic decline of student interest in teaching that occurred during the 1970s was especially sharp for the career of secondary school teacher, which is now less popular even than elementary teaching. Nevertheless, these downward trends bottomed out in 1982 and have shown a slight upward trend since that time.

Figure 3 shows trends in student interest in business careers. The popularity of business both as a career and a field of study nearly doubled between the early 1970's and the late 1980's, although there has been a sharp dropoff in student interest since 1987.

Do these recent reversals of the trends in student values and careers suggest that we may be witnessing something new in American college students? Figure 4 shows 25-year trends in the percentages of students who said they were participants in organized demonstrations during their last year of high school, together with the percentage who expect to participate in protests or demonstrations during college. What is especially remarkable is that, during the last few years, we have seen a marked increase in student propensity to be activists. It is especially interesting that the rate of activism is higher even than what we observed in the late 1960's.

That we may be witnessing a resurgence of student activism is further supported by the data shown in Figure 5. Student commitment both to “influencing social values” and to “influencing the political structure” has shown a sharp increase during the past four years. Again, these data suggest that students are becoming increasingly unhappy with the status quo and that there is a rapidly expanding group of potential activists entering higher education institutions. The

Figure 2: Freshman Interest in Teaching Careers

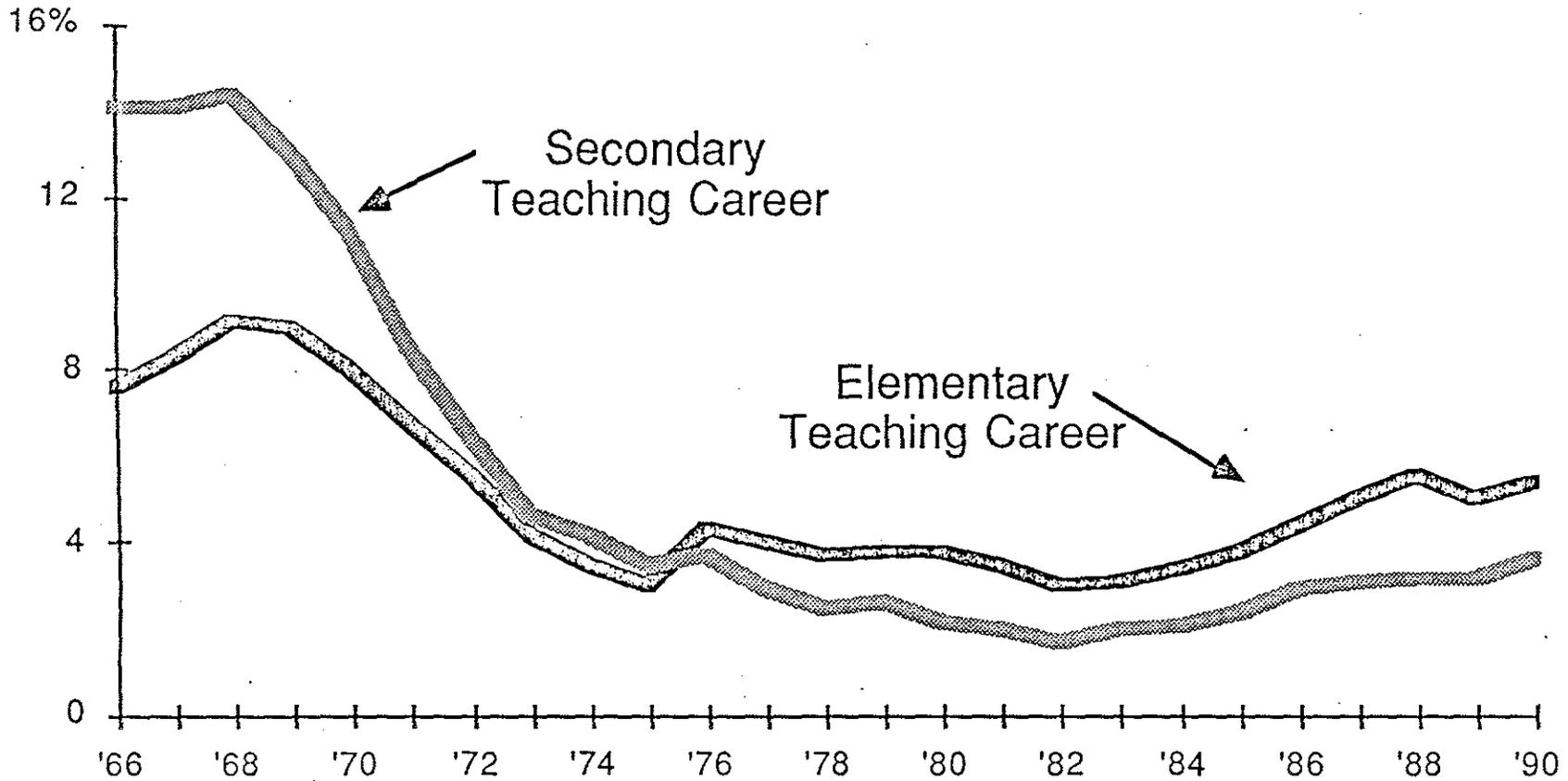


Figure 3: Freshman Interest in Business

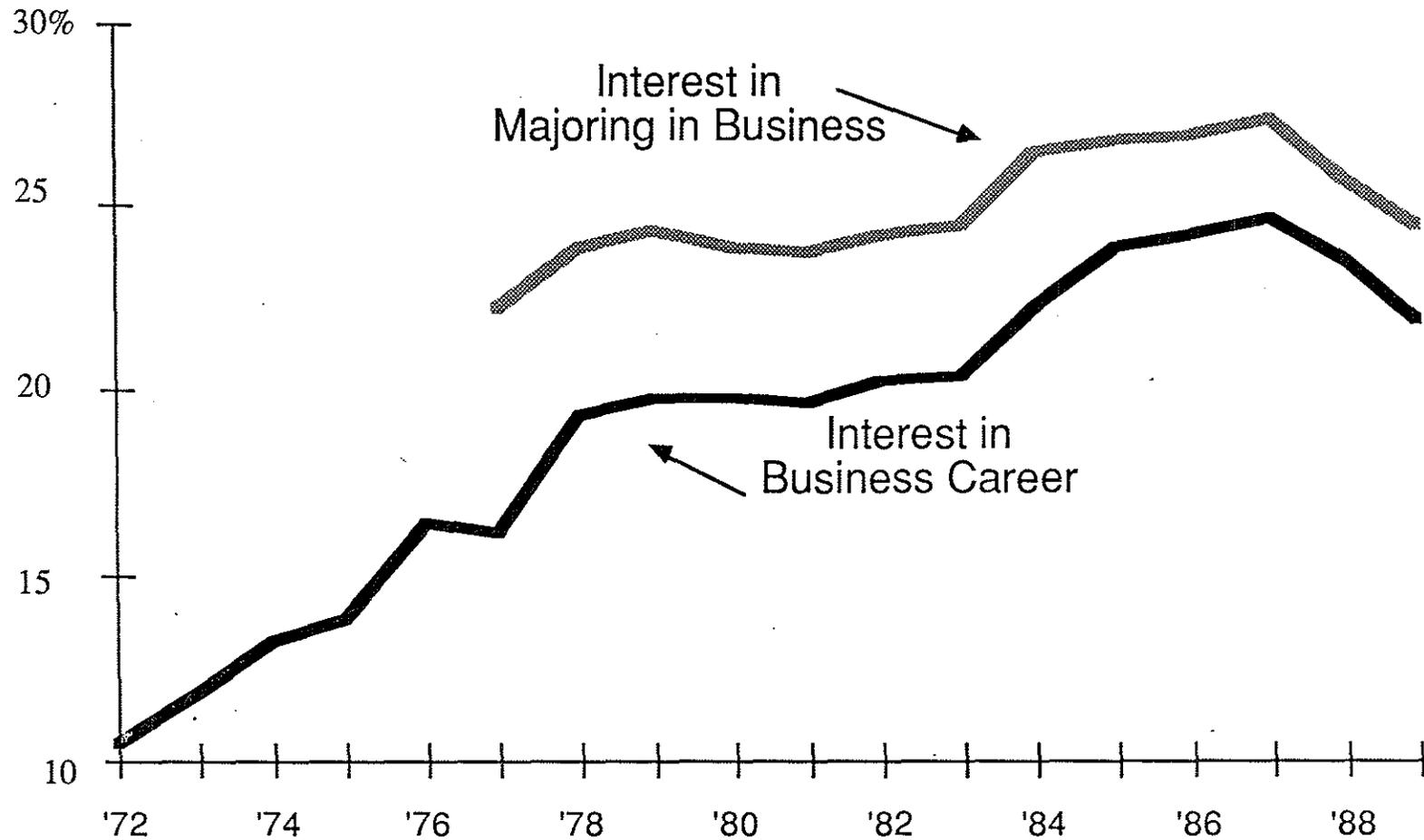


Figure 4: Freshman Interest in Protest

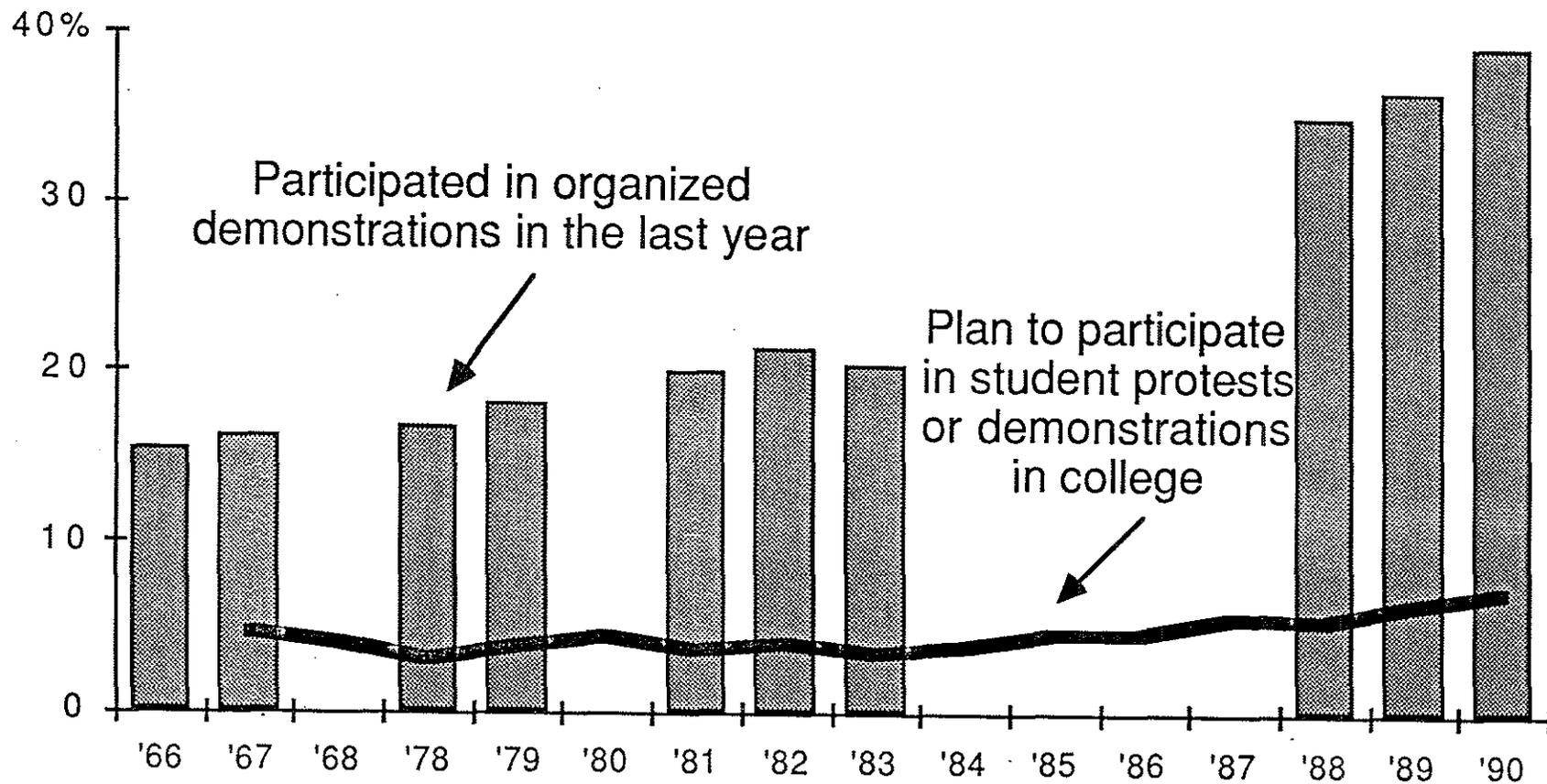
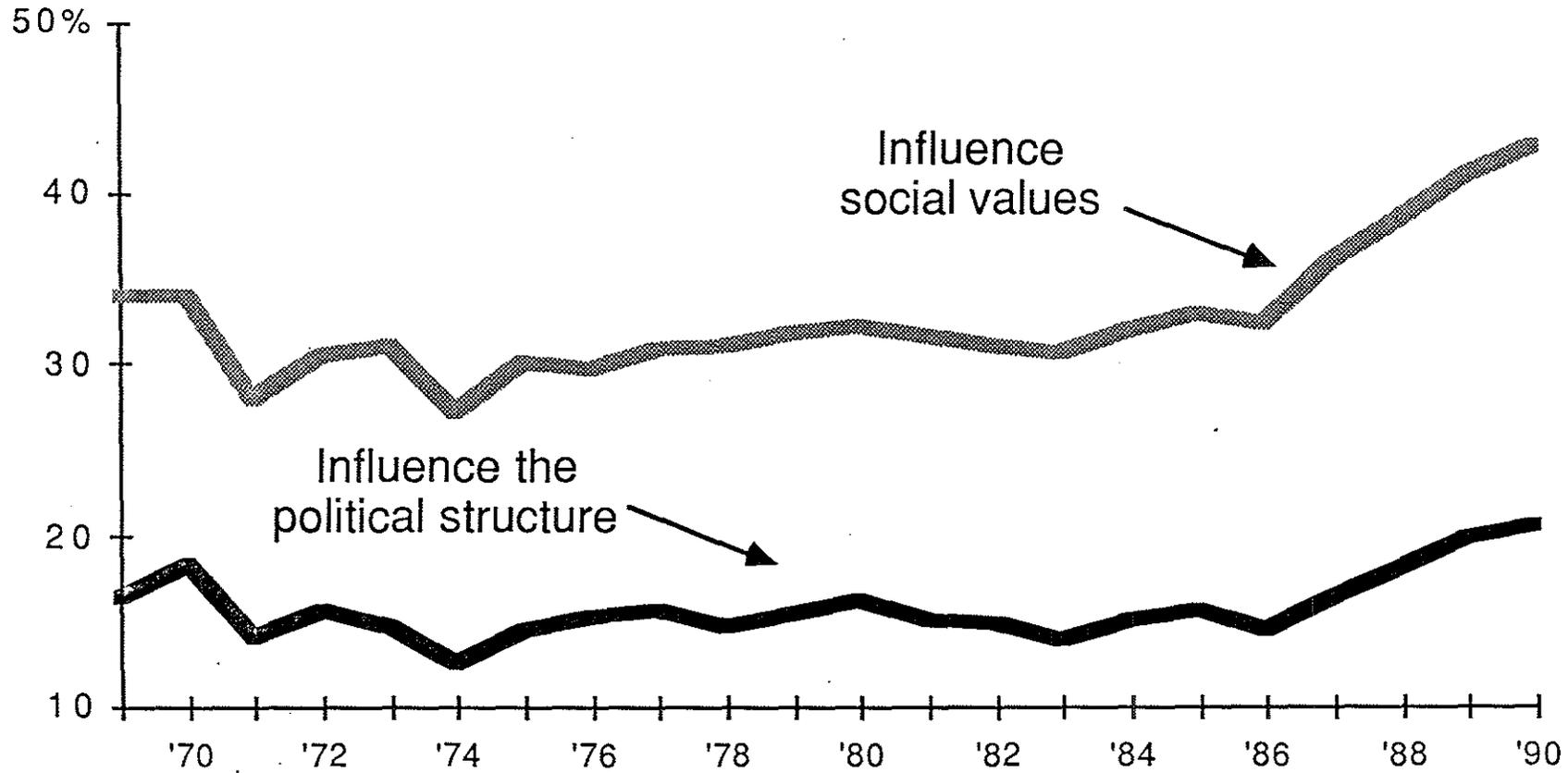


Figure 5: Freshman Goals
(Rated as "essential" or "very important")



lesson here for volunteerism seems clear: we are witnessing a rapidly increasing pool of student talent and energy that might well be channelled into productive involvement in community service.

The CAMPUS COMPACT

This brings us to the specific issue of the Campus Compact. The Campus Compact is a consortium of colleges and universities that was formed in the mid 1980's under the sponsorship of the Education Commission of the States, to promote volunteers and community service among undergraduates. The consortium now has more than 200 members. Let's first take a look at the kinds of institutions are participating in this consortium, and then examine the impact, if any, that participating in the Campus Compact appears to have on students and institutional climates.

Our sample of 150 institutions includes 82 who were members of the Campus Compact of 1987. Table 7 summarizes the characteristics that differentiate most strongly between Compact members and nonmembers. Of particular interest is the first item, being located in the western region. What this shows is that institutions located in the west are more likely to participate in the Campus Compact than institutions located in other regions. In all likelihood, this result is attributable in part to the fact the principal sponsoring organization, the Education Commission of the States, has its headquarters in Denver. Whatever the reason, it appears that institutions in the western states have assumed a leadership role when it comes to participating in such an innovative program.

As far as curricular emphasis is concerned, Compact participants have a strong orientation toward the liberal arts, whereas nonparticipants tend to emphasize professional education, especially business and teacher training. This latter finding is especially interesting, given that being enrolled in an education program appears to *facilitate* student involvement in community service activities (Table 4). Perhaps the Compact is missing a good bet here by not

Table 7

Who Participates in the Campus Compact?

Participating Institutions

Location: Western Region (.29)

Curricular Expenses:

Social Sciences (.50)
History/political science (.46)
Offerings in women's and ethnic studies (.41)
Biological sciences (.39)
English (.37)
Humanities (.24)

Faculty Characteristics

Liberal political views (.41)
Percent with doctorates (.38)
Involvement in administrative work (.34)
Involvement in interdisciplinary courses (.33)
Involvement of undergraduates in research (.30)
Involvement in team teaching (.27)

Student Body Characteristics

High socioeconomic status (.47)
Intellectual self esteem (.42)
Feminism (.39)
Average SAT-ACT scores (.38)
Permissiveness (.37)
Artistic Inclination (.30)
Social Activism (.29)

Nonparticipating Institutions

Curricular Emphasis:

Business (-.43)
Education (-.37)
Technical (-.25)

Faculty: Use of multiple choice tests (-.41)

Students: Value materialism and status (-.27)

involving more institutions with large teacher training programs. As far as faculty characteristics are concerned, the faculties at Compact participants tend to have liberal political views, to emphasize interdisciplinary courses and team teaching, and to involve their undergraduate students in their research. The faculty in these institutions tend *not* to use multiple choice tests. An especially intriguing item is the heavy involvement of faculty at Compact campuses in administrative work. While the meaning of this result is not entirely clear, it may well be that the faculties in Compact institutions tend to assume a greater level of responsibility for institutional governance.

What kinds of students enroll at Campus Compact institutions? They tend to come from advantaged social backgrounds and to have high scores on college admissions tests. They also tend to score high in intellectual self-esteem and in feminism and to be oriented toward the arts and social activism. They tend *not* to place a high value on materialism and status.

Let us turn now to consideration of what effect the Campus Compact has had so far on student participation in volunteer work and on the institutional priority given to facilitating student involvement in community service activities.

Table 8 summarizes the main results of these analyses. In the case of individual student participation in volunteer work, the simple correlation of .06 means simply that there is a slightly higher degree of student participation in Compact institutions than in other institutions. Since we know from the earlier tables that the Compact colleges tend to attract students who already oriented toward social change and activism, and since the Campus Compact institutions differ from other institutions in a number of other respects, the question remains as to whether or not there is any evidence that being a member of the Compact *per se* has any influence on student participation. To answer this question we first controlled for all the entering student characteristics and other institutional characteristics, and then recomputed the correlation with Campus Compact membership. Although the correlation was diminished slightly (from .06 to .04), it remained

highly significant nevertheless. In short, the results indicate that attending a Campus Compact institutions does indeed increase the student's chances of participating in volunteer work.

Table 8
Campus Compact: What Effects Has It Had?
 (N=xxx Undergraduates)

Outcome	Correlation of Campus Compact Membership on Outcome	
	Simple r	Correlation after controlling for student and institutional characteristics
Individual student participation in volunteer work	.06*	.04*
Institutional priority given to "facilitate student involvement in community service activities"	.07*	.16*

p < .01

The second analysis was designed to determine whether being a Campus Compact member has any effect on the priority given to facilitating student involvement in community service activities. The simple correlation of .07 shows that Compact institutions, as a group, do indeed give a higher priority to facilitating student involvement than do nonCompact institutions. What is most interesting, however, is that this correlation *increases* substantially (from .07 to .16) once we take into account student and institutional characteristics. What this means is that the impact of being a Compact member on the institutional priority given to involving students in community service is actually *larger* than what would be expected from the simple correlation. Why should this be the case? Upon closer examination of the data we find the explanation: the Campus Compact participants, as already noted, tend to be more selective in their admissions

policies than nonparticipants. Institutional selectivity, in turn, tends to be negatively associated with commitment to facilitating involvement in community service. That is, when we consider institutions in general, the more selective ones tend to show a lower level of commitment. Once the differential selectivity of Compact and nonCompact institutions is taken into account, the positive impact of being a Compact member gets stronger.

Now what do all of these statistical pyrotechnics mean in practical terms? Let's start with the last finding: it would appear that Campus Compact is already providing a very important service in American higher education by extending its services to many highly selective institutions, institutions that otherwise might continue to manifest a relatively low level of commitment to encouraging community service among their undergraduates. In other words, by involving many selective or elite institutions in its membership, the Compact is expanding the volunteer movement to the very institutions where it is most needed.

This consortial arrangement has, I believe, even more important long range implications. Given the fact that American higher education tends to be organized hierarchically, with a relatively limited number of highly prestigious institutions occupying the top of the hierarchy, there are strong pressures for institutions further down in the hierarchy to imitate those at the top (Astin, 1988). If the elite institutions don't value community service, then other institutions will have less incentive to do so. On the other hand, if the Campus Compact succeeds in encouraging many of our most prestigious institutions to make a substantial commitment to involving undergraduates in community service activities, this involvement may well have a trickle down effect that serves to encourage institutions at all levels of the hierarchy to strengthen their commitment to public service.

These results also indicate that, regardless of whether they are members of Campus Compact, certain types of institutions face an uphill struggle in generating campus interest in community service. This would seem to be especially true in institutions that are very large or that have a strong research emphasis. In certain respects, the difficulties encountered by such

institutions in generating participation in community service are very similar to the problems that they face in trying to reform and strengthen their commitment to undergraduate education in general. Indeed, the results of this study show that, in many respects, the ideal campus climate for community service activities resembles the ideal campus climate for undergraduate education in general: heavy student involvement, close student-faculty interaction, and a strong institutional emphasis on undergraduate education. It almost seems that, if our current attempts to reform undergraduate education are successful, increased student involvement in community service activities will almost certainly be one of the positive byproducts.

These findings also point toward more specific policies that may indeed serve to strengthen the campus commitment to community service. I am speaking here particularly of the striking evidence concerning student peer groups. The research I have reported today provides convincing evidence that involvement in community service is a natural consequence of frequent student interaction and of heavy student involvement in various kinds of student organizations. Indeed, it seems to me that the most fruitful way to approach the goal of involving more students in community service is to work through existing student organizations and, in particular, to encourage every newly admitted student to become affiliated with one or more such organizations.

Conclusion

However you choose to interpret the policy implications of the study presented here, one thing seems clear: *values* seem to be at the root of much of what happens in the area of volunteerism, whether these be the values of the students, the faculty, or the institution. Simply to promote volunteerism among students is itself an expression of our values. In this case, we are talking about *affective* rather than the usual cognitive values that dominate our curricular discussions.

Most of the talk I hear these days about reforming education seems to be focussed on the development of practical cognitive skills, and especially on skills in science and mathematics.

From a purely materialistic and competitive value perspective, this emphasis makes perfectly good sense, since the principal purpose of education from this perspective is to produce a skilled workforce to help our businesses and industries run more productively and efficiently.

On the other hand, if you view the issue of educational reform from the broader perspective of what society really *needs* at this point in its development, you begin to realize that there are many critical “talents” that are being largely ignored in our curricular reform efforts. Volunteerism and the cooperative spirit are just two examples of these affective qualities.

This continuing neglect of the affective side of our students’ development is lamentable, but perhaps understandable given the spirit of the times. Our cognitive or intellectual achievements have been remarkable: atomic energy, genetic engineering, modern medicine, computers, electronics, and modern transportation and communication systems. What concerns me is that our obvious success in developing new and better ways of understanding and manipulating material things may have mesmerized us into thinking that the solution to the human dilemma depends simply on more and more material and scientific progress. Got an environmental problem? Just develop a better technology. Got a problem with a hostile neighbor? Develop some new weaponry. Got a problem with crime? Buy a gun, get better burglar alarms, build more and better jails, and give police more sophisticated crime fighting gadgetry.

This materialistic world view tempts us to ignore the great affective and emotional and spiritual divisions that threaten our very existence: religious fanaticism, hatred, fear, envy, sexism, ethnocentrism, racial prejudice, and nationalism. These are not problems that science and technology can solve for us. What this tells me is that it is time to redress the balance. It is time to begin shifting some of our educational interest and energy in the direction of our affective side -- to begin concerning ourselves much more directly with the development of values and beliefs that are going to heal our divisions, and which will help to create a society that is less materialistic, fearful, and competitive and more generous, trusting, and cooperative.

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