

2008

Service Statistics 2008: Highlights and Trends from Campus Compact's Annual Membership Survey

Campus Compact

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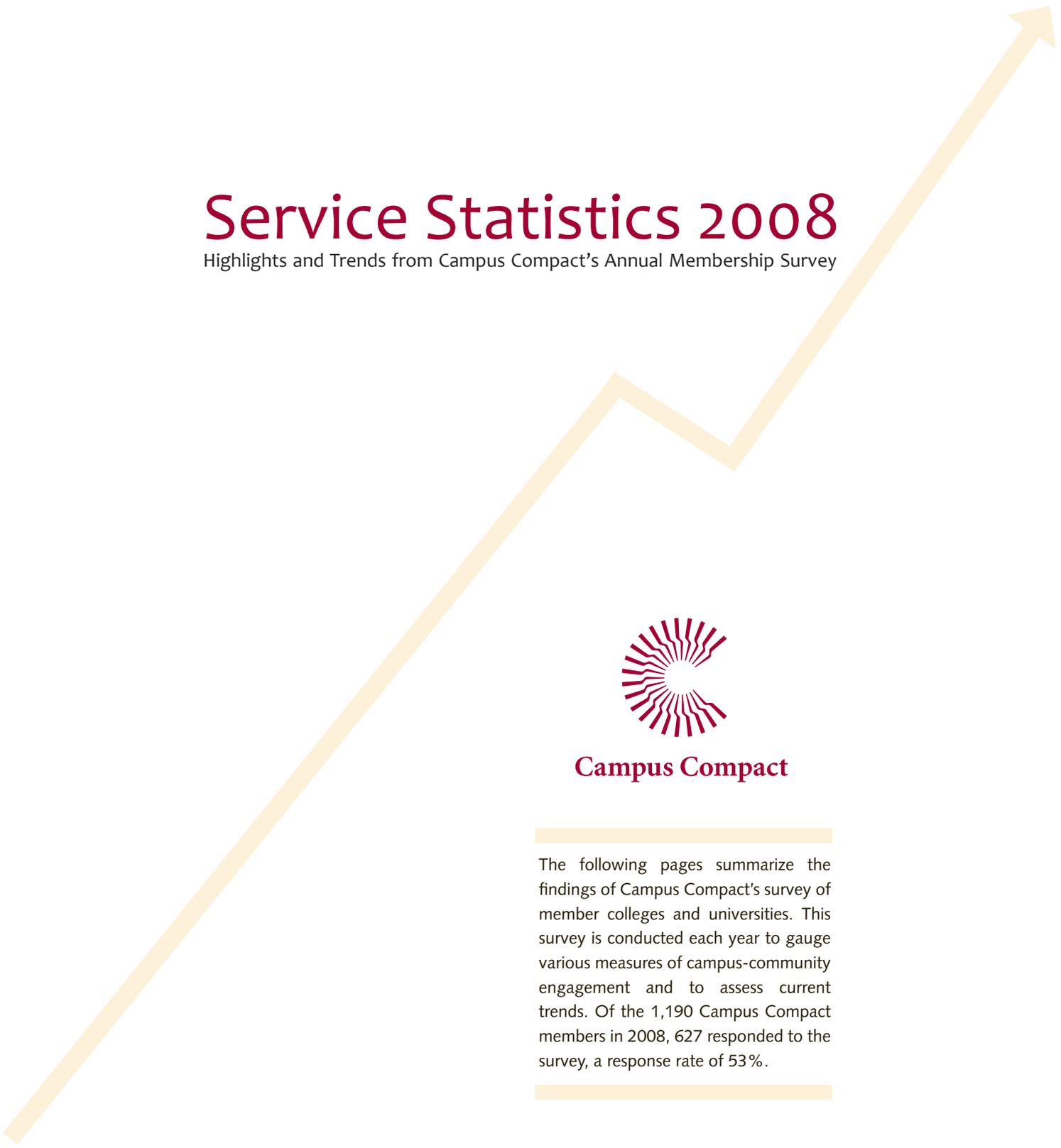
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Service Statistics 2008

Highlights and Trends from Campus Compact's Annual Membership Survey



Campus Compact

The following pages summarize the findings of Campus Compact's survey of member colleges and universities. This survey is conducted each year to gauge various measures of campus-community engagement and to assess current trends. Of the 1,190 Campus Compact members in 2008, 627 responded to the survey, a response rate of 53%.

**educating citizens
building communities**

Graphs & Charts Inside

Student Service by Institutional Characteristics 2

Top 20 Issues Addressed through Service..... 3

Institutional Support of Faculty 4

Office/Center Responsibilities..... 5

Department to which Office/Center Reports..... 6

Office/Center Annual Budget..... 6



As our nation faces the daunting path to economic recovery, we remain committed to our role of educating citizens and building strong communities. Through community service, service-learning, and civic engagement, Campus Compact colleges and universities will continue to play a critical role in our nation's community building and renewal efforts. Results from the 2008 Campus Compact member survey highlight this work and show trends in college student civic engagement, support for faculty involvement, and campus infrastructure for community partnership and support.

Student Service

Based on results from Campus Compact's annual survey, students at Campus Compact's 1,190 member colleges and universities contributed an estimated \$5.7 billion and 282 million hours of service to their communities during the 2007–2008 academic year. Nearly a third of college students (31%) at Campus Compact member schools participated in community service, service-

learning, and civic engagement activities, performing an average of 3.7 hours of service each week.*

Highlights of Student Service by Institutional Characteristics:

There are notable differences across institution types in the percentage of students involved in service activities and in the average hours of service as shown in the table on the following page.

*The average hours are based on a 32-week academic year, and the value of service is based on Independent Sector's 2008 value of volunteer time of \$20.25 per hour. The number of students is based on the average FTE enrollment at member campuses in each state, as reported on the survey.

- Faith-based and historically black colleges and universities reported the highest levels of student service, with 61% of students participating in service and civic engagement activities. Residential (40%) and liberal arts (38%) colleges and universities also had high participation.
- Although fewer community college students served (13%), those who performed service invested above the average amount of time per week (4.4 hours, compared to 3.7 hours across all campuses).
- Students at Historically Black Colleges and Universities and Tribal Colleges also invested well above the average amount of time per week in service (13.9 and 7.4 hours, respectively).
- Although faith-based college and university students are investing less time in service (2.9 hours), a large percentage are participating (61%), indicating breadth rather than depth of exposure to service experiences.

STUDENT SERVICE BY INSTITUTIONAL CHARACTERISTICS

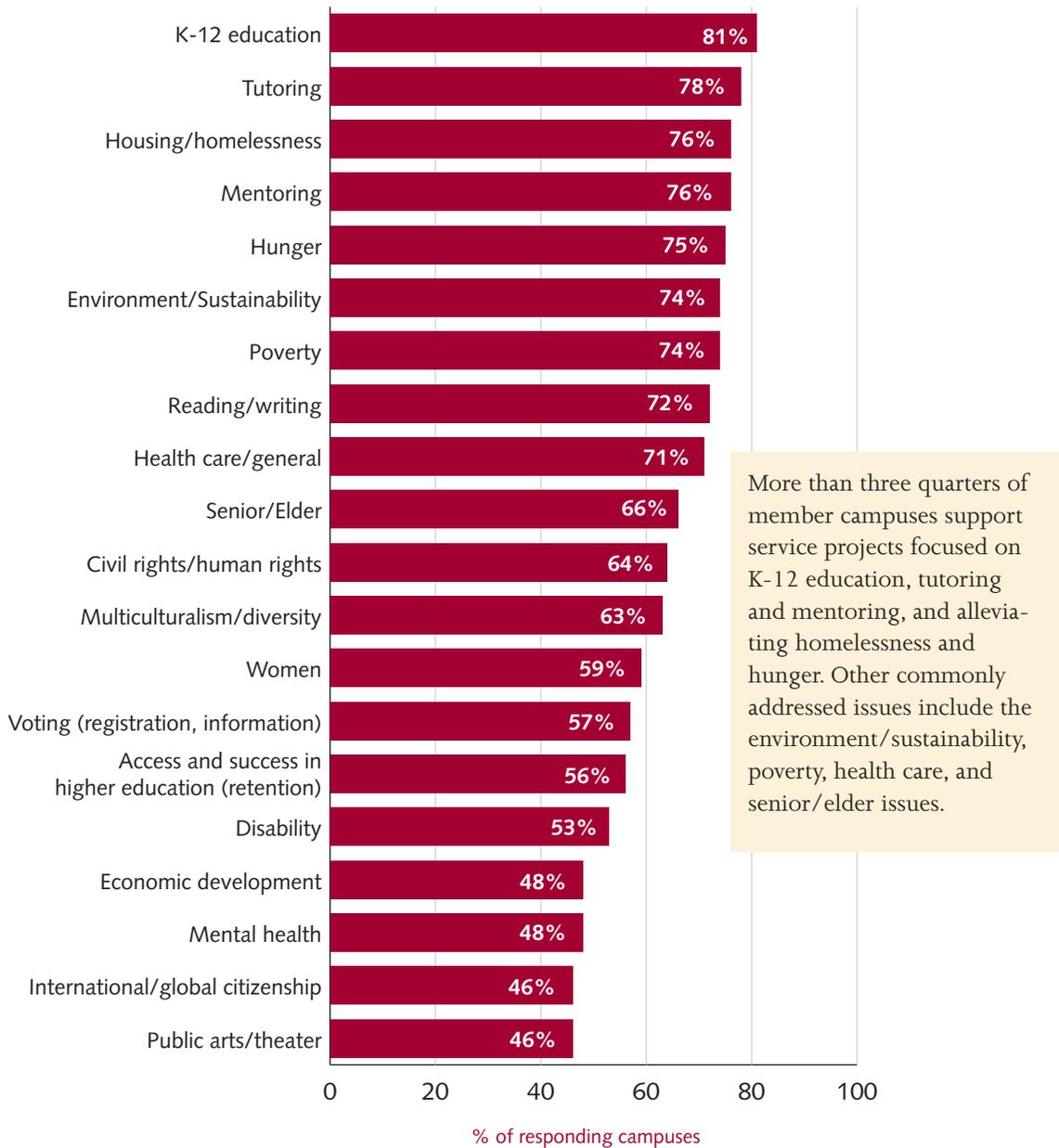
	% of students involved	Ave # of hrs/wk
Business	34	3.2
Community College	13	4.4
Commuter	24	3.7
Faith-Based/Religiously Affiliated	61	2.9
Historically Black College/University	61	13.9
Land Grant	31	4.5
Liberal Arts	38	3.5
Minority-Serving	29	4.0
Professional	35	3.2
Research/Comprehensive	35	3.7
Residential	40	3.2
Technical	22	3.5
Tribal	25	7.4
National Average	31	3.7

% of students involved in community service, service-learning, and civic engagement activities

Average # of hours per week each student participated in service-related activities

31% of college students attending Campus Compact member institutions participated in community service, service-learning, and civic engagement activities.

TOP 20 ISSUES ADDRESSED THROUGH SERVICE



Faculty Involvement

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

three percent (93%) of Campus Compact member colleges and universities offer courses that incorporate service-learning. Across all reporting member institutions, 24,271 service-learning courses were offered during the 2007–2008 academic

year with an average of 43 service-learning courses per campus.

A total of 15,805 faculty members taught a service-learning course in 2007–2008, with an average of 28 faculty members incorporating service-learning into their

syllabi per campus. This equates to more than 7% of full-time equivalent (FTE) faculty teaching on Campus Compact member institutions. The percentage of faculty incorporating service-learning into their classes varies widely by type of institution:

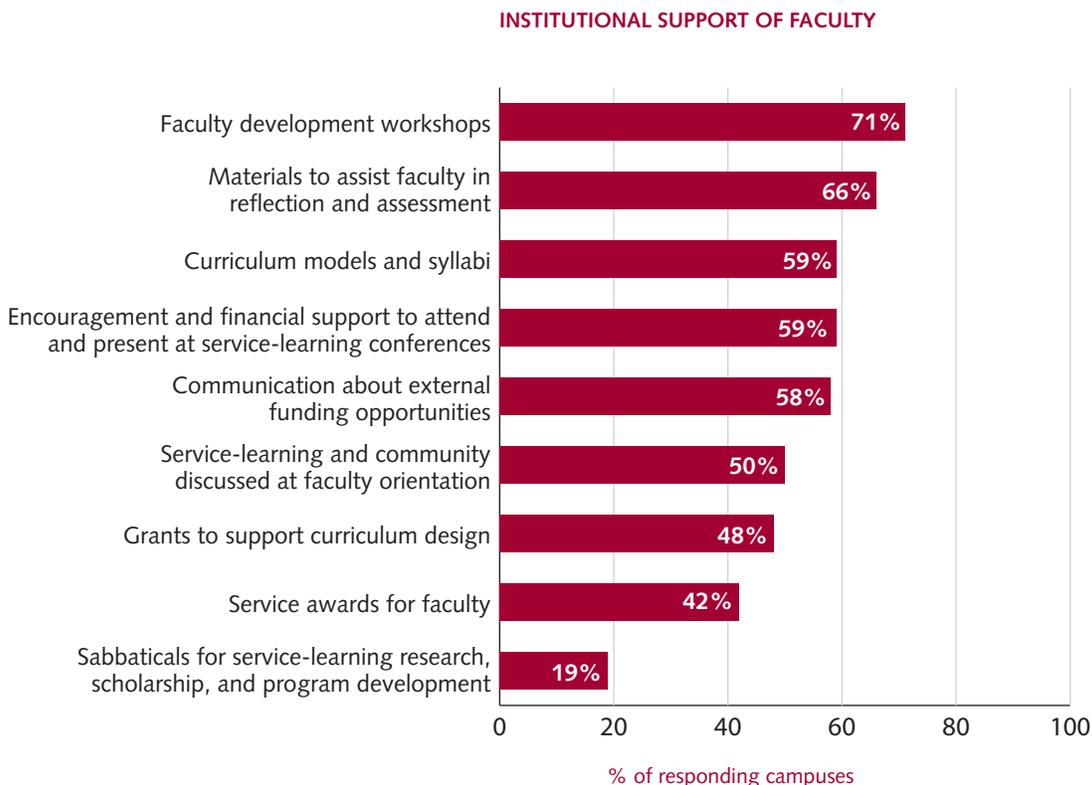
- Research/comprehensive and land grant institutions offered the greatest number of service-learning courses, with 79 and 65 courses on average.
- Historically Black Colleges and Universities, Tribal Colleges, and community colleges have the highest percentages of faculty teaching service-learning courses, with 17%, 14% and 13% respectively.

or service-learning in their review processes, and consideration of tenure and promotion.

In 2007–2008, institutions were most likely to offer faculty development workshops (71%), as well as provide materials to assist faculty in reflection and assessment (66%), and curriculum models and syllabi (59%). Institutions also encouraged and provided financial support to attend and present at service-learning conferences (59%). Institutions were least likely to support faculty sabbaticals for service-learning research, scholarship, and program development (19%).

Faculty Roles and Rewards

Institutional support for service-learning and faculty involvement in civic engagement programs has increased from 34% in 2006 to 42% in 2008. Member campuses are rewarding faculty involved in community-based research



42% of member campuses reward faculty involved in community-based research or service-learning in their review processes and consideration of tenure and promotion.

Campus Infrastructure

Infrastructure on campus to support community service, service-learning, and civic engagement activities and programs continues to grow. Across all member institutions, 94% have at least one office or center focused on these efforts. One-half (50%) have more than one office coordinating community service, service-learning, and civic engagement, with an average of 1.9 offices/centers overall. Sixty-six percent (66%) of member campuses have at least one full-time staff member dedicated

to directing community service, service-learning, and civic engagement activities and programs.

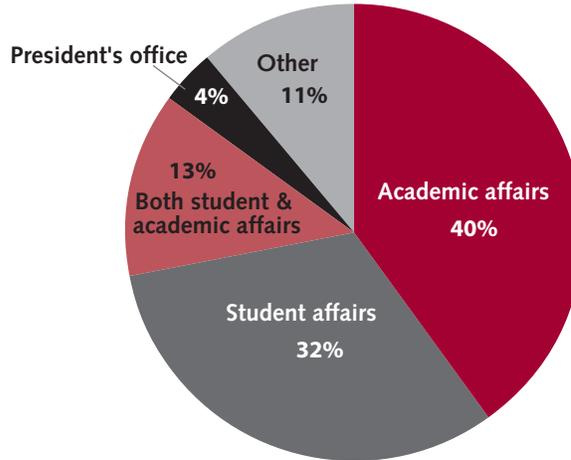
Responsibilities at these centers/offices can be quite vast and numerous, ranging from involvement in service-learning (88%), community service (78%), and civic engagement (76%), to development of community partnerships (75%), and student leaders (51%). The survey found that these offices/centers are least likely to be responsible for internships (27%).



94% of Campus Compact members have a dedicated office focused on community service, service-learning, and/or civic engagement.

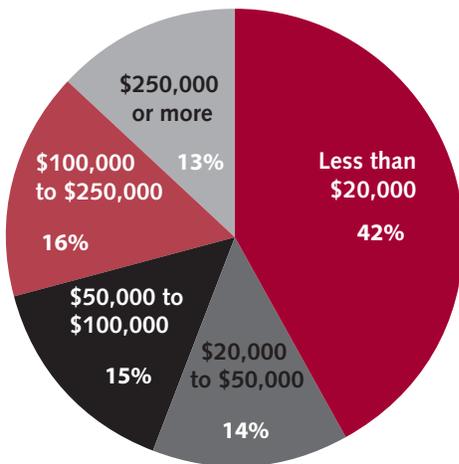
DEPARTMENT TO WHICH OFFICE/CENTER REPORTS

Ninety-six percent (96%) of these offices/centers are located on campus. Reporting structures vary. Forty percent (40%) report to Academic Affairs, while 32% report to Student Affairs, and 13% report to both.



% of responding campuses

OFFICE/CENTER ANNUAL BUDGET



% of responding campuses

The annual budget of these offices and centers has changed little since 2006. Those offices/centers with an annual budget of less than \$20,000 have remained constant at 42%, while the other budget categories have shifted only a little (16 to 14% with \$20,000 to \$49,999; 11 to 15% with \$50,000 to \$99,999; 20 to 16% with \$100,000 to \$249,999; and 11 to 13% with \$250,000 or more).

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Visit www.compact.org/about/statistics/ to view past years' surveys.

Amanda Schafer, director of evaluation at Michigan Campus Compact, analyzed the data and wrote the text for this report.

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 higher education association dedicated solely to campus-based civic engagement, Campus Compact promotes public and community service that develops students' citizenship skills, helps campuses forge effective community partnerships, and provides resources and training for faculty seeking to integrate civic and community-based learning into the curriculum.

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 K-12 education, health care, the environment, hunger/homelessness, literacy, and senior services.

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



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