2007

2007 Service Statistics: Highlights and Trends of Campus Compact’s Annual Membership Survey

Campus Compact
Campus Compact’s latest annual member survey reveals strong campus commitment to service and civic engagement. Nearly one-third of students on member campuses participated in campus-organized service and service-learning projects during the 2006–2007 academic year, contributing $7 billion in services to their communities. At an average of 5 hours per week, students are increasingly committed to community work.

Overall, the survey results show that service, service-learning, and civic engagement have not only become standard facets of the higher education experience but are continuing to advance. Nearly all member campuses offer support mechanisms for community engagement, both locally and globally. Support for such efforts includes on-campus service opportunities (offered by 89% of responding schools), opportunities for staff and faculty to serve alongside students (85%), one-day student service projects (85%), student service awards (71%), and alternative breaks (67%).

**INSTITUTIONAL SUPPORT FOR ENGAGEMENT**

Colleges and universities support service and civic engagement efforts through a variety of means. The vast majority of Campus Compact members—90%—have a mission or purpose statement that drives policies supporting community service, service-learning, and/or civic engagement. These statements are backed by policies and structures that support faculty, student, and staff involvement in community-based work.

**Presidential Involvement**

Campus presidents not only put policies in place to support community efforts, they also increasingly participate themselves.
Faculty Involvement

Faculty members are encouraged to engage with their communities through service-learning, which incorporates community work into the curriculum, as well as through volunteer opportunities.

- Member campuses offer an average of 36 service-learning courses each.
- An average of 37 faculty members per campus teach service-learning courses.
- A stunning 85% of responding campuses report rewarding community-based research or service-learning in faculty review, tenure, and/or promotions—more than a threefold increase over the past 5 years.

Student Involvement

Student volunteer rates have remained steady in recent years at about 30%. At the same time, however, students are increasingly taking on leadership roles in this work, both in the classroom and in the community. These leadership opportunities are partly student-driven and partly available through institutional support mechanisms for student decision-making. Campuses also increasingly support student service and civic engagement through tangible means such as curriculum offerings, extra credit, and scholarships.

On-Campus Student Involvement in Community Service, Service-Learning, and/or Civic Engagement Efforts, 2007

- Students serve on campus service, service-learning and/or civic engagement committees: 75%
- Students assist in staffing the community service/service-learning/civic engagement office: 68%
- Students act as liaisons to community partners: 67%
- Students act as guest speakers in the classroom: 45%
- Students play a lead role in the direction of the office: 42%
- Students recruit faculty participation: 36%
- Students act as co-instructors: 21%
Student Participation in Service-Learning Courses, 2007

- Assist with reflection activities: 61%
- Act as course assistants at sites in the community: 41%
- Receive funding for their service-learning work: 40%
- Act as assistants in the classroom: 32%
- Assist with course instruction: 18%
- Help to design the course and create the syllabus: 16%

Institutional Support for Student Presence and Voice in Decision-Making Matters on Campus, 2007

- Students have formal opportunities to discuss concerns with administration: 80%
- Student advisory boards exist: 73%
- Students sit on academic committees: 71%
- Student government has autonomous control of funds/activity fees: 71%
- Students sit on hiring committees: 52%
- Students serve on the Board of Trustees: 40%
- Students sit on budgetary committees: 39%
Institutional Support for Student Community Service, Service-Learning, and/or Civic Engagement, 2007

- Service awards for students: 71%
- Service considered in awarding scholarships: 67%
- Hosts and/or funds public dialogues on current issues: 63%
- Provides space for student political organizations on campus: 60%
- Extra credit given for service/civic engagement participation: 52%
- Designates a period of time to highlight student civic engagement and/or service activities: 48%
- Service-learning incorporated into majors: 48%
- Institution manages liability associated with service placements: 47%
- Transportation is available to and from community sites: 47%
- Space/avenues for peaceful student protest: 45%
- Courses on activism/advocacy offered: 40%
- Service-learning incorporated into core curriculum: 38%
- Offers students mini-grants for service-related initiatives: 31%
- Service formally considered in admissions process: 26%
- Courses on volunteerism offered: 21%
- Service recorded on student transcripts: 17%
- Service graduation requirement: 12%
- Students co-teach service-learning courses: 12%
- Community service is offered as a major/minor: 6%
- Loan forgiveness for students entering public service: 4%

Percent of responding campuses
WHAT CAMPUS ENGAGEMENT LOOKS LIKE

Types of Programs
In addition to providing traditional service opportunities, campuses are increasingly offering service and civic engagement programs such as government and nonprofit internships (offered by 40% and 69% of responding campuses, respectively), alternative breaks (67%), and international service opportunities (52%).

Community Partnerships
On average, campuses have 77 community partnerships each, involving a range of nonprofit/community-based organizations, K-12 schools, faith-based organizations, and government agencies. Partners are taking on a greater role in educating students not only through community experiences but also on campus, including speaking in the classroom (at 85% of responding campuses), acting as co-instructors, either compensated or uncompensated (43%), and even helping with syllabus creation (20%) and course design and delivery (28%).
Types of Community-Campus Partnering Organizations, 2007

- Nonprofit/community-based organizations: 93%
- K-12 schools: 88%
- Faith-based organizations: 68%
- Government: 62%
- Other higher education institutions: 42%
- For-profit businesses: 38%

Community Partner Involvement in Service-Learning and Campus Engagement, 2007

- Come into the class as speakers: 85%
- Provide feedback on the development/maintenance of community service programs: 75%
- Provide reflection on site in community setting: 59%
- Serve on campus committees: 47%
- Act as co-instructors (uncompensated): 31%
- Participate in the design and delivery of community-based courses: 28%
- Assist in creating the course syllabus: 20%
- Act as co-instructors (compensated): 12%
**SERVICE BY STATE**

The following chart offers a breakdown of the value of student service by state. It includes only those states from which the survey received enough responses to warrant a separate analysis. All numbers reflect the value of service conducted during the 2006–2007 academic year through activities coordinated and reported by Campus Compact member colleges and universities.

<table>
<thead>
<tr>
<th>State</th>
<th># of member campuses</th>
<th>Average # of students (FTE)</th>
<th>% of students engaged in service</th>
<th>Average hours per student</th>
<th>Total hours of student service</th>
<th>Value of service</th>
</tr>
</thead>
<tbody>
<tr>
<td>California</td>
<td>58</td>
<td>708,528</td>
<td>30%</td>
<td>128</td>
<td>27,207,475</td>
<td>$530,817,841</td>
</tr>
<tr>
<td>Florida</td>
<td>54</td>
<td>698,490</td>
<td>24%</td>
<td>192</td>
<td>32,186,419</td>
<td>$627,957,039</td>
</tr>
<tr>
<td>Hawaii/Pacific Islands</td>
<td>19</td>
<td>63,859</td>
<td>14%</td>
<td>128</td>
<td>1,144,353</td>
<td>$22,326,332</td>
</tr>
<tr>
<td>Iowa</td>
<td>20</td>
<td>30,000</td>
<td>52%</td>
<td>128</td>
<td>1,996,800</td>
<td>$38,957,568</td>
</tr>
<tr>
<td>Indiana</td>
<td>46</td>
<td>286,166</td>
<td>20%</td>
<td>96</td>
<td>5,494,387</td>
<td>$107,195,494</td>
</tr>
<tr>
<td>Kentucky</td>
<td>26</td>
<td>95,446</td>
<td>15%</td>
<td>192</td>
<td>2,748,845</td>
<td>$53,629,962</td>
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<tr>
<td>Louisiana</td>
<td>32</td>
<td>252,384</td>
<td>16%</td>
<td>160</td>
<td>16,461,030</td>
<td>$126,054,703</td>
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<tr>
<td>Massachusetts</td>
<td>73</td>
<td>300,541</td>
<td>29%</td>
<td>192</td>
<td>16,734,123</td>
<td>$326,482,737</td>
</tr>
<tr>
<td>Michigan</td>
<td>42</td>
<td>357,840</td>
<td>29%</td>
<td>128</td>
<td>13,283,021</td>
<td>$259,151,736</td>
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<tr>
<td>Montana</td>
<td>19</td>
<td>41,230</td>
<td>16%</td>
<td>256</td>
<td>1,688,781</td>
<td>$32,948,113</td>
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<tr>
<td>North Carolina</td>
<td>33</td>
<td>211,761</td>
<td>39%</td>
<td>160</td>
<td>13,213,886</td>
<td>$257,802,924</td>
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<tr>
<td>New Hampshire</td>
<td>22</td>
<td>51,436</td>
<td>33%</td>
<td>192</td>
<td>3,258,985</td>
<td>$63,582,797</td>
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<tr>
<td>New York</td>
<td>76</td>
<td>481,460</td>
<td>26%</td>
<td>192</td>
<td>24,034,483</td>
<td>$468,912,767</td>
</tr>
<tr>
<td>Ohio</td>
<td>49</td>
<td>389,501</td>
<td>35%</td>
<td>256</td>
<td>34,899,290</td>
<td>$680,885,140</td>
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<tr>
<td>Oklahoma</td>
<td>33</td>
<td>145,959</td>
<td>23%</td>
<td>128</td>
<td>4,297,033</td>
<td>$83,835,113</td>
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<tr>
<td>Pennsylvania</td>
<td>71</td>
<td>296,567</td>
<td>48%</td>
<td>128</td>
<td>18,221,076</td>
<td>$355,493,202</td>
</tr>
<tr>
<td>Rhode Island</td>
<td>11</td>
<td>67,848</td>
<td>39%</td>
<td>64</td>
<td>1,693,486</td>
<td>$33,039,913</td>
</tr>
<tr>
<td>Texas</td>
<td>48</td>
<td>600,336</td>
<td>20%</td>
<td>160</td>
<td>19,210,752</td>
<td>$374,801,772</td>
</tr>
<tr>
<td>Utah</td>
<td>13</td>
<td>127,868</td>
<td>38%</td>
<td>320</td>
<td>15,548,749</td>
<td>$303,356,089</td>
</tr>
<tr>
<td>Vermont</td>
<td>21</td>
<td>49,455</td>
<td>46%</td>
<td>96</td>
<td>2,183,933</td>
<td>$42,608,529</td>
</tr>
<tr>
<td>Wisconsin</td>
<td>34</td>
<td>161,636</td>
<td>38%</td>
<td>128</td>
<td>7,861,975</td>
<td>$153,387,133</td>
</tr>
<tr>
<td><strong>NATIONAL</strong></td>
<td><strong>1,144</strong></td>
<td><strong>7,422,272</strong></td>
<td><strong>30%</strong></td>
<td><strong>160</strong></td>
<td><strong>356,269,056</strong></td>
<td><strong>$6,950,809,283</strong></td>
</tr>
</tbody>
</table>

Note: These calculations reflect the Independent Sector’s 2007 value of volunteer time of $19.51 per hour. The number of students is based on average full-time equivalent enrollment at member campuses in each state, as reported on the survey. Hours shown are based on a 32-week school year. State numbers do not add up to national numbers because some states are not included in the breakdown.
About This Survey
The results presented above summarize the findings of Campus Compact’s survey of member colleges and universities. Of the 1,144 member institutions in 2007, 550 responded to the survey, a response rate of 48%.

Pam Mutascio, Program Associate at Campus Compact, analyzed the data and wrote the text for this report.

Citation information:

Visit http://www.compact.org/about/statistics/ to view past years’ surveys.

About Campus Compact
Campus Compact is a national coalition of more than 1,100 college and university presidents—representing some 6 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 33 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’s membership includes public, private, two- and four-year institutions across the spectrum of higher education. These institutions put into practice the ideal of civic engagement by sharing knowledge and resources with their communities, creating local development initiatives, and supporting service and service-learning efforts in areas such as literacy, health care, hunger, homelessness, and the environment.

Campus Compact comprises a national office based in Providence, RI, and state offices in CA, CO, CT, FL, HI, IA, IL, IN, KS, KY, LA, MA, ME, MI, MN, MO, 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.