



California | Campus Compact

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## *Campus Compact Annual Membership Survey 2009 Summary Results for California*

Campus Compact is a national coalition of 35 state offices, including California Campus Compact, and more than 1,100 college and university presidents – representing some 6 million students – dedicated to promoting community service, civic engagement and service-learning in higher education. Since 1987, Campus Compact has conducted an annual membership survey with the purpose of calculating student and faculty involvement in service and service-learning, understanding faculty roles and rewards, measuring campus infrastructure for community engagement and assessing satisfaction with Campus Compact programs and services. The statistics provided in this report are based on a survey of activities on Campus Compact member campuses during the 2008-2009 academic year. Data was gathered from an online survey conducted during September 2009 through December 2009. Nationally, of the 1,198 members that were active during the 2008-2009 academic year, 731 responded to the survey, yielding a response rate of 61 percent. Of the 55 current members of California Campus Compact, 41 responded to the survey, yielding a 75 percent response rate.

The results presented on the following pages summarize the findings for colleges and universities that are members of California Campus Compact alongside the findings nationally for the 2008-2009 academic year.



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*Students from California Campus Compact member institutions contributed an estimated \$778.3 million in service hours to their communities during the 2008-2009 academic year.*

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## **2009 Campus Compact Member Survey Highlights for California**

### **Overview**

The summary report that follows is based on survey responses from 41 California Campus Compact member institutions and 731 institutions nationwide. California respondents were more likely to represent four-year public institutions than the national sample (56 percent versus 34 percent) and less likely to represent private four-year institutions (41 percent versus 44 percent) and public two-year institutions (2 percent versus 22 percent). California institutions were larger than the national average, with an average full-time equivalent (FTE) undergraduate enrollment of 10,806 versus 6,404, an average FTE graduate enrollment of 2,940 versus 1,343 and an average FTE faculty of 797 versus 455.

### **Community Service/Service-Learning/Civic Engagement on Campus**

Students from California Campus Compact member institutions contributed an estimated \$778.3 million in service hours to their communities during the 2008-2009 academic year.

More than a quarter (29 percent) of students per member campus participated in community service, service-learning or civic engagement activities, performing an average of 5.5 hours of work each week.

California Campus Compact member institutions offered 101 service-learning courses on average per campus – almost double the national average per campus of 55.

An average of 52 faculty members per California campus taught a service-learning course during the year – almost double the national average per campus of 27.

The issues most often addressed through service by California campuses that responded to the survey were environmental/sustainability issues (92 percent), housing/homelessness (92 percent), tutoring (92 percent), K-12 education (90 percent) and hunger (90 percent).

The issues least often addressed through service by California campuses that responded to the survey were transportation (23 percent), animal welfare (38 percent), disaster preparedness (38 percent), sexual assault (44 percent), legal aid (46 percent), substance abuse (46 percent), voting (46 percent) and conflict resolution (49 percent).



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*An average of 52 faculty members per California campus taught a service-learning course during the year – almost double the national average per campus of 27.*

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### **Institutional Support/Culture**

An overwhelming 97 percent of California respondents reported that their institution's mission or purpose statement drives policies supporting community service, academic service-learning and/or civic engagement compared to 87 percent of respondents nationally. In addition, 92 percent responded that service/civic engagement is explicitly stated in their institution's strategic plan compared to 83 percent of institutions nationally.

Presidents of California Campus Compact member campuses are very involved in service/civic engagement activities with 33 percent (compared to 28 percent nationally) hosting service/civic engagement conferences, 76 percent (compared to 68 percent nationally) participating in campus service/civic engagement activities, 79 percent (compared to 72 percent nationally) providing fiscal support for community-based work, 52 percent (compared to 35 percent nationally) writing publicly on service/civic engagement in national and/or campus publications and 73 percent (compared to 61 percent nationally) speaking to alumni and trustees on service/civic engagement.

Students from California Campus Compact member institutions often play a lead role in community service, academic service-learning and/or civic engagement efforts on their campus.

- Ninety-two percent of survey respondents stated that students on their campus assist in staffing the community service/service-learning/civic engagement office (compared to 69 percent nationally) while 53 percent stated that students play a lead role in the direction of the community service/service-learning/civic engagement office (compared to 49 percent nationally).
- Eighty-four percent of those responding to the survey stated that students on their campus act as liaisons to community sites (compared to 72 percent nationally).
- Fifty-three percent of those responding to the survey stated that students act as course assistants in the classroom (compared to 34 percent nationally) while 45 percent of those responding said students act as course assistants at sites in the community (compared to 29 percent nationally).
- Sixty-eight percent of respondents stated that students on their campus act as guest speakers in the classroom (versus 48 percent nationally) while 26 percent said that students act as co-instructors (compared to 16 percent nationally).
- Seventy-four percent of respondents said that students assist with reflection activities (compared to 69 percent nationally).
- Eighty-seven percent said that students serve on campus service, service-learning and/or civic engagement committees (compared to 77 percent nationally).

California institutions devoted 17 percent of federal work study dollars to community service positions compared to 11 percent nationally. Both the figures for California and the nation are well above the 7 percent federal mandate.

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*California respondents averaged 199 community partnerships per campus – more than double the national average of 96.*

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### **Campus-Community Partnerships**

Community partner involvement in student learning and engagement activities continues to be very strong among California Campus Compact member campuses.

- California respondents averaged 199 community partnerships per campus – more than double the national average of 96.
- Sixty-two percent of California respondents stated that community partners act as uncompensated co-instructors (versus 35 percent nationally) while 30 percent said community partners act as compensated co-instructors (compared to 11 percent nationally).
- Thirty-five percent of respondents of California campuses said that community partners assist in creating the syllabus and designing the course (compared to 21 percent nationally).
- Seventy-eight percent of respondents of California campuses said that community partners provide reflection on site in a community setting (compared to 63 percent nationally).
- Ninety-five percent of respondents said that community partners provide feedback on the development and maintenance of community service programs (compared to 76 percent nationally).
- Forty-six percent of respondents said that community partners participate in the design and delivery of community-based courses (compared to 31 percent nationally).
- Seventy-three percent of respondents said that community partners serve on campus committees (compared to 52 percent nationally).

**Respondent Information**

	# of CC members	# of survey respondents	Response rate
National	1,198	731	61%
California	55	41	75%

**Institutional Information**

<i>Institution Type</i>	<i>National</i>	<i>California</i>
Private four-year	44%	41%
Public four-year	34%	56%
Private two-year	1%	0%
Public two-year	22%	2%

<i>Other Institutional Characteristics</i>	<i>National</i>	<i>California</i>
Business	18%	20%
Community College	22%	3%
Commuter	37%	33%
Faith-based/Religiously Affiliated	25%	25%
Historically Black College/University	2%	3%
Land Grant	8%	8%
Liberal Arts	58%	48%
Minority-serving	20%	45%
Professional	24%	25%
Research/Comprehensive	21%	25%
Residential	47%	30%
Technical	11%	5%
Tribal	2%	0%

*Full-Time Equivalent (FTE) Undergraduate Enrollment*

	<i>National</i>	<i>California</i>
Average Enrollment	6,404	10,806

*Full-Time Equivalent (FTE) Graduate Enrollment*

	<i>National</i>	<i>California</i>
Average Enrollment	1,343	2,940

*Full-Time Equivalent (FTE)*

	<i>National</i>	<i>California</i>
Average Enrollment	7,631	13,674

*Full-Time Equivalent (FTE) Faculty:*

	<i>National</i>	<i>California</i>
Average	455	797

**Community Service/Service-Learning/Civic Engagement on Campus**

*How does the institution track student participation in community service/civic engagement and service-learning?*

	<i>National</i>	<i>California</i>
Separately	54%	73%
Together	22%	17%
Do Not Track	25%	10%

*Students Involved in Community Service, Service-Learning and Civic Engagement Activities:*

	<i>National</i>	<i>California</i>
Average per campus	2,476	3,904
% of student FTE	33%	29%

*Student Participation in Service Activities*

	<i>National</i>	<i>California</i>
Average hours per week per campus	3.8	5.5
Total hours served in 2008-2009 (based on a 32-week academic year and the average student FTE enrollment on member campuses reporting)	366,369,795	38,435,236
Value of service (based on Independent Sector's 2008 value of volunteer time of \$20.25 per hour)	\$7,418,988,344	\$778,313,531

*Service-Learning Courses Offered*

	<i>National</i>	<i>California</i>
Average per campus	55	101

*Faculty Who Taught a Service-Learning Course*

	<i>National</i>	<i>California</i>
Average per campus	27	52
% of faculty FTE	6%	7%

<i>Issue Areas Addressed through Service</i>	<i>National</i>	<i>California</i>
Access and success in higher education (retention)	70%	87%
Agriculture/nutrition	54%	72%
Animal welfare	45%	38%
Civil rights/human rights	68%	72%
Conflict resolution	34%	49%
Crime	51%	67%
Disability	59%	72%
Disaster Preparedness	35%	38%
Economic development	61%	69%
Environment/sustainability	81%	92%
Global citizenship	57%	59%
Health care, general	75%	77%
HIV/AIDS	43%	59%
Housing/homelessness	80%	92%
Hunger	82%	90%
Immigrant/migrant worker rights	43%	72%
International issues	51%	51%
K-12 education	89%	90%
Legal aid	24%	46%
Mental health	52%	67%
Mentoring	80%	87%
Multiculturalism/diversity	70%	79%
Parenting/child	45%	54%
Poverty	81%	87%
Public arts/theater	55%	69%
Reading/writing	78%	85%
Senior/elder services	73%	85%
Sexual assault	43%	44%
Substance abuse	39%	46%
Tax form preparation	42%	49%
Technology	42%	51%
Transportation	18%	23%
Tutoring	82%	92%
Voting	51%	46%
Women's issues	63%	72%
Other	9%	5%

### *Institutional Support/Culture*

Mission or purpose statement drives policies supporting community service, academic service-learning and/or civic engagement?

	<i>National</i>	<i>California</i>
Yes	87%	97%
No	13%	3%

Service/civic engagement explicitly stated in institution's strategic plan?

	<i>National</i>	<i>California</i>
Yes	83%	92%
No	17%	8%

Student outcomes addressed in institution's strategic plan:

	<i>National</i>	<i>California</i>
Student leadership development	69%	58%
Student civic learning	57%	53%
Education for global citizenship	74%	78%
Student civic engagement	71%	69%
Service to the community (local, national, global)	86%	94%
Advocates of social issues	33%	39%
Careers for the public good	35%	28%

As part of the Association of American Colleges and University's Liberal Education and America's Promise (LEAP) initiative, the Valid Assessment of Learning in Undergraduate Education (VALUE) project focuses the national conversation about student learning on a set of essential learning outcomes that faculty, employers and community leaders say are critical for personal, social, career and professional success in this century and this global environment. Respondents were asked which of the essential learning outcomes addressed in the project could be found in their institution's strategic plan.

	<i>National</i>	<i>California</i>
1. Inquiry and analysis	66%	82%
2. Critical thinking	90%	97%
3. Creative thinking	60%	58%
4. Written communication	77%	82%
5. Oral communication	70%	67%
6. Quantitative literacy	47%	52%
7. Information literacy	52%	64%
8. Teamwork	53%	52%
9. Problem solving	65%	64%
10. Civic knowledge and engagement – local and global	81%	88%
11. Intercultural knowledge and competence	74%	91%
12. Ethical reasoning	57%	58%
13. Foundations and skills for lifelong learning	74%	70%
14. Integrative learning	57%	58%

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Student Presence and Voice in Decision-Making Matters:

	<i>National</i>	<i>California</i>
Student(s) sit on academic committees	73%	84%
Student(s) sit on budgetary committees	39%	59%
Student(s) sit on hiring committees	57%	51%
Student(s) serve on the Board of Trustees	45%	54%
Student(s) have formal opportunities to discuss concerns with administration (e.g., public forums, publicly known office hours)	91%	89%
Student government has autonomous control of funds/activity fees	76%	76%
Other	11%	5%

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Community Member Presence and Voice in Decision-Making Matters:

	<i>National</i>	<i>California</i>
Community member(s) sit on academic committees	27%	37%
Community member(s) sit on budgetary committees	11%	14%
Community member(s) sit on hiring committees	25%	23%
Community member(s) serve on the Board of Trustees	71%	49%
Community member(s) have formal opportunities to discuss concerns with administration (e.g., public forums, publicly known office hours)	70%	80%
Community member(s) are involved in developing program plans and/or grant proposals	72%	89%
Other	20%	11%

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Support for Faculty and Staff Personal Participation in Service/Volunteering Activities:

	<i>National</i>	<i>California</i>
Paid time off to participate	27%	13%
On site service opportunities (e.g., blood drives, food drives, etc.)	93%	97%
Public recognition for service	66%	82%
Campus days of service to include staff and faculty	57%	58%
Opportunities to serve with students on service projects	87%	89%
Opportunities to serve with students as advisors to extracurricular service groups	91%	89%
Other	9%	16%

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Presidential Involvement in Service/Civic Engagement Activities:

	<i>National</i>	<i>California</i>
Attends service/civic engagement conferences	42%	42%
Hosts service/civic engagement conferences	28%	33%
Participates in campus service/civic engagement activities	68%	76%
Provides fiscal support for community-based work	72%	79%
Solicits foundation or other support	50%	45%
Publicly promotes service/civic engagement	86%	91%
Writes publicly on service/civic engagement (e.g., op-eds, campus publications, national newspaper, etc.)	35%	52%
Speaks to alumni and trustees on service/civic engagement	61%	73%
Teaches service-learning course	2%	0%
Serves on community boards	75%	58%
Meets regularly with community partners/representatives	67%	64%
Other	11%	15%

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Student involvement in leading community service, academic service-learning and/or civic engagement efforts on campus:

	<i>National</i>	<i>California</i>
Students assist in staffing the Community Service/ Service-Learning/Civic Engagement office	69%	92%
Students play a lead role in the direction of the Community Service/Service-Learning/Civic Engagement office	49%	53%
Students recruit their peers	89%	89%
Students recruit faculty	51%	58%
Students act as liaisons to community sites	72%	84%
Students act as course assistants at sites in the community	29%	45%
Students act as course assistants in the classroom	34%	53%
Students act as guest speakers in the classroom	48%	68%
Students act as co-instructors	16%	26%
Students help to design academic service-learning courses and create syllabi	16%	29%
Students assist with reflection activities	69%	74%
Students serve on campus service, service-learning, and/or civic engagement committees	77%	87%
Other	11%	11%

Institution fosters or supports student community service, academic service-learning and/or civic engagement:

	<i>National</i>	<i>California</i>
Designates a period of time (e.g., day of service, service week, etc.) civic engagement and/or service activities	58%	61%
Manages liability associated with service placements	58%	74%
Provides/coordinates transportation to and from community sites	56%	34%
Considers service formally in admissions process	24%	26%
Considers service in awarding scholarships	63%	74%
Defines and identifies academic service-learning courses	63%	79%
Requires academic service-learning as part of core curriculum in at least one major	49%	76%
Offers community service/civic engagement major and/or minor	10%	16%
Offers courses on volunteerism	18%	29%
Offers courses on activism/advocacy	36%	71%
Designates academic service-learning courses in the course guide	32%	68%
Records service on student transcripts	20%	37%
Gives extra credit for community service/civic engagement participation	41%	47%
Requires service for graduation	11%	16%
Gives awards to students for service	68%	74%
Offers mini-grants to students for service-related initiatives	29%	42%
Provides funding (e.g., scholarships, grants, fellowships, education awards, etc.) for student community service, academic service-learning and/or civic engagement efforts	55%	76%
Hosts and/or funds public dialogues on current issues	65%	79%
Provides physical space/communication mechanisms for peaceful student protest	49%	68%
Provides space for student political organizations on campus	66%	71%
Other	7%	3%

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Community service, academic service-learning and/or civic engagement programs offered:

	<i>National</i>	<i>California</i>
Alternative breaks	67%	71%
Alumni projects	34%	45%
Capstone courses	52%	71%
Discipline-based service-learning courses	73%	87%
Freshman year orientation to service	45%	47%
First-year experience service opportunities	60%	71%
Learning communities concerning engagement and service	37%	58%
Graduate school service	21%	37%
Government internships	48%	71%
International service opportunities	56%	74%
Inter-campus service programs	35%	26%
Nonprofit internships/practicum	73%	97%
One-day service projects	84%	87%
Residence hall-based service	55%	76%
Summer service programs	33%	39%

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Federal work study funds dedicated to community service positions:

	<i>National</i>	<i>California</i>
Average	11%	17%

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Institution matches the Segal AmeriCorps Education Award for students:

	<i>National</i>	<i>California</i>
Yes	8%	16%
No	92%	84%

### ***Campus-Community Partnerships***

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Community partner involvement in student learning and engagement activities:

	<i>National</i>	<i>California</i>
Act as co-instructors (uncompensated)	35%	62%
Act as co-instructors (compensated)	11%	30%
Assist in creating the syllabus and designing the course	21%	35%
Come into the class as speakers	89%	95%
Provide reflection on site in community setting	63%	78%
Provide feedback on the development/maintenance of community service programs	76%	95%
Participate in the design and delivery of community-based courses	31%	46%
Serve on campus committees	52%	73%

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Community Partnerships:

	<i>National</i>	<i>California</i>
Average per Campus	96	199

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Community Partners Organization Types:

	<i>National</i>	<i>California</i>
Faith-based organization(s)	78%	87%
For-profit business(es)	50%	42%
Government	70%	79%
K-12 school(s)	94%	97%
Nonprofit/community-based organization(s)	98%	100%
Other higher education institution(s)	46%	42%
Other	8%	11%

**Assessment**

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Does the institution, or units within the institution (departments or schools), have mechanisms to record engagement (service activities) in the community?

	<i>National</i>	<i>California</i>
Yes, the institution does	27%	24%
Yes, units within the institution do	55%	70%
No	18%	5%

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Does the institution, or units within the institution (departments or schools), have mechanisms for systematic assessment of community perceptions of the institution's engagement with community?

	<i>National</i>	<i>California</i>
Yes, the institution does	14%	29%
Yes, units within the institution do	37%	39%
No	49%	32%

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Does the institution, or units within the institution (departments or schools), have mechanisms for systematic assessment of community impact?

	<i>National</i>	<i>California</i>
Yes, the institution does	10%	29%
Yes, units within the institution do	30%	41%
No	60%	46%

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Does the institution, or units within the institution (departments or schools), have mechanisms for systematic assessment of the impact of engagement on student learning?

	<i>National</i>	<i>California</i>
Yes, the institution does	18%	32%
Yes, units within the institution do	42%	41%
No	40%	27%

### *Campus Compact Membership*

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Satisfaction with Campus Compact Service and Resources:

	<i>National</i>	<i>California</i>
Very satisfied	52%	68%
Somewhat satisfied	34%	30%
Neither satisfied nor dissatisfied	11%	3%
Somewhat dissatisfied	3%	0%
Very dissatisfied	0%	0%

### *Survey Information*

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Did you have the necessary resources available to complete all questions in this survey on behalf of the institution?

	<i>National</i>	<i>California</i>
Yes	55%	68%
No	45%	32%

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How will the institution use the information gathered for this survey?

	<i>National</i>	<i>California</i>
Share with relevant contacts on campus	92%	91%
Share with relevant contacts in the community	58%	73%
Share with current and/or prospective donors	37%	55%
Share with prospective students	34%	30%
Share with current student	51%	58%
Share with alumni	32%	33%
Use to complete the application for the Elective Carnegie Classification on Community Engagement	27%	30%
Use to complete the application for the President's Higher Education Community Service Honor Roll	44%	30%
Use to inform strategic planning	69%	73%
Use to inform accreditation	41%	33%

### *About California Campus Compact*

Since its founding in 1988, California Campus Compact has worked to build the collective commitment and capacity of colleges, universities and communities throughout California to advance civic and community engagement for a healthy, just and democratic society. Through innovative programs and initiatives, grant funding, training and technical assistance, professional development and powerful research studies and publications, California Campus Compact each year invests in and champions more than 500,000 students, faculty members, administrators and community members involved in diverse and ground-breaking activities that support and expand civic and community engagement throughout California. For more information, please visit [www.cacampuscompact.org](http://www.cacampuscompact.org).

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*California Campus Compact acknowledges the following members for their participation in the 2009 Campus Compact Member Survey:*

Antioch University Los Angeles  
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California State University, Bakersfield  
California State University, Channel Islands  
California State University, Dominguez Hills  
California State University, Fresno  
California State University, Fullerton  
California State University, Long Beach  
California State University, Los Angeles  
California State University, Monterey Bay  
California State University, Northridge  
California State University, Sacramento  
California State University, San Bernardino  
California State University, San Marcos  
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MiraCosta College  
Notre Dame de Namur University  
Occidental College  
Pitzer College  
Saint Mary's College of California  
San Francisco State University  
San José State University  
Santa Clara University  
Sonoma State University  
Stanford University  
University of California, Berkeley  
University of California, Irvine  
University of California, Los Angeles  
University of California, San Francisco  
University of Redlands  
University of San Diego  
University of San Francisco  
University of Southern California  
University of the Pacific



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