

2003 SERVICE STATISTICS

**Highlights of
Campus Compact's
Annual Membership Survey**



Campus Compact

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

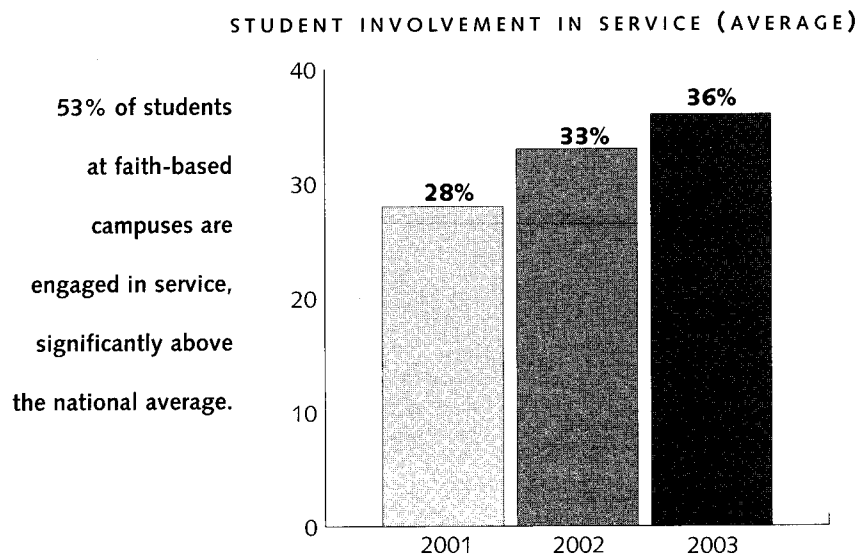
The trend toward increasing civic engagement among colleges and universities is stronger than ever. In Campus Compact's 2003 survey, member institutions reported not only record participation in community service but also an increase in structural and financial support for initiatives to improve communities and to make civic learning part of academic life.

Highlights of 2003 Findings

- ▶ Across member campuses, an average of **36%** of students participate in service activities, a record high level of engagement.
- ▶ Partnership activity has risen dramatically; for example, **93%** of member campuses report having partnerships with K-12 schools, up from 88% in 2002.
- ▶ Service-learning—the practice of integrating service with academic study—is also on the increase. An average of **24** faculty members per institution teach service-learning courses, compared with 22 the previous year; member campuses offer an average of **37** service-learning courses, up from 30 in 2002.
- ▶ Underlying this increase in activity is the widespread creation of campus infrastructures to support community work. Some **83%** of member institutions report having a community service and/or service-learning office to coordinate campus service programs.
- ▶ Campuses report an all-time high in overall institutional backing for community programs—**80%** of member campuses say that administrators and faculty actively support such efforts, demonstrating a commitment both to their surrounding communities and to student learning.

Student Engagement

The proportion of students involved in some type of community work has steadily increased over the past several years. Across member campuses, more than a third of college students engage in service, providing hundreds of thousands of hours of service in their communities.



Administration of Service Programs

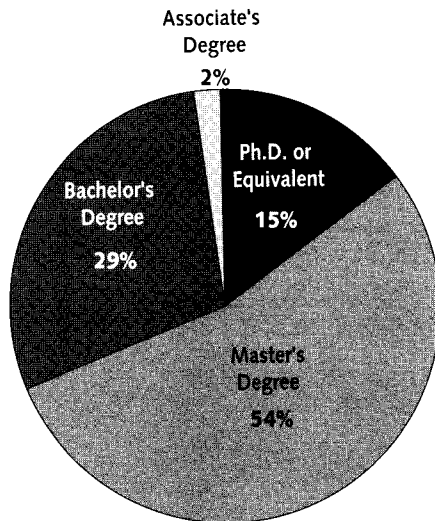
Campuses are increasingly building infrastructures to sustain community outreach efforts; 83% of member campuses report having a community service office and/or service-learning office, and 80% have a staff person designated as a community service or service-learning director. Campuses are also thinking about sustainable funding—17% of community service and/or service-learning offices reported having an endowment, up slightly from 15% the previous year.

Service directors are increasing not only in numbers but also in professional status, as evidenced by advances in their level of education and their mean salaries. In addition, more report working full-time in this role.

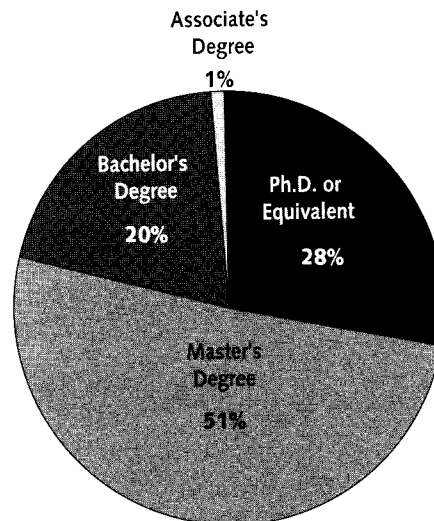
Minority-serving and research institutions are most likely to have an office dedicated to coordinating service efforts (96% and 95%, respectively).

HIGHEST LEVEL OF EDUCATION

COMMUNITY SERVICE DIRECTORS



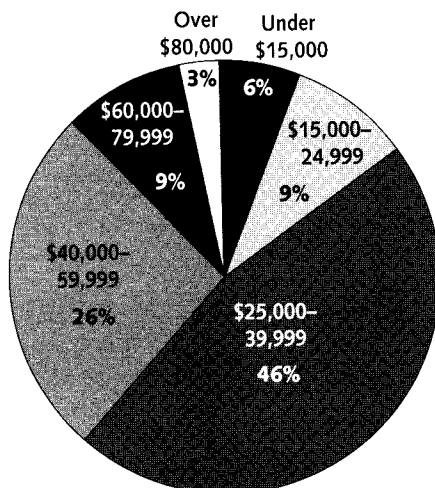
SERVICE-LEARNING DIRECTORS



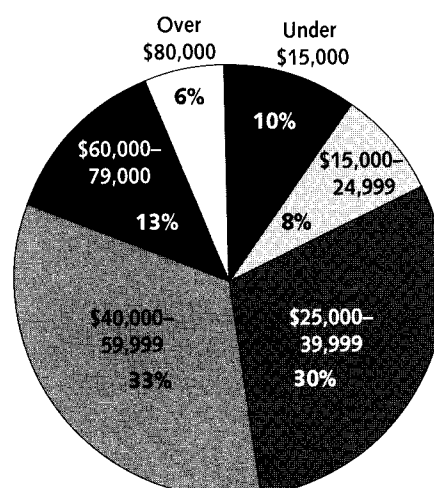
More than two-thirds of all community service directors and nearly 80% of service-learning directors have an advanced degree.

ANNUAL SALARY

COMMUNITY SERVICE DIRECTORS



SERVICE-LEARNING DIRECTORS

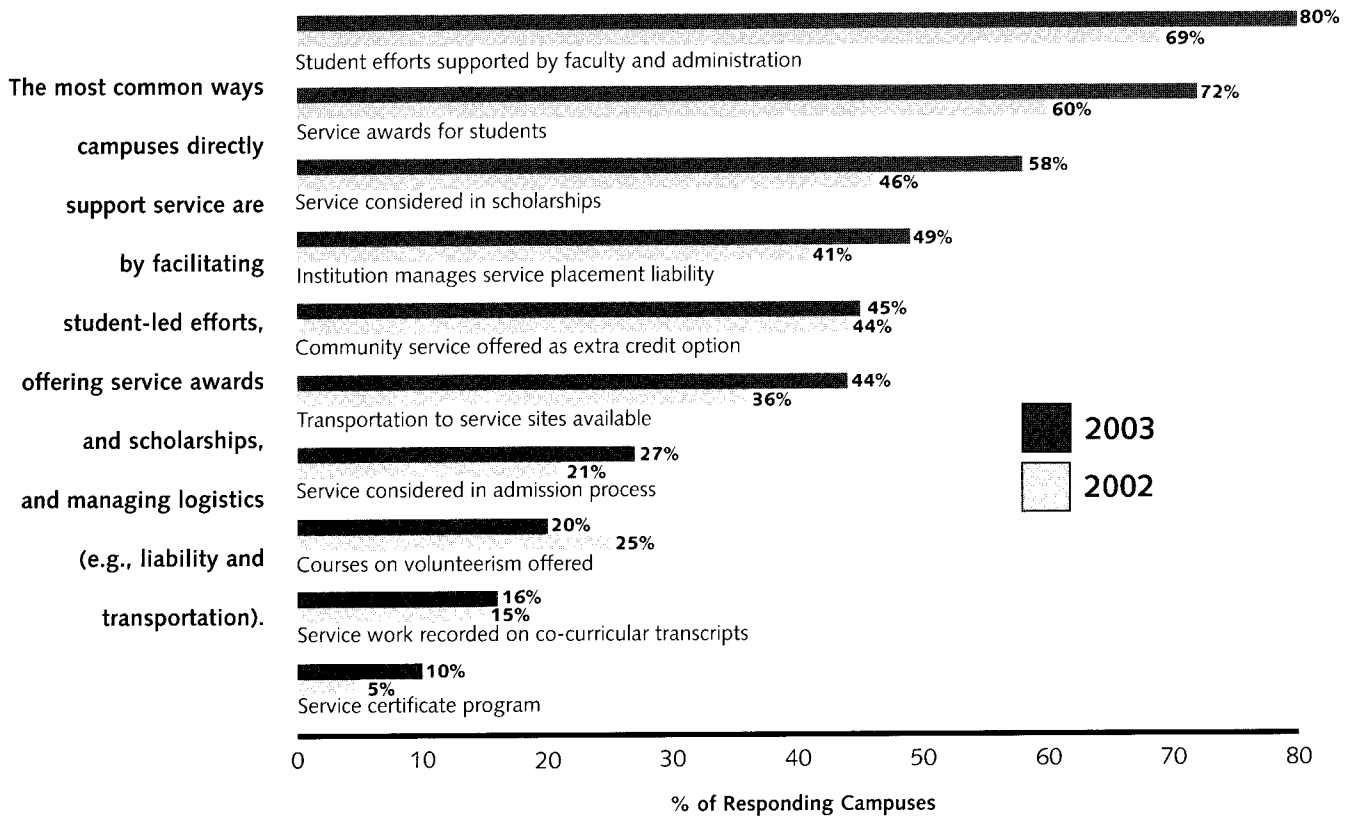


Mean salaries reflect education level, part- or full-time status, and faculty appointment.

Campus Support for Community Engagement

Campuses have seen a major jump in backing for community engagement efforts, with 80% reporting that faculty and administrators actively support such efforts, compared with 69% in 2002.

TOP 10 MECHANISMS FOR SUPPORTING SERVICE, 2002 AND 2003



Academics and Engagement

Member campuses offer an average of 37 courses per campus that integrate service and academic learning, up from 30 in 2002. Nearly three-quarters of campuses say faculty involvement in service-learning is increasing, with 25% of institutions reporting a significant increase (i.e., 10% or more) over the past three years.

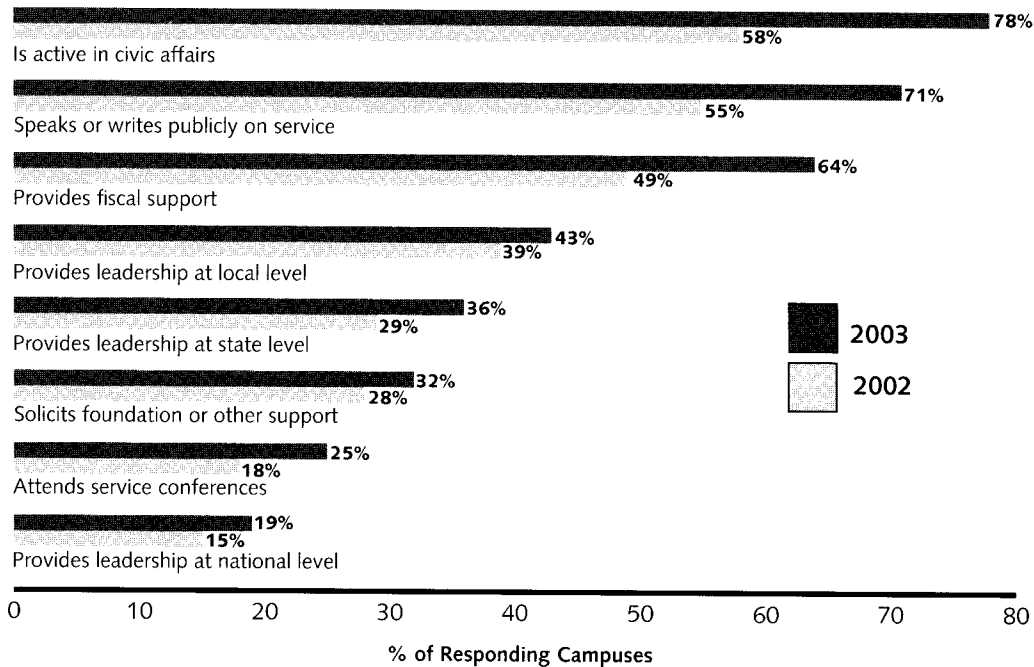
Institutional support for service-learning is on the increase in virtually every area measured, with major gains in both academic recognition for service-learning and support structures for faculty involvement.

Community colleges offer an average of 44 service-learning courses each, 20% above the average for all campus types.

Presidents and the Community

As a president's organization, Campus Compact has an interest in tracking direct presidential involvement in community engagement. Presidents not only write and talk about service more than ever, they are also taking part in civic affairs and providing financial and other support on and off campus.

PRESIDENTIAL INVOLVEMENT IN COMMUNITY SERVICE



College and university presidents are increasingly civic minded, both on and off campus.

Outreach to community schools is on the rise; 35% of campuses partner with more than 10 local K-12 schools.

Community Partnerships

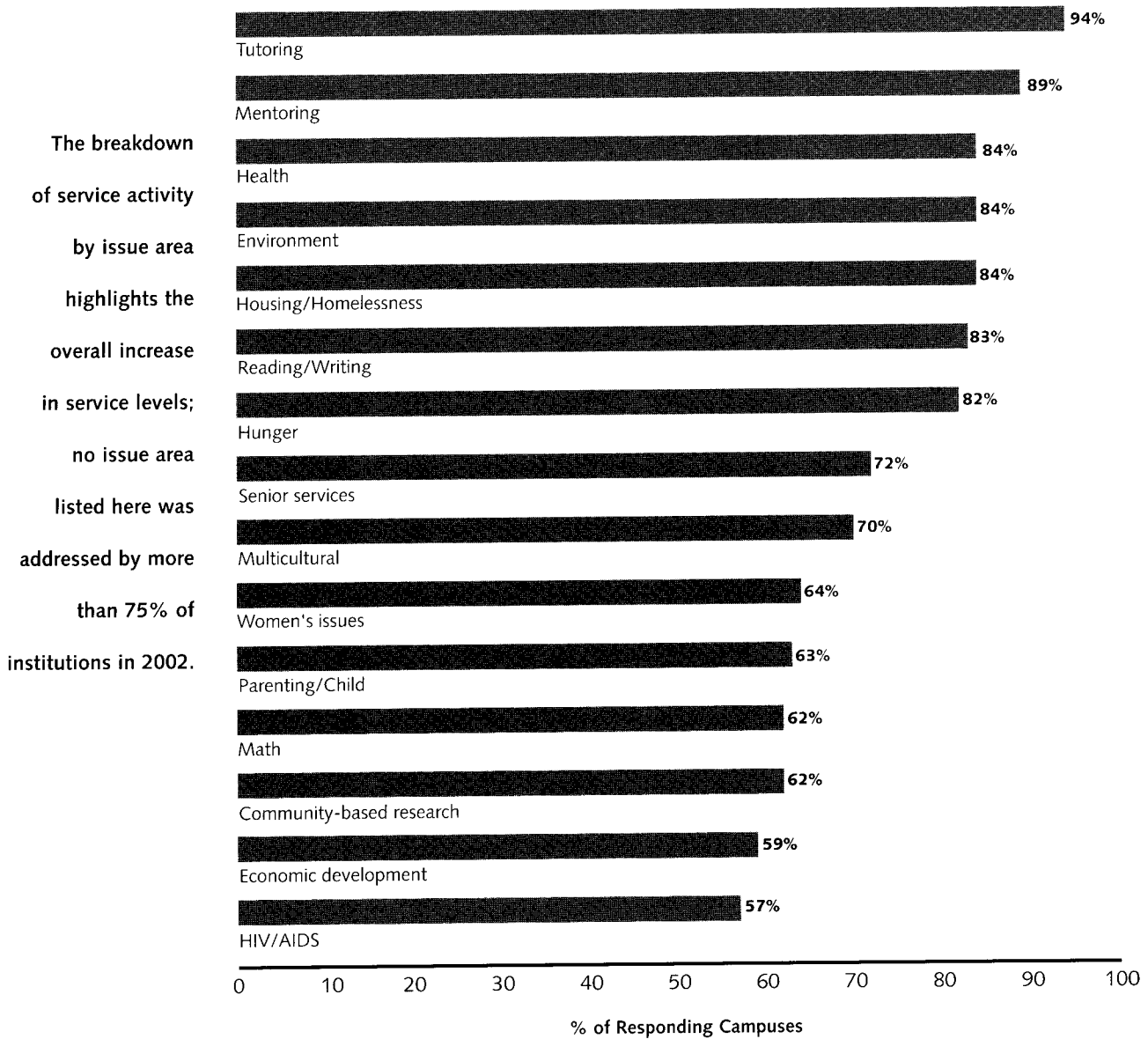
Nearly all member institutions (93%) have an existing partnership with one or more K-12 schools—a significant increase over the 2002 figure of 88%. Leading in this area were liberal arts colleges and research universities, of which 100% report having such partnerships. Land grant institutions were close behind at 97%.

More than two-thirds of member campuses report having an existing partnership with one or more faith-based organizations. Minority-serving institutions are nearly as active in forming such partnerships as faith-based institutions (90% and 92%, respectively).

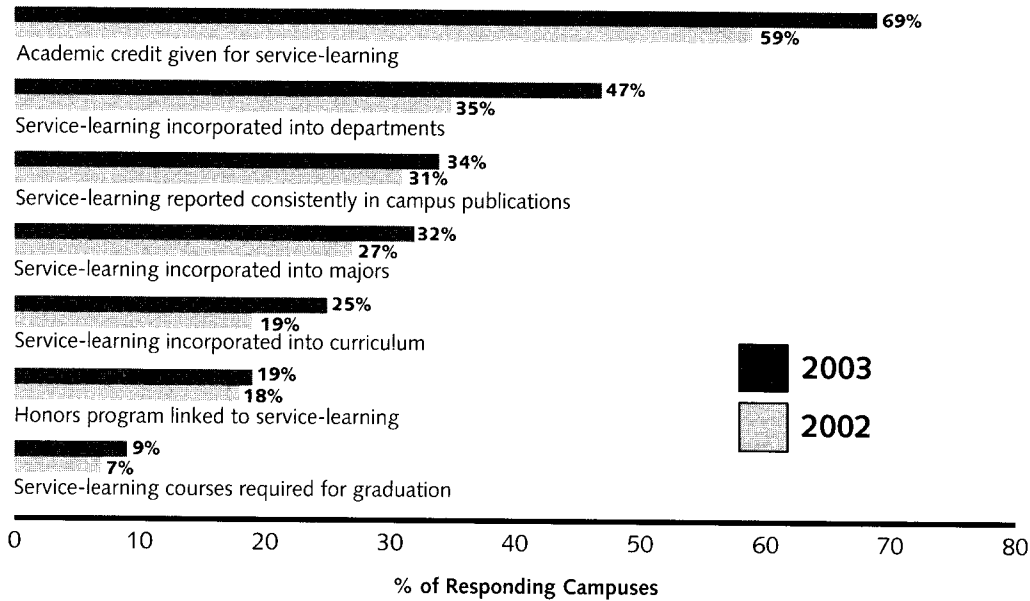
Programs and Projects

In line with their education mission, the vast majority of campuses offer tutoring and mentoring programs for the community. They also work in a wide variety of issue-based areas, often linked to academic disciplines.

TOP 15 AREAS ADDRESSED BY SERVICE PROJECTS

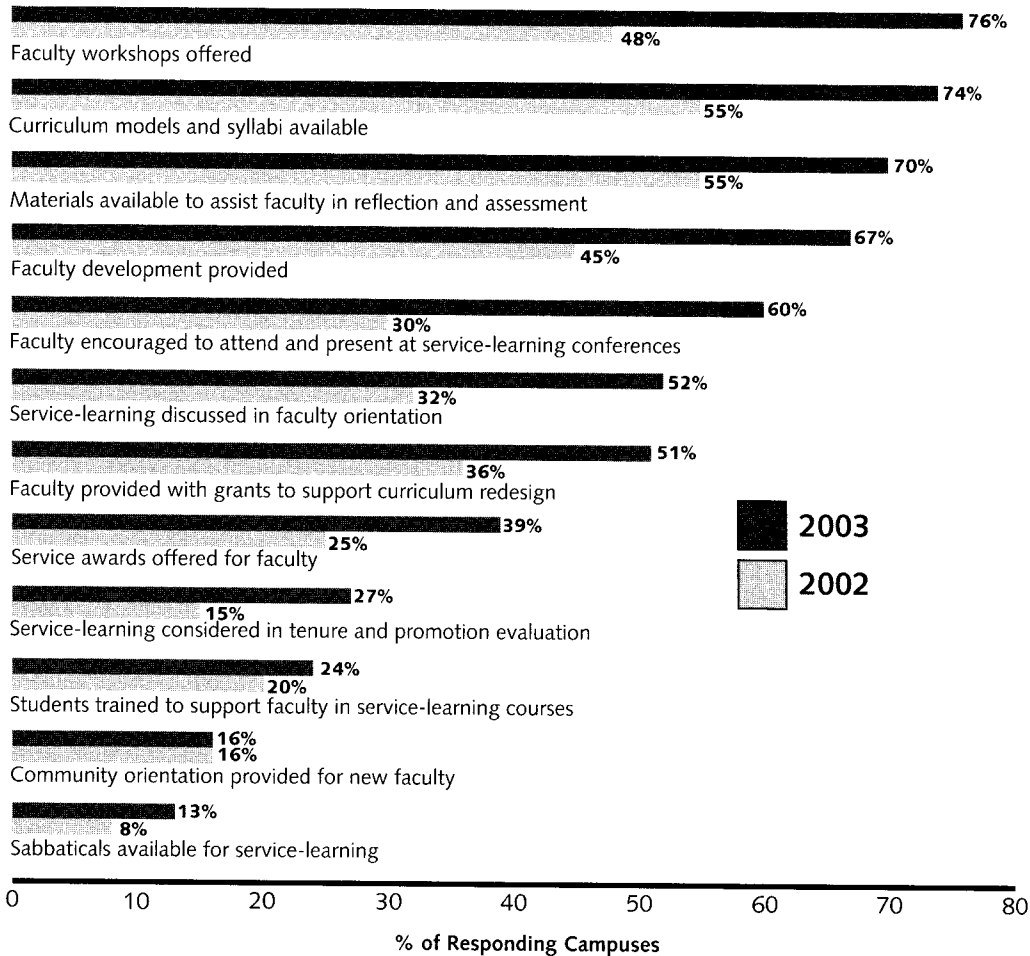


ACADEMIC RECOGNITION FOR SERVICE-LEARNING, 2002 AND 2003



Service-learning is increasingly recognized as valuable teaching/learning method.

SUPPORT FOR FACULTY INVOLVEMENT IN SERVICE-LEARNING, 2002 AND 2003



Three-quarters of campuses offer training and resources for service-learning, and financial support is now widely available.

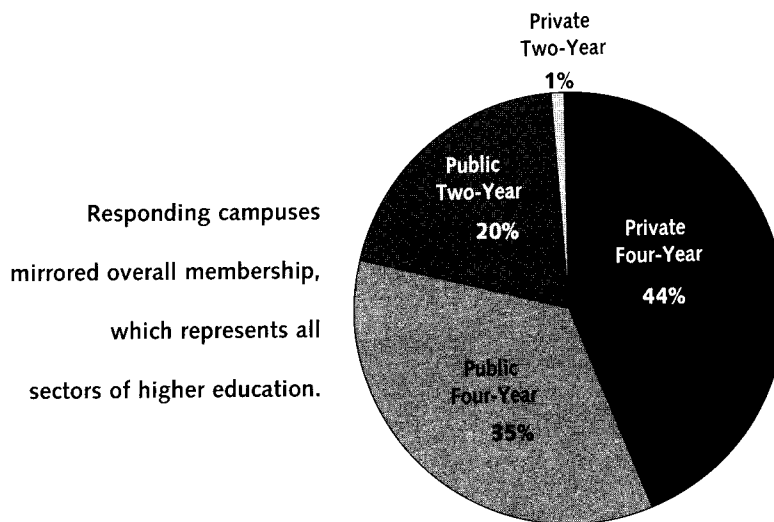
About This Survey

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 during 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.

MEMBER SCHOOLS RESPONDING



Full results for the 2003 survey, including information about federal work-study, service programs offered, K-12 partnerships, and service director statistics, as well as complete charts, are available at www.compact.org.

About Campus Compact

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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.



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