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2006 Service Statistics: Highlights and Trends of Campus Compact's Annual Membership Survey

Campus Compact

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2006 Service Statistics

Highlights and
Trends of
Campus Compact's
Annual
Membership Survey

Campus Compact's 2006 member survey once again reveals a strong commitment to service and civic engagement among college and university presidents, faculty, students, and service staff. Results confirm a long-term trend toward increasing support for higher education's role in educating citizens and building strong communities. ►



Campus Compact

**\$7.1
billion**

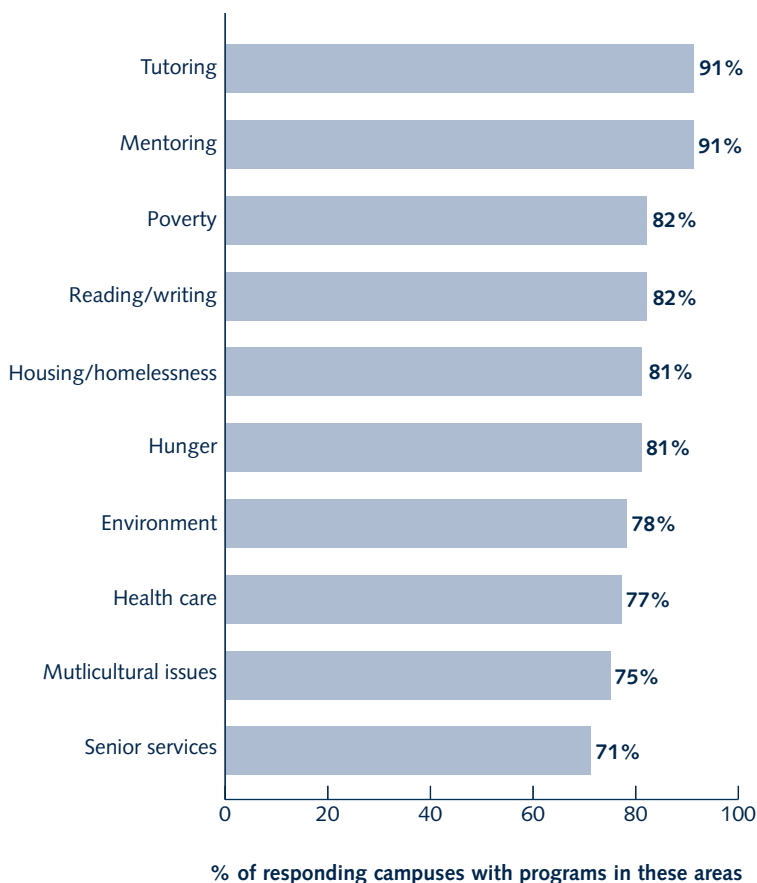
**Estimated value
of service
contributed by
students at
Campus Compact
member schools
through
campus-organized
activities.**

Student Service

Students at Campus Compact's 1,000+ member colleges and universities contributed an estimated \$7.1 billion in service to their communities during the 2005–2006 academic year.¹ Nearly a third of students participated in volunteer and service-learning work coordinated by campuses, performing an average of 5.6 hours of work each week, for a total of 377 million hours of service. It is important to note that these figures represent only work organized or supported by member colleges and universities; it does not capture other student volunteer work.

The most common service programs on member campuses focused on tutoring and mentoring, a reflection of the high number of member institutions that have partnerships with local K-12 schools and other youth-serving organizations. Other commonly addressed issues included poverty, reading/writing, housing/homelessness, hunger, the environment, and health care.

TOP 10 ISSUES ADDRESSED BY STUDENT SERVICE



1. Value of volunteer time calculated by the Independent Sector, based on the average hourly earnings of non-agricultural workers as determined by the U.S. Bureau of Labor Statistics (see www.independentsector.org/programs/research/volunteer_time.html).

Five-Year Trends

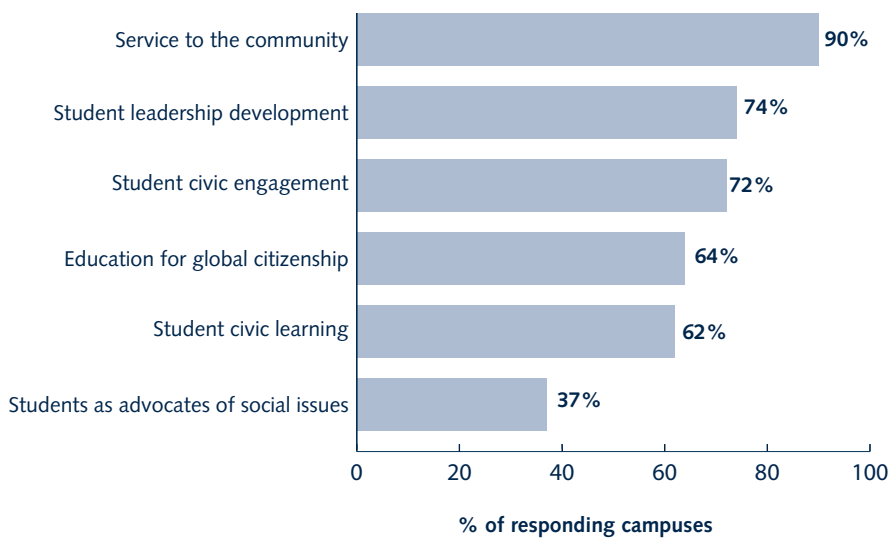
Even as the pool of Campus Compact member campuses increases, which might be expected to dilute the level of service seen per campus, the average level of activity in most areas continues to rise. The trend on campuses nationally is toward greater support for both campus-based service and service-learning (in which service is incorporated into the curriculum).

KEY MEASURES OF CAMPUS ENGAGEMENT, 2001–2006		
	2001	2006
Average proportion of students engaged in service	28%	32%
Percentage of campuses that reward faculty for service in tenure and review	16%	34%
Percentage of campuses that offer service-learning courses	87%	91%
Average number of service-learning courses offered per campus	27	35

Institutional Commitment

For the first time, this year's survey asked members about student outcomes that are addressed in their institutions' strategic plans. Nearly all member schools cite at least one student outcome that relates to students' development as contributors to society. Service to the community was the most commonly cited outcome, included in the strategic plan at 90% of member institutions. A majority of schools also emphasize student leadership development, student civic engagement, education for global citizenship, and student civic learning.

STUDENT OUTCOMES ADDRESSED IN COLLEGE OR UNIVERSITY STRATEGIC PLANS



317 million

Total number of
hours students at
Campus Compact
member schools

spent on service
during the
2005–2006
academic year.

Other Highlights

Other highlights of the 2006 survey demonstrate a strong commitment to service and civic engagement across institutional types:

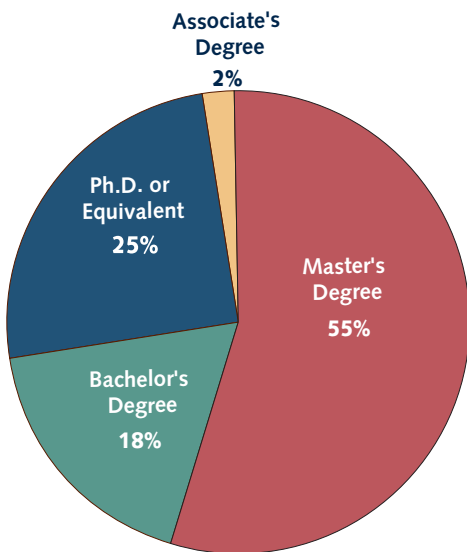
- Faith-based campuses reported the highest levels of student service, with 49% of students participating in service and civic engagement activities. Liberal arts schools had the next highest rate at 45%.
- Although community college students served at below the average rate—not surprising given the large number of such students with work and/or family obligations—those who performed service invested above the average amount of time per week (6.5 hours, compared with 5.6 hours across all campuses).
- Minority-serving institutions offer the greatest number of service-learning courses of any institutional type, with an average of 64 courses per campus.
- Among all members, 85% have at least one staff person and 80% have an office or center dedicated to coordinating service, service-learning, and/or civic engagement activities on campus. Research universities were the most likely to have an office (88%), while minority-serving institutions were most likely to have a dedicated staff person (95%).
- One-third of member institutions reported having more than one office coordinating service, service-learning, and/or civic engagement activities and programs; of those, 40% have more than two offices.

Service Coordination

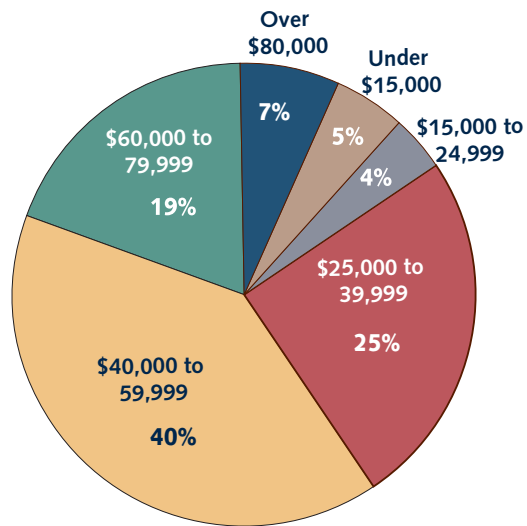
As a service to member community service and service-learning professionals, Campus Compact tracks structures and support for the work of these professionals across member campuses.

In 2006, 75% of community service/service-learning directors reported having an advanced degree; 25% of these have a Ph.D. or equivalent. By far the majority (84%) earn between \$25,000 and \$60,000 a year. Lower salaries may reflect part-time work.

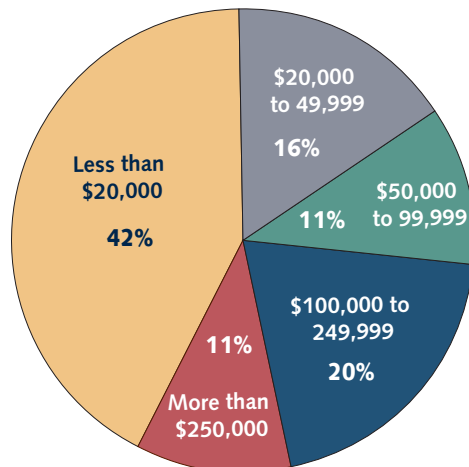
HIGHEST LEVEL OF EDUCATION ATTAINED BY SERVICE DIRECTOR



TOTAL ANNUAL SALARY OF SERVICE DIRECTOR



TOTAL ANNUAL BUDGET OF SERVICE OFFICE



The total annual budget for each service office varies widely. Although the largest single category is offices with budgets of less than \$20,000 a year, these offices make up less than half of the total, at 42%. The other 58% of offices have higher budgets, ranging from \$20,000 to more than \$250,000. As noted earlier, many campuses have more than one service office, so figures here may not reflect total spending per campus.

Service by State

The following chart offers a breakdown of the value of student service by state. The breakdown 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 2005–2006 academic year through activities coordinated and reported by Campus Compact member colleges and universities.

STATE	# OF MEMBER CAMPUSES	# OF STUDENTS	% ENGAGED IN SERVICE	AVE. HOURS PER STUDENT	TOTAL HOURS OF STUDENT SERVICE	TOTAL \$ VALUE OF SERVICE
California	55	599,570	30%	265.6	47,773,711	896,712,556
Hawaii/Pacific Islands	17	62,038	20%	208.0	2,580,790	48,441,436
Indiana	45	304,813	45%	124.8	17,118,322	321,310,899
Iowa	18	51,355	44%	131.2	2,964,633	55,646,161
Kansas	14	126,446	17%	252.8	5,434,143	101,998,870
Louisiana	31	194,618	22%	115.2	4,932,399	92,581,122
Massachusetts	65	240,243	28%	227.2	15,283,284	286,867,237
Michigan	36	337,001	32%	224.0	24,156,256	453,412,917
Minnesota	48	288,988	30%	188.8	16,368,301	307,233,008
Montana	14	63,493	12%	128.0	975,249	18,305,431
New Hampshire	21	58,744	27%	118.4	1,877,928	35,248,712
New York	65	455,473	35%	195.2	31,117,929	584,083,528
North Carolina	26	159,180	44%	198.4	13,895,770	260,823,597
Ohio	46	249,097	36%	115.2	10,330,559	193,904,584
Oklahoma	33	121,758	19%	83.2	1,924,752	36,127,602
Oregon	19	96,709	35%	76.8	2,599,531	48,793,192
Pennsylvania	66	311,813	48%	112.0	16,763,085	314,643,102
Rhode Island	11	60,110	26%	80.0	1,250,278	23,467,711
Texas	41	354,479	23%	172.0	14,088,404	264,439,344
Utah	13	126,322	32%	233.0	9,442,836	177,242,027
Washington	30	215,627	25%	217.6	11,730,102	220,174,015
Wisconsin	36	192,778	31%	278.4	16,637,502	312,285,91
National	1,045	6,566,780	32%	179.2	376,565,432	7,068,133,165

Note: These calculations reflect the Independent Sector's value of volunteer time of \$18.77 per hour. The number of students is based on average full-time equivalent enrollment at member campuses in each state. 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

Campus Compact has conducted an annual membership survey since 1987. Its purpose is to assess the current state of campus-based community engagement and to identify emerging trends.

This year's statistics are from a survey of Campus Compact member campuses for activities during the 2005–2006 academic year. Data was gathered through an online survey during October through December 2006. Of the 1,045 members that were active as of October 2006, a total of 580 responded, yielding a response rate of 55.5%.

Visit <http://www.compact.org/about/statistics> to view the full report and past years' surveys.

About Campus Compact

Campus Compact is a national coalition of more than 1,000 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 to this mission, Campus Compact is a leader in building civic engagement into campus and academic life. Through our national office and network of 31 state offices, member institutions receive the training, resources, and advocacy they need to build strong surrounding communities and teach students the skills and values of democracy.

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, NH, NC, NY, OH, OK, OR, PA, RI, TX, UT, VT, WA, WI, and WV.



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