

2002

SERVICE STATISTICS

Highlights of Campus Compact's
annual membership survey



Campus Compact

Campus Compact Annual Survey

Campus Compact conducts an annual member survey to track trends in campus-based service. Results show a steady increase in the institutionalization of service and service-learning, although statistics are not directly comparable from year to year because of changes in the sample. Over the past three years the sample has increased by 35% to include more than 900 institutions. This year we had a response rate of 60%.

Faculty Involvement

Campuses report that 11% of faculty integrate community service with academic study or research. On average, 21.6 faculty offer service-learning courses on each campus.

Each campus has an average of 30.3 courses that integrate service and academic learning, compared with 27 courses per campus in 2001. Faculty cite promoting engaged learning, facilitating student learning of course content, and developing critical thinking skills as key incentives for integrating service with academic study.

Increases from 2001: 15% of campuses report an increase of 10% or more in the number of faculty involved in service-learning over the past three years, while 38% note a smaller increase of a few additional faculty each year.

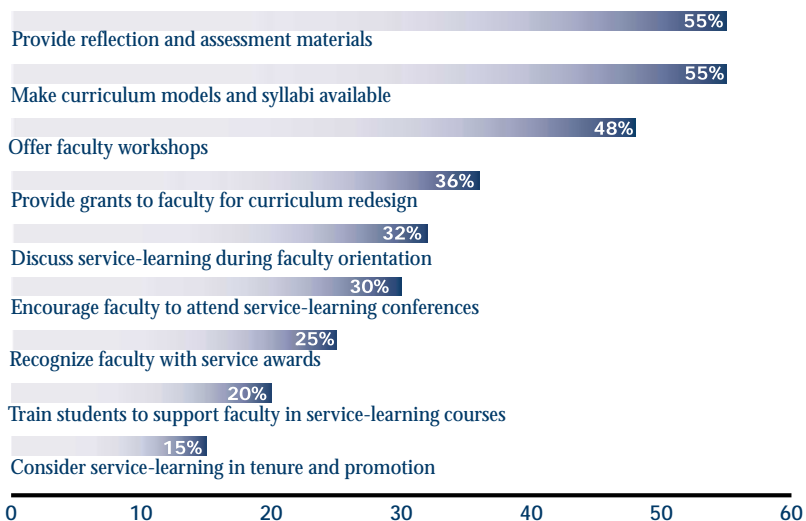
Challenges: As in 2001, time and faculty teaching loads (64%) and a lack of common understanding of the concepts and models of service-learning (44%) were the most commonly cited obstacles to the extension of service-learning on campuses.

Presidential Involvement

75% of campuses report that the president's office provides support for community service on their campus.

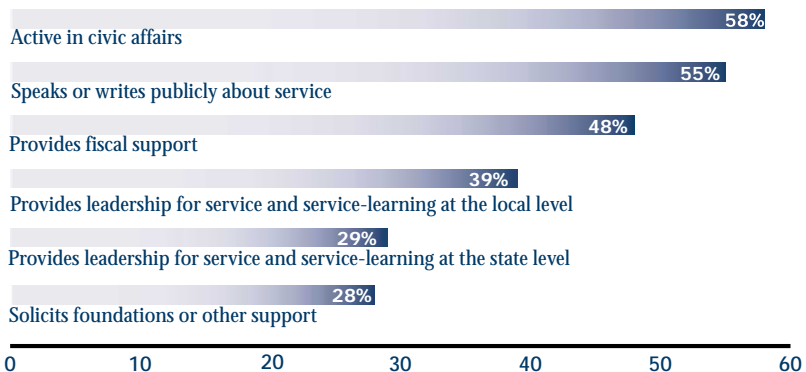
FACULTY INVOLVEMENT:

Member institutions provide support for faculty involvement in the following ways:



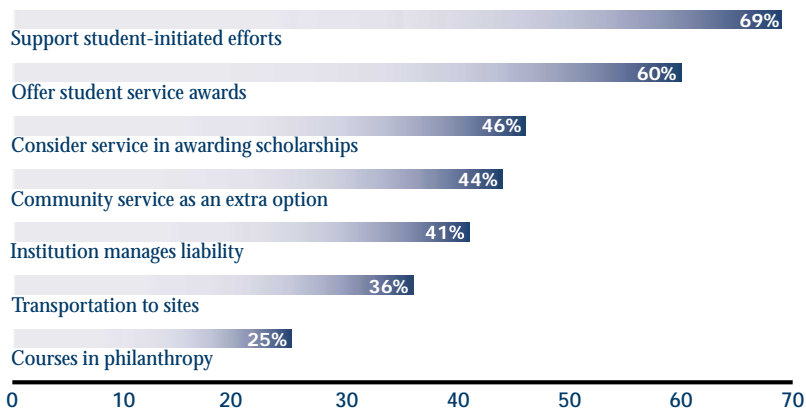
PRESIDENTIAL INVOLVEMENT:

Presidents' involvement with community service and service-learning:



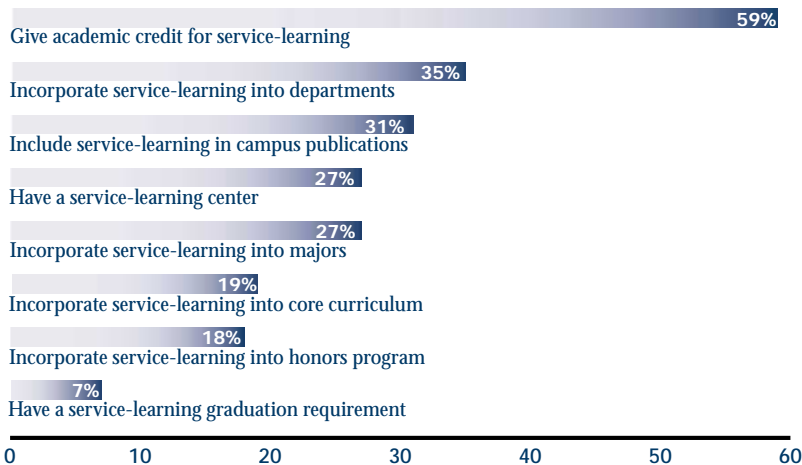
INSTITUTIONAL SUPPORT:

Member institutions support student involvement in community service in the following ways:



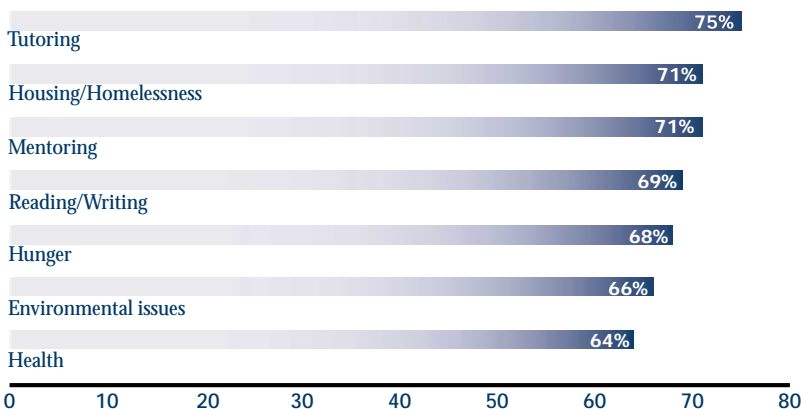
INSTITUTIONAL SUPPORT:

Service-learning is supported by member institutions in the following ways:



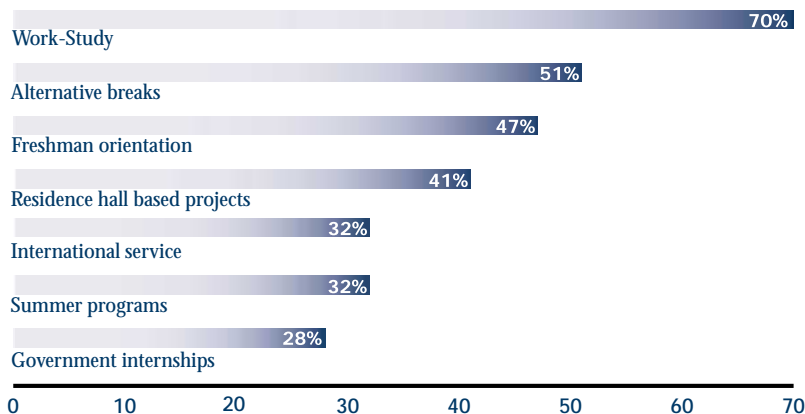
ISSUES ADDRESSED:

Issues most commonly addressed by campus-based service projects:



TYPES OF PROGRAMS:

Percentage of member institutions offering the following types of service programs:



Student Service

In 2002, 33% of students on member campuses were involved in service projects, up from 28% in 2001.

59% of campuses report an increase in the number of students participating in service. 21% report an increase of more than 10% in the number of students serving on their campuses.

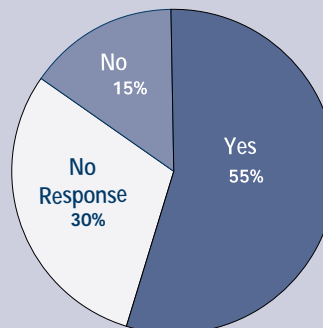
Institutional Support

Almost 75% of respondents report receiving more than half of the budget for their community service office from the college operating budget.

Over 40% of community service offices have an annual budget of over \$50,000.

Federal Work-Study

Most campuses say they are able to increase the percentage of students working in the community through Federal Work-Study:



Of the 2/3 that responded to this question, 9% say more than 15% of their institution's Federal Work-Study funds are applied to community service.

Offices that administer the community service portion of Federal Work-Study:

- 41% financial aid office
- 12% partnership between community service office and financial aid
- 8% community service office
- 7% career planning or student employment
- 6% other office

(3/4 of respondents answered this question)

About Campus Compact

Campus Compact is a national coalition of more than 900 college and university presidents committed to the civic purposes of higher education. To support this civic mission, Campus Compact promotes community service that develops students' citizenship skills and values, encourages collaborative partnerships between campuses and communities, and assists faculty who seek to integrate public and community 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, IL, IN, IA, KS, ME, MA, MI, MN, MO, MT, NH, NY, NC, OH, OK, OR, PA, RI, TX, UT, VT, VA, WA, WV, and WI. For contact and other information, see the national Compact website at www.compact.org.

About this survey

The results presented in this report come from a survey of Campus Compact members conducted in summer 2002 by the Public Opinion Laboratory of the A. Alfred Taubman Center for Public Policy at Brown University. You can see results and past surveys on our website at www.compact.org.

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This publication is made possible with generous support from the KPMG Foundation.