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# Administrative Commitment to Public Service Programs in Institutions of Higher Education

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ADMINISTRATIVE COMMITMENT TO PUBLIC SERVICE
PROGRAMS IN INSTITUTIONS
OF HIGHER EDUCATION

by

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# ADMINISTRATIVE COMMITMENT TO PUBLIC SERVICE PROGRAMS IN INSTITUTIONS OF HIGHER EDUCATION

Mary Ellen Brandell, Ed.D.

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Higher education has a history of preparing young people for responsible leadership. The interest of college students in their obligations to society may have diminished in the 1980's as college students become preoccupied with personal goals and career aspirations rather than participation in public service programs (Astin, 1985; Gardner, 1984). If students enrolled in institutions of higher education are to develop skills and competencies to equip them for living in the world beyond the university, they must learn to cope with the social, political and economic problems that will confront their generation (Williams, 1980).

On April 23, 1985, the Project for Public Community Service, Campus Compact, was established to help revive the commitment of institutions of higher education to provide public service. The formation of Campus Compact was a result of a national meeting of college and university presidents.

In this study, the purpose was to identify those administrative policies which were designed to facilitate public service in institutions with membership in Campus Compact and

compare those policies with existing policies of the universities in the Mid-American Conference (MAC). Nine policies were identified: (1) admission preference for public service, (2) graduation requirements for public service, (3) academic credit for public service, (4) career advisory programs for public service, (5) faculty and staff activity in public service, (6) existence of a central coordinating office for public service, (7) opportunities for public service developed by students, staff and faculty, (8) evaluating public service and (9) attitudes toward volunteering. The Campus Compact survey was used to collect data regarding perceptions of public service policies and practices at MAC institutions..

Use of a Chi square analysis showed no statistical differences between MAC and Campus Compact institutions in faculty and staff involvement in public service as well as opportunities for public service developed by staff and students. However, since a lack of clarity exists in definitions of public service activities between and within institutions, meanings of significant differences is open to several interpretations. Findings of the study showed no differences between MAC and Campus Compact institutions in other public service administrative policies.

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# ACKNOWLEDGMENTS

Happiness comes only when we push our brains and our hearts to the farthest reaches of which we are capable. The purpose of life is to matter. to count. to stand for something. to have it make some difference that we lived at all.

I am grateful to my advisor. Jim Sanders. my teacher. Ed Kelley. my colleague. Roger Grabinski and my dear husband. Dick. for helping me to push and to reach another milestone in my life.

Mary Ellen Brandell

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# CHAPTER I

## INTRODUCTION

In the face of growing complexity of the problems facing American society, there are signs that self-interest is undermining public interest. There is a discrepancy between the country's need for civic mindedness and the parochial attitudes of its citizens. (Newman, Milton & Stroud, 1985). The demand for economic social and political renewal requires a greater sense of public purpose than is in evidence among segments of the American population. The United States faces complex issues that demand of society a greater capacity for civic integration than ever before (Newman, 1985). Issues such as peace in the face of proliferation of nuclear arms, effective integration of minority populations and economic stability are of a long term nature. These issues require leaders with an understanding of the interdependencies of people and nations and a strong commitment to the democratic compact (Gardner, 1984).

Our country's future leaders are becoming isolated and their vision increasingly narrow as their purpose in life has become the fulfillment of self-centered materialism and personal career aspirations. Higher education has a history of preparing youth for responsible leadership. However, as the problems facing America

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increase, the interest of college students in their obligations to society appear to have diminished. More and more of them have been preoccupied with personal goals and career aspirations. Their preoccupations have been reinforced by educational experiences that overstress vocationalism and understress the responsibilities of citizenship in democratic society (Gardner, 1984).

Apparent diminished public service has caused concern (Milton, 1984). If students within institutions are to develop skills and competencies to equip them for living in the world beyond the institution, they must learn to cope with the social, political and economic problems that will confront their generation (Williams, 1980). There is a feeling of hostility toward government and government institutions among college students. Undergraduates are likely to encounter a high degree of skepticism regarding the efficacy of government interventions into human welfare. The American political economy is responsible for the heightened concern among young people for their own survival (Kennedy, 1986). This concern may account for students' preoccupation with personal security.

According to surveys of incoming freshmen, students' value of money, status and power increased between 1967 and 1983 while the importance of social concerns has decreased (Astin, 1985). The values showing the greatest increase since 1972, were being well-off financially, being an authority, having administrative

responsibility for others and obtaining recognition. The values which showed the largest decline in importance since 1972 were helping others, promoting racial understanding, cleaning up the environment, participation in community action programs, and keeping up with political affairs. The hope of "being very well-off financially" jumped from 40% in 1967 to 70% in 1983 (69.5%). The value which showed the greatest decline was the goal of developing a meaningful philosophy of life which dropped from 82% in 1967 to 44.1% in 1983. This evidence of the change in youth attitudes away from social concerns exposes the crisis underlying the economic, social and political issues facing America. People demonstrate knowledge about civil rights but have minimal awareness about their civil responsibilities (Janowitz, 1978). A Carnegie Foundation report (1985) raised questions about the continuing ability of colleges to broaden the student view. There has been a trend toward more focus on careers, a shift in enrollment toward those professions of high status and income and a shift away from the human service professions and the liberal arts. The purpose of college experience is to develop within each student a sense of country and community service (Williams, 1980).

America's colleges and universities have traditionally attempted to instill future leaders with values that emphasize working in the service of society. With the expansion of community colleges and state college systems, the benefits of higher education

are reaching more people and a more diverse group of students than ever before. The need for colleges and universities to educate students with an appropriate respect for civic consciousness is imperative. Institutions of higher education can no longer afford to isolate themselves from other learning forces within the community (Janowitz, 1978; Williams, 1980).

The following disincentives in higher education discourage young people from public service:

1. Financial disincentives are among the most crucial. Knowing that higher education will only get more expensive the following year, many students feel compelled to finish their degree programs in as short a time as possible rather than serve others in the inner city or in rural areas. The debt incurred by students during their four years of college mandates that they seek well paid employment after graduation.

2. Public Service suffers from a lack of information and a lack of status. Few students are aware of service opportunities in their own communities. Most universities do not have co-curricular service organizations on campus.

3. Career placement offices provide abundant opportunities for large corporations to recruit on campus. but do not do enough to encourage service careers (Stroud. 1985. pp. 3-4).

Public service efforts at most institutions are decentralized and diverse. A lack of coordination of campus community service programs which results in an inaccurate reporting and evaluation of activities exists at many colleges and universities (Milton, 1984). A method of facilitating institutional support for public service programs needs to be developed.

Public service programs that have been focused in a Center for Public Service could serve as models for other campuses (Milton, 1985). The eighth annual report of the National Advisory Council on Extension and Continuing Education (1976) stressed the necessity of making active attempts to define and evaluate the effectiveness of training. The report stated that present techniques of evaluating public service fell short of demonstrating what kinds of training, of what length, and at what cost the program involved. Untold amounts of money have been allocated to public service programs. Institutions of higher education could improve the administration and effectiveness of these programs. Few institutions adminstered all community service through a single office. Most were decentralized with community service activities spread throughout various sectors of institutions (Champagne, 1975; Milton, 1985).

A review of the literature regarding community service programs at American colleges and universities indicated a significant decline in community service activities. Higher education institutions should not only contribute to research, technology and to the preparation of educated graduates, but should also operate within an enlightened and progressive atmosphere. Colleges and universities have a major role in developing the new civic responsibilities tomorrow's citizens must assume (Scully, 1985).

Institutions of higher education can implement incentives for their students and faculty which will facilitate and strengthen campus service programs. Inducements with administrative support have the potential to serve as a working model for other colleges and universities. The use of faculty abilities and skills can accelerate the institutions' efforts to be responsive to student and community needs. Such a cooperative arrangement makes possible human interaction in solving problems of concern to all (Hesburgh, 1980; Williams, 1980).

Institutional commitment can include support in a mission statement as well as funding for centralized resources. What universities are presently doing to provide incentives and to facilitate public service is an unknown. In order to capitalize on the work that has already been completed and on the ideas of educators concerned about public service, it is important to describe the status of public service incentives and facilitators. Therefore, this study will address the question: "What administrative incentives, policies and other forms of commitment are used in institutions of higher education to facilitate public service programs?"

## Definition of Terms

For purposes of this study, the variables in the research problem are defined as follows:

Public Service Programs: services provided by a college

or university for the benefit of community residents exclusive of college academic programs. Included are activities such as recreation and community welfare. Public services programs can be identified by determining the nature of their purpose (Dejnozka, & Kapel, 1982).

Public service at an institution of higher education can be determined if the program meets one or more of the following criteria:

1. Program has been in existence for at least two years.

2. Credit bearing academic activities are not a primary function of the program.

3. Program was not designed primarily for student recruitment.

4. The program provides a public service, that is provides university resources, student or staff efforts, facilities, and equipment for the benefit of people who are not members of the university community.

5. Program is partially or fully funded by college or university resources (Brandell & Reynolds, 1985).

Administrative incentives, policies and other forms of commitment: elements of an administrative process used to produce behavior consonant with organizational goals. Administrators can influence through the rise of group action or by

creating the kind of climate that will bring about influence without threat (Gregg, 1957).

Forms of administrative commitment and incentives to facilitate public service:

1. Redefinition of faculty workloads to encourage more effective ways of non-traditional learning.

2. Involvement of faculty in developing internships and service learning experiences.

3. Establishment of a campus center for the sole purpose of facilitating service - learning for students.

4. Implementation of faculty education procedures for decisions related to tenure, promotion and merit raises based on involvement in public service activities.

5. Establishment of a policy which includes public service experience as a requirement for graduation (Hoffman, 1976).

Institutions of Higher Education: institution which offers academic and training programs post secondary school (Dearman & Plisko, 1980).

Centralized Model of Public Service: all university interactions with the outside community are conducted from a campus oriented base (Bender, 1977).

Decentralized Model of Public Service: a form of public service delivery provided through agencies associated with a

university such as the Cooperative Extension Service (Bender, 1977).

Campus Compact: an organization established by college and university presidents committed to encouraging public service initiatives on their campus (Ventresca, M., Waring, A., Baker, S., & Auchard, M., 1987)

ADMINISTRATIVE
INCENTIVES
LEARNING
MISSION STATEMENTS
CURRICULA
EXPERIENCE
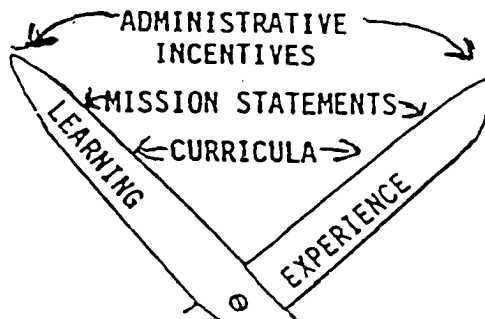
Figure 1. Conceptual Framework Model of Support of Public Service in Institutions of Higher Education

Higher education is like a pair of shears. College study has two blades: the blade of experience which brings students to the community to work and serve in ways that shape future growth and the blade of learning, an organized, disciplined study of knowledge with careful observation and analysis. In this conceptual model there are three connecting points which bring the two blades together to produce the cutting edge. The mission statement of

the university, administrative incentives and the curriculum connect learning and experience so that the two disciplines facilitate and illuminate one another. Experience and learning contribute meaning and energy to the mission statement, administration incentives and to the curricular component of the institution. The college or university must establish an appropriate philosophical environment in defining its purpose or reason for existence. The mission statement provides the basis for establishment of effective administrative and curricular policies. Community service involvement combined with course work provide the college student with the best possible learning experience. Without administrative support of public service activities, a study experience model of learning cannot exit (Eskow, 1980).

## Objectives

The following objectives have been established for this study.

1. To review the literature published on community service at institutions of higher education.

2. To conduct a survey of the universities in the Mid-American Conference (MAC) regarding their involvement in community service in order to identify those administrative incentives which may facilitate public service programs.

3. To identify those policies which are designed to facilitate

public service and have administrative support in institutions of higher education.

4. To compare the findings of the survey of the Mid America Conference (MAC) schools with the results of the Campus Compact survey.

5. To identify deviations of MAC policies from policies reflected in Campus Compact institutions and use them to form recommendations for MAC universities.

## Limitations

There are inherent limitations to this project. These can be summarized as follows:

1. There is a lack of coordination of campus community service programs which often result in an inaccurate reporting of public service activities (Champagne, 1975; Milton, 1984; Stroud, 1985).

2. Since public service efforts at most institutions are decentralized and diverse and efforts at most colleges and universities are fragmented. Responses in this study may not represent the total picture (Milton, 1984).

3. A telephone survey will be used in this study as the only means of data collection. Misleading results may occur because of the following:

(a) Surveys make the respondent feel unnatural and thus produce responses that are slanted.

(b) Surveys arouse "response sets" which generate the respondent to agree with positive statements or questions.

(c) In interviews, biased reactions can be elicited because of characteristics of the interviewer or the respondent.

(d) Telephone surveys rule out many face-to-face advantages, including visual impressions (Isaac & Michael, 1985).

4. This study will be limited to describing the status of public service in the Mid-American Conference Universities which include Central Michigan Unversity, Eastern Michigan University, Western Michigan University, Ball State University, Toledo University, Kent State University, Miami University, Ohio University and Bowling Green University.

5. Differences exist within and between institutins as to the definition of university public service (Dressel, 1976; Milton, 1984; Sellers & Bender, 1972).

Institutions of higher education can implement incentives which will facilitate public service programs. Community service involvement combined with course work provide college students with the best possible learning experience. However, without

administrative support. a study of experience model of learning

cannot exist (Eskow, 1980).

CHAPTER II

LITERATURE REVIEW

A review of literature in community service in higher education is presented in this chapter. Examples of experiential learning models are presented in part one. The second part is a historical overview of public service in colleges and universities in the United States. Definitions of public service in institutions of higher education is done in section three. The status of public and community service in higher education in relationship to the apparent "resurgence" of these programs in the latter half of the 1980s is reviewed in the fourth portion. The final section is a summary of the results of surveys which describe the status of public and community service at selected colleges and universities.

## Models of Experiential Learning

Traditionally, learning has been viewed as an accumulation of information and the development of concepts. Learning can also be viewed as a process that includes all human experience. Observation of human activity as well as the ideas that define it are also important components. Learning can be seen as a process in which an individual experiences something directly or vicariously, thinks about it, develops a concept to label the experience,

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associates it with other experiences and uses the concept to guide future behaviors (Gish, 1979).

The experiential learning model includes four sequential learning modes (see Figure 1): concrete experience, reflective observation, abstract conceptualization and active experimentation. Active experimentation leads to concrete experience and the cycles begin again. Individuals eventually develop preferences for one or more learning models (Kolb, 1979).

Concrete experience involves immediate experience, stimulation of feeling and an awareness of one's environment. An individual who senses the mood of a group of people or who responds kinesthetically to music uses this learning. Reflective observation is characterized by giving attention to certain experiences and then comparing them or creating alternative meanings. An individual who absorbs experiences and reflects on their meaning appreciates this mode of learning.

Abstract conceptualization includes creating ideas and concepts that organize experience, action and observations. Someone who devises models to explain phenomena and who appreciates others' concepts and theories appreciates this mode. Active experimentation refers to acting out ideas and theories or using them as experimentation guides. An individual who gets involved with people or who tries out new ideas that may involve risk, benefits from this mode of learning (Gish, 1979).

Concrete Experience

Active
Experimentation

Reflexive
Observation

Abstract
Conceptualization
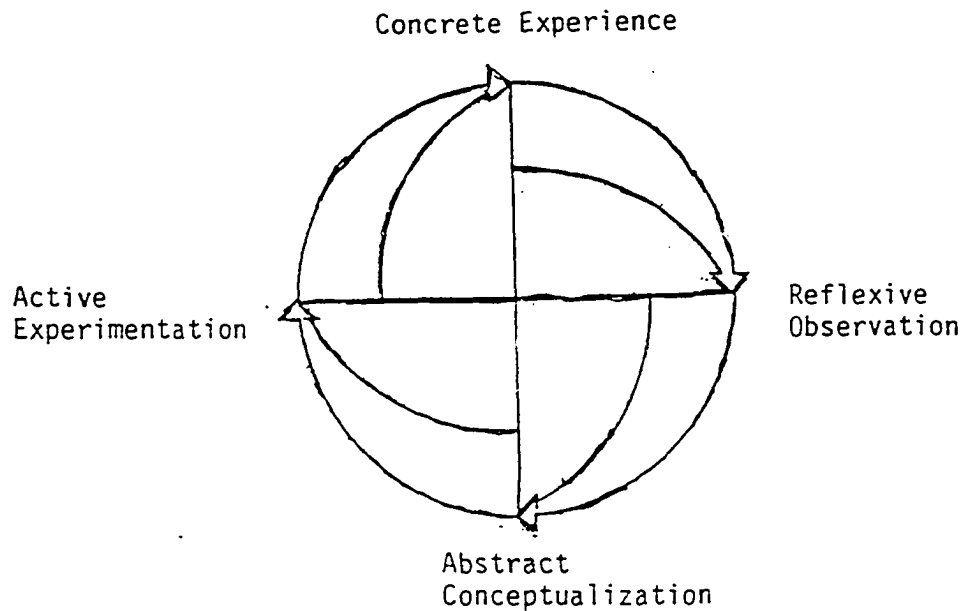
Figure 2.  Experimental Learning Process

Source:   Adapted From Gish. G. (1979).  The Learning Cycle.
Synergist. Vol. 8, p. 3.

Effective learning occurs most frequently when all four learning approaches are combined with the mix. depending on the requirements of the situation.  To make full use of the total learning cycle. an individual needs to practice each learning approach by itself, and then in conjunction with others.  Service learning represents a unique opportunity for students to practice and develop learning approaches not being fully developed in the classroom (McBer. 1971).

Academic learning usually focuses on only one or two approaches depending upon the field of study.  Participation in a

community service learning experience offers an opportunity for students to try out other approaches. The outcome leads to a broadening of the student's learning capacity. Students incorporate additional learning approaches into their academic studies which result in the greater internalizing of skills and knowledge learned. If the experiential learning sequence is followed, each time the cycle is completed and begun again, the second cycle will represent learning at a higher level. That higher level will involve more content complexity and in the process by which the student deals with the content at each stage of the cycle (Kolb, 1979).

Public service involvement facilitates experiences that contribute to ego development, moral development and self-actualization. As the student gives, he or she is also receiving. He or she is growing, developing and learning more about the world. The student increases effectiveness for the future by culminating a sense of identity (Peterson, 1975). Human experience can be identified as a process with full realization of our humanness as its culmination. When the basic physiological needs are met, the higher levels of safety and security can be reached. The next higher level is love and belonging and above that is self esteem and the esteem of others (see Figure 3) (Kohlberg, 1972; Loevinger & Wessler, 1970).

```
                                                    ┌──Self-Actualization│
                                          ┌──────────┘Esteem              │
                               ┌──────────┘Social                        │
                     ┌─────────┘Safety                                    │
          ┌──────────┘                                                    │
          Physiological
```
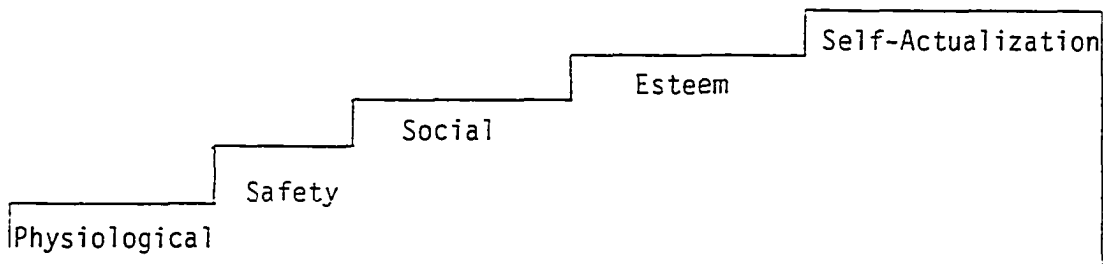
Figure 3.  Minimizing Student Potential in an Experience-Learning Model

Source:    Adapted from Peterson, V. (1979). Volunteerism & service learning:  Measuring the impact on the volunteer.  Synergist, 8, p. 15.

The volunteer experience which occurs in public service activities, facilitates awareness at the advanced stages of ego development, self-acutalization and moral development.  Activation of these themes is a requisite to future development.  Further progress towards self-actualization depends upon the exercise of growth experiences.  Public service experience helps to generate a way of life, not only for the student within his or her private psyche, but also for the student as a social being and a member of society (Graham, 1973).

### Historical Overview of Public and Community Service in Institutions of Higher Education

Universities and colleges generally include three functional

areas as the basis for their existence and support from their constituents. They are according to priority: (1) teaching, (2) research and (3) public service. The tendency to delegate public service to a low ranking within universities and colleges dates back to the earliest classical views of higher education (Bender, 1972). In the seventeenth century, emphasis was placed on "liberal knowledge" or knowledge for its own sake, regardless of its utility. This was representative of Cardinal Newman's views which were in direct contrast to the German ideal of higher education which was being formulated at the same time. The Germans believed that specialists who are concerned with the everyday world should be trained in colleges and universities (Lederle, 1977).

The conflict between teaching, research and public service continued in the development of the American system of colleges and universities. The passage of the Morrill Act (1862) established the land grant college system in America. This was a turning point from the traditional concept of education to a view which made the American land-grant college a partner inthe solution of the practical problems of agriculture and mechanic arts (Lederle, 1977). The higher education base was broadened by supporting the concept that every individual should have the opportunity to gain as complete an education as he or she wished

The first public service programs in the social sciences were developed at the universities of Chicago and Wisconsin in the United States in the 1880s. The Oxford model of public service teaching dramatically influenced the early public service programs in America. University public service programming was facilitated by the passage of the Smith-Lever Act (1914). As a result, the Cooperative Agriculture Extension Service was established in landgrant colleges. Cooperative extension services are given credit for helping American agriculture develop a level of high productivity (Bramlett, 1974). In the 1920's public service programs in higher education began to include the governmental sector when the first school of public administration was established at Syracuse University. These types of schools emphasized that assistance to governments by faculty and students is support of the universities' missions of teaching and research.

One of the most popular methods of delivering public service was the formation of multi-disciplinary institutes and centers (Bender, 1977). The decades following the close of World War II saw a rapid expansion in the number of these centers and institutes. They continued to expand in response of American universities to the public turmoil of the late 1950s and 1960s and the demand for assistance to the public sector which came as a result of the conflict.

There are two ways to define public service: centralized and

decentralized (Bender, 1977). The centralized model refers to the housing of facilities, staff and equipment within the confines of the college or university campus. In this model, all interactions with the outside community including coordination and service are conducted from a campus oriented base of operations. From this centralized base, services are carried directly to the communities and also are provided through the campus facilities. The centralized mode was the most common of the departmental and institute center models during the decades of the 1960's and 1970's. The decentralized form of public service delivery was typically demonstrated by the Cooperative Extension Service. This involved a partnership between the United States Department of Agriculture, state land-grant universities and colleges and county extension offices. This decentralization through the local extension offices provided institutional access directly to the community and provided feedback from the local area into the university campuses.

Originally most of the federal money for public service was allocated to assist the agricultural areas of the country, and over time has extended to other areas. Historically, states have been funded to support community service activities through Title I of the Higher Education Act (1965). The federal government through the enactment of Title I provided grants to institutions of higher education in the form of developmental funds. The purpose of the Act was to assist the people of the United States in the solution of

community problems by enabling the commissioner to make grants under this title to strengthen community service programs of colleges and universities. Under the act, relatively small grants were provided to institutions of higher education to start, extend or expand community service programs relevant to community problem solving. Service programs which were strengthened included, according to section 102 of the Act, educational programs, activity, or service, including research programs which were designed to assist in the solution of community problems (Champagne, 1975; Farmer & Knox, 1977).

The Higher Education Act of 1965 provided that the National Advisory Council on Extension and Continuing Education should review the administration and effectiveness of all federally supported extension and continuing education programs, including community service programs, make recommendations and reports of its findings to the Secretary of Health, Education and Welfare and to the President. The facts of a comprehensive study of federally supported programs for extension, continuing education and community service showed that community service was an ambiguous and inclusive term. The quality of American education and the tone of community life were inseparable. The strengthening of community service activities at private and public colleges and universities was crucial to eliminating some critical

community problems (National Advisory Council on Extension and Continuing Education, 1972).

There was a federal awareness that communities with complex social problems required support and assistance in developing appropriate solutions. Resources of colleges and universities were called upon to solve local and regional problems ranging from environmental degradation to the reduction of crime and delinquency. Community service function was one of the most significant developments in higher education in the decade of the 1970's (National Advisory Council on Extension and Continuing Education, 1974).

Community service and continuing education programs funded under Title I (Higher Education Act, 1965) made positive gains during its first four years of existence. Significant community problems were attacked and institutions of higher education were stimulated to strengthen their community service efforts. Promising models for successful college-community teamwork in problem solving began to emerge. The linkage between the resources in institutions of higher education and community problem solvers was accomplished by providing seminars, training classes, workshops and student field experiments as well as by programming for research, counseling and guidance and the use of the mass media.

The most common deterrent to effective public service

programs was the lack of a central administration at most institutions of higher education. Few universities had a central office or clearinghouse for public service activities. A national report (Carnegie Foundation, 1972, pp. 21-26) pointed out three important considerations:

1. Community service activities are usually interdisciplinary and there is no single unit in a college responsible for the activity;

2. Service activities often cross functional lines involving instruction, research, service and other activities;

3. There is a high priority for urban service (Carnegie Report, 1972).

Colleges and universities with enrollments of more than 3,000 were studied to develop a classification scheme for public service activities. The following categories were included: (a) Educational Service. (b) Health Services. (c) Family Services. (d) Physical Education Recreation Services. (e) Non-Physical Education Recreation Service. (f) Legal Services. (g) Information Services. (h) Technical Assistance. (i) Applied Research. (j) Community and Civic Affairs. and (k) other. Results indicated that 1,430 specific and organized programs related to community service were in operation in 1974 in the 397 colleges which were included. Many institutions were involved in public service which were not well known to the institution or may not be considered as public service activities. Results of the report demonstrated that public service of

a direct educational content nature was the major single area of public service. For senior institutions, technical assistance to agencies, both public and private was the next largest category; while for junior institutions, recreational services were next in order of magnitude. Applied research and health services were substantial in senior institutions but of lesser importance in junior colleges. Most institutions of higher education provided community service programs in a decentralized mode. Few institutions had all community services directed out of a single office. They had organizations to provide opportunities and supply the funds required for as many students as needed and were willing to engage in service activities (Champagne, 1975).

The responsibility of community service tended to be short-sighted in most universities because an institution's excellence was generally not measured by its responsiveness to social needs. The time had come when higher education must face its responsibility for the alleviation of social ills or expect broad consequences. Community services could be provided through existing programs by using some imagination (Angus, 1976; Congdon, 1971; Hoffman, 1976). Universities have a three part responsibility, academic excellence, research and community service (Peterson, 1975).

Community service programs at colleges and universities continued to expand during the decade of 1970 (O'Sullivan et al., 1972). The Higher Education Center for Urban Studies (HECUS)

was formed as a consortium by five institutions of higher education. HECUS was involved in urban research, community service and in facilitating educational services for disadvantaged people . Significant progress occurred in establishment of community service in institutions of higher education.

A similar program of public service was established in the southern region of the United States. Dimensions of the program had the following objectives: (a) to give immediate manpower assistance, through the work of students, to agencies concerned with economic and social development; (b) to provide constructive service opportunities for students seeking to participate in the solution of social and economic problems; (c) to encourage young people to consider careers and citizen leadership in programs of development and provide a pool of trained personnel for recruitment in public service; (d) to allow students, agency personnel and faculty to engage in a shared learning experience from which all can benefit; and (e) to provide additional avenues of communication between institutions of higher learning and programs of social and economic development by making the resources of the universities and colleges more accessible to the community and providing a means of relating curriculum, teaching and research to contemporary social needs (O'Sullivan. 1972, pp. 30-33).

In 1972, two public and five private colleges and universities

located within a twelve mile area in Nassau County, New York formed a voluntary association as a regional coordinating agency through which individual institutions could expand educational opportunities for students and effect cash savings through cooperative programming (Hestan, 1976). At Michigan State University, East Lansing, the Volunteer Bureau initiated in the late 1960s is the Service-Learning Center and placed 3,000 students from 60 departments in community agencies. The first important change that has taken place at M.S.U. has been in the substance of student service. The Center conducted a survey in 1980 to analyze the impact of the public service program as well as the perception of thousands of students who had been involved. Students were asked to choose from a list of possible motives that they might have had for participating. Of the students who participated in the survey, 66.9% stated that they wanted career related experience. Fifty-six percent stated that they wanted to help somebody (Pauken, 1981). When it began in 1969, the Center for Service Learning once had 2,000 volunteer placements annually. The number of student volunteers has declined, but the nature of student involvement evolved from the simple volunteer concept into a multifaceted service-learning effort into well developed ties to both the university and the community. Students' interests shifted from first volunteerism toward experiences which include practical career preparation (Woods, 1981).

The California Postsecondary Education Commission funded a study (Deshler, 1975) in order to understand more fully the nature of the process that had occurred in institutions of higher education as a consequence of Higher Education Act of 1965, Title I. A "naturalistic" approach was used in the study. The researchers collected and analyzed data from the natural settings where projects had been established and were still functioning. Literature related to Title I was reviewed as were project proposals and reports. A research team conducted 181 interviews with personnel representing 35 institutions of higher education and 16 community agencies. Three seminars were held in conjunction with this project involving 125 persons from different role perspectives who contributed to understanding the nature of the problem. The data obtained from the seminars and from the interviewing were analyzed through the use of content analysis. The study found that in cases where interviewees reported that Title I projects had strengthened their institution of higher education, the following results occurred: (a) positive reputation: (b) use of knowledge, concepts, models and methods: (c) increased enrollment: (d) new networks of relationships (e) trained personnel: and (f) new or improved administrative structures (Deshler, 1975).

A study of the residual effects of federal developmental funding through Title I was developed to report fundings which would be

useful to those individuals at the national, state and local levels who sought to implement Title I projects. Previous studies of projects funded under this Act found that there has seldom been a strategy for strengthening and continuation in project proposals and state plans (Farmer & Knox, 1977). An "Alternative Patterns" project was designed to systematically identify the range of alternatives used and their consequences, in diverse settings in which projects funded under the Higher Education Act took place.

## A Review of Definitions of Public and Community Service in Institutions of Higher Education

Differences exist regarding the definition of public service. Different meanings are applied in different institutions. Public service can include such things as cooperative extension, continuing education or any university affiliated programs to groups outside the University (Bender, 1977). Public service in higher education is limited to technical assistance activities as provided to state and local government according to the definition promulgated by the Government Institute at the University of Georgia (Jackson, 1976). A considerably different definition resulted from an Atlanta Conference in which public service was defined as the integration of the accomplishment of a needed task with educational growth and whose goals were: (a) accomplish needed public service, (b) add breadth, depth and relevance to students' learning, (c)

give students exposure to testing of, and experience in public service careers, (d) increase the number of well-qualified young people entering public service careers (Atlanta Service Learning, 1970).

A more comprehensive definition stated that public service is a process for bringing subject matter, and experts to situations and locations where use can be made of the relevant skills and knowledge, whether within or outside of a classroom. Experts must be brought close to the problems if they are to be useful in solving this. Both short range and long range solutions may be sought (University of Tennessee, 1972).

There are, however, a range of definitions from the most extreme, i.e., that public service is equal to teaching and research (Bender, 1972; Hillyard, 1975; Jackson, 1976) to the least narrow which is public service is limited to demonstration projects (Lederle, 1977). (See Table 1.)

The public service definitions which are listed in Table 1 are representative of the variety of meanings in the literature. The most broad definition is located on the upper left and the most extreme is located on the upper right side of the inverted triangle. The definitions listed on either side gradually taper down to the definition of public service which is used in this study. It encompasses both the broad and extreme ones listed on the continuum.

Table 1

Definitions of Public Service
In Higher Education

Public service is equal to
teaching and research
(Bender, 1972; Hillyard, 1975;
Jackson, 1976).

Public service is the delivery
client services (North Carolina
Internship Office, 1972).

Public service is a process for
bringing subject matter to
situations where use can be
made of relevant skills in or
out of a classroom (University
of Tennessee, 1972)

Public service creatively
involves students in the work
community organizations
(Heiss, 1971).

Public service is work students
do for non-profit service
organizations & all levels of
government (Milton, 1984).

Public service is
limited to
demonstration
projects
(Lederle, 1977).

Public service is
limited to technical
assistance provided
to state & local
government (Atlanta
Service Learning,
1970).

Public service
activities are
outreach programs
which go beyond
normal campus
institutions
(Dressel, 1976;
Sellers, 1976).

Public service is
what is done by of
students for the
college outside the
institution
(Ventresca, Waring,
Halleck, Baker &
Auchard, 1987).

Public service provides University
resources for the benefit of people
who are not members of the University
community (Brandell & Reynolds, 1986)

The purpose of public service in higher education was to creatively involve college students in the work of social service agencies and community organizations that are addressing themselves to the needs of urban residents. The goals are service and education. The college through its academic program relates the activities of the classroom and the existential realities of the world in a program that will enable the student to give of him or herself to others and at the same time learn something about the world in which he or she lives (Heiss, 1971).

Traditionally, public service has been the category of the trichotomy of academic functions. If it were not teaching or research, then it must have been service. Teaching was defined by interaction with students and research was the interaction with editors and publishers. Service was anything else an academician does with the sanction of the university department or of the community or both (Bender, 1972; Hillyard, 1975).

More than one dozen variables in public service programs were listed in a definition of public service (Jackson, 1976). For each variable a broad spectrum of policies existed. The major variables included

1. Mission of the university

2. Freedom of units or departments to determine programs and priorities.

3. Degree of integration with academic program

4.  Organizational structure and reporting mechanisms

5.  Funding sources

6.  Degree of specialty

7.  Single vs. multi-campus operation

8.  Service delineacy system

9.  Relationship with other institutional programs

10. Scope of clients served

11. Type of assistance provided

12. Relationship of unit with state and county

13. Career structure for unit staff

Within any of the variables, a variety of public service models could be defined. Every public service was virtually unique (Jackson, 1976).

Public and community service is an ambiguous and inconclusive term (National Advisory Council in Extension and Continuing Education, 1972). Public service does not lead itself to a "brisk" definition but yet is often heard in the deliberations of educators and community leaders who are concerned about the direction education and the community are taking. Members of the National Advisory Council believed that the quality of American education to the "tone" of the community life were inseparable and strengthening public service activities at public and private colleges and universities was indispensible to the elimination of some critical community problems.

College and university public service programs which carry the expertise and competence of the institution to the public are guided by purposes and objectives. There are at least four kinds of public service programs and associated purposes. The first type is national missions. Land-grant universities have been assigned the cooperative extension purpose by law. This agricultural model has been applied to problems of business and industry. A second type of public service program comprises courses, workshops, seminars and other instructional experiences for professionals and other adults. A third type of public service program is assistance to community groups. Finally, there are institutional support programs which provide student services, general administration, maintenance and other services (Dressel, 1976).

Three definitions which reflect different philosophies regarding what the role of public service should include were presented by Bender (1977). One definition held by some is that public service is a legitimate function regarding its contribution to the teaching and research functions of the university. This definition characterizes the departmental model. Another definition is that university public service should be limited to demonstration efforts and that repetitious technical assistance is a desirable mode of operation. In some instances, public service is defined as an equal partner to teaching and research. For some schools, public service is what is done by students for the college or

university, while for others it is what is done for those outside the institution. Local definitions limit potential generalizations about service across all colleges and universities (Ventresca et al., 1987).

Campus Compact has supported a broad definition of public service definition (Milton, 1984). The term "public service" refers to the work students might do for non-profit service organizations and all levels of government.

Definitions of public service in higher education differ between institutions. A wide variety of meanings exist. They appear to relate to individual programs and cannot easily be applied as a working definition to similar institutions of higher education (Ventresca et al., 1987).

Renewed Enthusiasm for Community Service in Higher Education

The national need for commitment to civic involvement is greater today than ever before. The following elements in society cause concern:

1. Declines in trust in government and a related decline in confidence that problems can be solved through the political process.

2. Declines in confidence in the press, medicine, the military, religion and education.

3. Americans report doubt that an individual can make a difference (Gardner, 1985).

A nationwide trend shows scarcity of candidates for school boards and similar bodies and a marked decline in the number of volunteers for public service. An outcome of a national forum sponsored by the Education Commission of the State Business Advisors, was supportive of mandatory youth service with observation of the following five principles:

1. Minimal interruption of careers.

2. Design service so it will benefit the young people who participate.

3. The youth service should involve a wide range of options.

4. Fulfillment of the service obligation should bring education benefits.

5. Youth services should not be an employment program (Newman, 1985).

Institutions of higher education must have a major role in any youth service program. The work study program affords a natural tie in with youth services. Cooperation and involvement of university leaders is crucial (Robb & Swearer, 1985).

Education must also include a responsibility to society. Several bills for a national service program have existed in Congress for the past decade. A number of colleges and universities have taken on the challenge of enhancing civic education by emphasizing public service programs. Many of these programs have been in

existence for some time but had fallen by the wayside in the 1970s and are now coming back with renewed vigor (Swearer, 1980).

College graduates demonstrate the need for a national debate over the effectiveness of higher education. College graduates must see themselves as able to shape the world in which they live and not simply as living in a world to which they must adapt. Higher education must not only contribute research and technology but an enlightened atmosphere as well. Colleges and universities have a major role in developing the new civic responsibility tomorrow's citizens must assume (Newman, Milton & Stroud, 1985).

A widespread recognition of civic responsibility was noted on the part of America's college students. The first step in increasing campus commitment was to take an inventory of the existing service programs. The development of a working definition of public service is also necessary. Providing campus programs which include a range of opportunities for all levels of commitment and that the opportunities are visible and appear accessible throughout the campus community is essential. Faculty and other academic advisors need to be involved in public service activities in order for them to guide the students effectively. The institution makes public its commitment to service by providing a catalyst for involvement in service activities (Milton, 1985).

No other nation in the world has a voluntary sector near the size, diversity or level of support as the United States. In 1982,

gifts to the private sector totaled $60 billion. Individuals must see themselves as having a positive duty to nurture and constantly reconstruct the community of which they are a part (Gardner, 1984). There is a need for public service. Schools have turned away from teaching values because of the disruption of the 1960's and because the new academic disciplines were highly specialized (Bok, 1984). Many schools recognize the need to pay more attention to the development of a sense of civic responsibility in their students and that coursework is not enough. A decline in social commitment has had a negative influence on American life. The nation needs to be shown the way to give public service a proud and lively place once again. There has been a renewed emphasis of social responsibility across campuses in many parts of the United States (Kennedy, 1984).

In contrast to the general declining interest, there have been some indications that more college students are willing to take advantage of public service opportunities if they are presented with the opportunities to do so. Support for community service at increasing numbers of institutions is growing (Pauken, 1981).

During the 1984-85 academic year, a number of colleges and universities reported a renewed interest on the part of many students in community service (Baker & Auchard, 1987). Institutions of higher education that have given new visibility to internship programs or other service opportunities have

seen a surge in applications. The Project for Public and Community Service report stressed that the level of involvement at several universities with established public service programs represent the fact that students will respond when confronted with the specific outlet to do so. For example, Stanford established a Public Service Center which includes a volunteer clearinghouse, an internship program, public service career advising, and an annual conference on public service. There are many quantitative indicators which demonstrate that student awareness of volunteerism and public service has been turned around by these efforts. The rate of volunteers at Stanford for the Peace Corps and Volunteers in Asia has almost tripled over the past two years. The student Volunteer Network has turned out over 500 Stanford students to work on various community projects on "reach out" Saturdays during Fall and Spring quarters (Milton, 1985).

At Brown University, through the campus student volunteer program, Brown Community Outreach, approximately 600 students were involved in 37 projects in the Providence community (Stroud, 1985). At Vanderbilt University students at the Center for Health Sciences have provided 45,000 health examinations for residents in rural or low income communities, assisted in the formation of more than 15 primary health care centers, helped to establish markets for small farmers in cities throughout the southeast, and established a laboratory which conducts preliminary

analysis on more than 1000 water and soil samples annually for community groups (Milton, 1985). The number of students doing volunteer work at Philip Brooks House, a volunteer program at Harvard University, has jumped from approximately 200 students five years ago to more than 1000 students (Milton, 1985). In the class of 1982, 34.9 percent gave some time to public service, while in the class of 1984 the comparable figure was 48 percent. These increases in student volunteering were attributed to increased efforts on the part of the university to promote such opportunity (Milton, 1985).

## The Campus Compact

Disincentives for public service in higher education tend to discourage young people from public service. The realization that higher education will get more expensive the next year causes many students to feel compelled to finish their degree programs in as short a time as possible rather than serve others in a human service project. Public service suffers from a lack of information and a lack of status. Most universities do not have co-curricular service organizations on campus and few institutions encourage students to pursue service careers (Newman, 1985).

On April 23, 1985 several college and university presidents met to discuss the issue of youth civic involvement. They agreed unanimously about the growing interest in the public service at the

nation's colleges and universities. The Project for Public and Community service was established at Brown University under the administrative oversight of the Education Commission of the states to help revive higher education's commitment to training students for careers in human services. The project was a result of the April 1985 meeting of college and university presidents (Milton, 1985).

The program was sponsored by a coalition of institutions of higher education. The Project for Public and Community Service (PPCS) was committed to creating a coalition with geographic and institutional diversity, including private and public, four year and two year institutions. This represents a national effort to help colleges prepare students for citizenship by increasing their participation in public service. An objective of the project is to centralize and increase access to community service information, heighten awareness of public service and reduce disincentives which now discourage students from public service. The goals of Campus Compact included:

1. Direct a public awareness campaign aimed at re-establishing a commitment among students to service others.

2. Develop policies that university and college presidents, State Boards of Education policy makers and others can use to encourage public and community service.

3. Conduct a survey of public service activities and universities involved in the coalition.

4.  Establish a public service network that will match students seeking service opportunities with local and regional service agencies.

PPCS developed the following objectives to facilitate public service support:

1.  Establish a public service network that will match students seeking service opportunities with local and regional services agencies.

2.  Assist in establishing campus public service centers across the country.

3.  Consolidate and improve access to public service information.

4.  Sponsor regional meetings with legislators and business people.

5.  Develop creative proposals for federal assistance.

6.  Coordinate a media campaign.

Campus Compact planned to assist expanding community service programs and to encourage student participation in them. Proposed activities focused on special consideration in admission and financial aid, improved public service career opportunities, and greater involvement of faculty and staff in public service. Research projects included a survey of colleges and universities within the coalition to identify programs which can be used as models for other colleges and universities.

Information about public service programs were made available to students. PPCS contacted community action agencies, and also worked with state and municipal programs. The project organized regional meetings with legislators, business people and foundations. The goal of the meetings was to build regional foundations for service work and encourage interaction between groups to avoid duplication of programs. The Project also endorsed efforts for the reauthorization of the Guaranteed Student Loan Program with provisions for extended repayment schedules and principal educations for students choosing public service careers.

The PPCS emphasized in on the following types of service:

1.   University sponsored service projects;

2.   Service work in exchange for financial assistance from colleges;

3.   Work sponsored by a community service agency;

4.   Work sponsored by a for-profit organization where the goal was not only making a profit but meeting a community need such as nursing homes or hospitals;

5.   Church sponsored service work where the goal was meeting secular needs not recruiting new members;

6.   Government sponsored service work, including VISTA and Peace Corps;

7.   Independent service projects not sponsored by any agency.

Institutions can promote student and staff awareness of public service. A centralized office with a hired facilitator who coordinates and provides students with public service opportunities. encourage students to participate. Combining service activities with the curriculum, so that students can earn credit toward graduation is also an incentive in facilitating public service. Faculty should become role models on campus by taking on public service commitments and speaking about them with their students (Warren & Straton, 1987).

## Public Service Surveys

A review of the literature in public service indicated that a number of surveys had been conducted to attempt to determine institutional support for student community involvement. The National Student Volunteer Program (NSVP) surveyed approximately 2.000 colleges and universities during 1973-74 to compile a directory. From the 710 questionnaires returned, statistical analysis indicated that there were approximately 2.000 volunteer programs involving an estimated 422.000 volunteers. Approximately 23% of the programs in the sample had a full time public service director and 54% had a part time director. Fifty-four percent of the programs granted academic credit for community service work (Ventresca et al., 1987).

A Task Force at Stanford University conducted a similar, small-

scale survey with Ivy League and California Schools (Milton, 1984). Results indicated a direct relationship between increased public service activities and institutional support. A survey of public service programs at Central Michigan University was primarily designed to determine the staff, space and financial resources contributed by the institution. Results showed that 74 faculty and staff held part or full time positions in service related programs. The average age of existing programs was 15 years. Student interns were involved in 18 community service programs included in the survey. Service was provided to 781 individuals in the University community and 8,664 individuals outside the University community annually (Brandell, 1988). (See Appendix A.) A model computer program was designed to report annual changes in staff, revenue, space, and funding. All established public service programs which met the university criteria were included on the reporting form (Brandell & De Bruin, 1988). (See Appendix B.)

## Campus Compact Survey

Campus Compact is an organization established by college and university presidents committed to encouraging public service initiatives on their campus. The organization began in 1985 as the Project for Public and Community Service and was renamed Campus Compact in 1987. Campus Compact conducted a survey to determine the nature and scope of public service activities

at its member institutions. The survey was designed to identify the level of student involvement, institutional incentives, financial support, public service centers and changes during the past five years. This survey was one of the first attempts to document on a nation-wide basis, students' participation in public service and describe the organizational arrangements supporting those activities. (See Appendix C for complete results). (Ventresca et al. 1987).

Sixty-seven percent of the 100 Campus Compact members responded to the survey. The respondents were primarily small, four-year liberal arts colleges. Nearly one-half were colleges with combined undergraduate and graduate student enrollments of less than 5,000 students. The respondents had a strong representation from the eastern half of the United States. The questionnaire requested detailed and historical information about student participation and organizational arrangements. According to the results, much of these data did not exist. Large decentralized institutions appeared to have more difficulty in completing the questionnaire.

There were a large number of nonresponses for the questions which were concerned with the number of students involved in public service for academic credit, or data on continued participation. This may be the result of difficulty in synthesizing

the efforts of decentralized programs and departments or the lack of record keeping.

Some questions in the Campus Compact Survey focused on faculty and staff involvement in public service. Seventy-two percent of the respondents encouraged faculty and staff to become involved in public service activities. Institutional policies such as release time for service work, and consideration of service activities in tenure and promotion processes were listed as administrative incentives. Fifty-four percent of the responding institutions have created opportunities for service by staff members.

Findings of the survey showed that all the respondents had well-developed public service programs that were either coordinated or sponsored by the university. Fifty-one schools or 67 percent had voluntary student groups with some institutional support that provided service in the community and public sector. Two-thirds of the schools provided an information clearinghouse of public service opportunities at the community or governmental level.

The Compact schools varied widely in the incentives that were used to facilitate public service activities. Incentives included formal admissions preferences, academic credit for service and graduation requirements. The most common institutional incentive for public service was the granting of academic credit for service learning. The best incentive for public service seems to be an

institutional commitment to service regardless of the structural form that his commitment takes.

Nearly one-half of the colleges and universities which responded to the survey reported the existence of public service centers on their campus which played a key role in supporting public service efforts. Most of the centers performed multiple functions such as coordinating activities, serving as a resource center and providing public service information.

A review of public service activities in Campus Compact schools during the past five years indicated that one-third of the colleges and universities reported an increase in public service participation. Schools which reported increased participation tended to have a more diversified infrastructure than those reporting no changes. Schools with centers had an increase in student public service participation. A number of schools suggested that the establishment of a public service center and centralized resources can facilitate increased levels of participation especially among students (Ventresca et al. 1987).

Institutional commitment to public service was demonstrated in a variety of ways. Some schools have formal admissions or graduation requirements. Commitment to public service can also be a part of the school's mission. The creation and support of public service centers and centralized resources are considered as

positive ways to facilitate student involvement (Ventesca et al,
1987).

The purpose of this research project, as noted on page 10,
was to identify those administrative policies in the universities in
the Mid-American Conference which appear to support and
facilitate public service. A survey of the Mid-American
Conference schools was conducted. The findings were
compared to those of a similar survey which was conducted in
67 colleges and universities with membership in Campus Compact.

## Summary

A review of the literature in public and community service in
American institutions of higher education has demonstrated
support among colleges and universities as well as a general
consensus that service programs are necessary components of the
total academic experience. Even though there has been a
significant decline in interest among the student population during
the past decade, a resurgence in revitalizing community directed
programs is occurring. The literature revealed a wide diversity in
definitions of public service in higher education. Most working
definitions apply only to individual programs and cannot be
generalized to other institutions.

In summarizing the literature reviewed, several conclusions
can be drawn. They are:

1. The experiential learning model provides a view of how public service activities can facilitate significant human development and have a major effect on students' careers and lives.

2. Involvement in public service activities contributes to ego and moral development as well as self actualization among college students.

3. Institutions of higher education have used public service programs to train and instill future leaders with values that emphasize working for the improvement of society.

4. Public service is usually included as an area of priority in the mission statement of colleges and universities.

5. Title I of the Higher Education Act of 1965 facilitated the growth of public service programs in American colleges and universities.

6. During the past decade, the interest of college students in public service has diminished due to a preoccupation with personal goals all career aspirations. ˙

7. Campus Compact. (The Project for Public and Community Service) is a consortium of institutions of higher education which is attempting to revive higher education's commitment to training students for careers in human services.

8. Definitions of public service are varied and are unique to individual institutions.

(a) Public service involves cooperative extension activities.

(b) Public service is the integration of a needed task with educational growth.

(c) Public service is the act of creatively involving college students in the work of social service agencies.

(d) Public service is outreach programs which go beyond normal campus institutions.

(e) Public service is limited to demonstration projects.

(f) Public service is an equal partner to teaching and research.

(g) Public service is a carrier of the expertise and competence of the university to the public.

(h) Public service refers to the work students do for non-profit service organizations and all levels of government.

9. The creation and support of public service centers in institutions of higher education tends to facilitate public service activities.

10. Results of a survey which was conducted with colleges and universities in Campus Compact revealed an increase in public service activities when administrative commitment was evident.

A review of literature in community service in higher education has been been presented. Experiential learning supports service learning and represents a unique opportunity for students to develop outside the classroom. College graduates must see themselves as able to shape the world in which they live. Colleges and universities have a major role in developing civic responsibility (Newman et al., 1985).

CHAPTER III

METHODS AND PROCEDURES

The purpose of this research project was to identify those policies which appear to facilitate public service in institutions of higher education in the Mid-American Conference in order to compare them with those policies reflected in Campus Compact institutions. In this chapter the research methods and procedures of a completed study and this study are described. The chapter has four sections: Description of Research Methodology, Selection of Subjects, Data Collection, and Data Analysis.

Description of Research Methodology

A descriptive research design was employed in this study. Descriptive research is used when a data base is accumulated through survey studies. The purposes of the descriptive methodology used in this research are:

1. To collect information that describes administrative policies which facilitate public service.

2. To identify present policies in the Mid-American Conference Schools and the Campus Compact institutions regarding administrative support for public schools.

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3. To compare findings in the Mid-American Conference schools with those in the Campus Compact schools.

4. To make recommendations based on the results of the data collection.

A survey design was used to answer the research questions generated in this study. A survey design was selected as a means of gathering information which would describe the nature and effects of administrative incentives in Campus Compact and Mid-American conference colleges and universities. The survey demonstrated the following characteristics:

1. Systematic--the content coverage was appropriate.

2. Representative--the population which was surveyed reflected all or a majority of the population.

3. Quantifiable--the survey yielded data that were expressed in numerical terms (Isaac & Michael, 1985).

The survey which was used in this project was developed at Stanford University, Stanford, California (Halleck, 1986). The following individuals were responsible for the planning and analysis: Michael P. Garet, School of Education, Pat McDonough, School of Education, Catherine Milton, Director, Public Service Center and Tim Stanton, Assistant Director, Public Service Center. Advisors for the project were Sally Cole, Director of Research and Virginia Hodgkenson, Vice-president for Research on Independent Sector at Stanford University.

The data collection and data interpretation as well as the final report were completed by Marc J. Ventresca, Anna L. Warring and Jeanne Halleck at the Stanford University Public Service Center and Saphira M. Baker and Melissa Auchard from Campus Compact.

The survey questionnaire asked staff contact persons on each campus in the Campus Compact consortium to do a census of programs and students participation. The instruments were mailed to 102 institutions of higher education. Sixty-seven responses were obtained and analyzed. A descriptive overview and an interpretation of the results were published in <u>Collegiate Community Service: Status of Public and Community Service at Selected Colleges and Universities</u> (Ventresca, Waring, Halleck, Baker & Auchard, 1987).

## Selection of Subjects

The subjects for the study were taken from two groups of institutions of higher education. Group I represented colleges and universities in Campus Compact, an organization established by college and university presidents who were committed to encouraging public service initiatives on their respective campuses. Presently there are 102 colleges and universities with membership in Campus Compact. Sixty-seven institutions were included in this project. They represent the respondents in a Campus Compact survey of member schools. The institutions are located throughout

the United States. Sixty-nine percent are private institutions of which 31% represent the public sector. Four of 67 respondents were two year colleges with the rest being at least four year institutions. Enrollment varies from less than 1,000 to over 20,000 students.

Group II consisted of the institutions of higher education with membership in the Mid-American Conference. Nine schools were included. All are public institutions with university status. They are located in the states of Michigan, Ohio, Indiana, and Illinois. Enrollment varies from 14,000 to over 20,000 students.

<center>Data Collection</center>

The subjects for this study were 67 institutions with membership in Campus Compact and all the universities in the Mid-America Conference. Questionnaires were sent to 102 Campus Compact Schools by the Public Service Center at Stanford University. Responses were received from 67 colleges and universities as reported in Ventresca et al. (1987). Telephone interviews were conducted with public service center directors or designated representatives at each of the MAC schools. The following procedures were implemented for the second part of the study:

1. A transmittal letter was sent to the president of each MAC school requesting his assistance. The letter was signed by the

interim Provost at Central Michigan University in order to stress the importance of the project and the affiliation with the MAC group (Odom, 1979). A sample transmittal letter is contained in Appendix E.

2. A copy of the transmittal letter was sent to the public service director or designated representative in each of the MAC schools.

The representatives include the following:

Ohio University
Athens, Ohio 45710
Representative: Nancy Lucas

Central Michigan University
Mt. Pleasant, Michigan 48859
Representative: Mary Ellen Brandell

Ball State University
Muncie, Indiana 47306
Representative: James Marine

University of Toledo
Toledo, Ohio 43606
Representative: Dwight Burlingame

Bowling Green State University
Bowling Green, Ohio 43403
Representative: Mary Edmonds

Kent State University
Kent, Ohio 44242
Representative: Charles Green

Western Michigan University
Kalamazoo, Michigan 49008
Representative: William Cotton

Miami University
Oxford, Ohio 45056
Representative: Pat Bower

Eastern Michigan University
Ypsilanti, Michigan 48197
Representative: Donald H. Bennion

3. Each MAC public service representative was contacted by telephone approximately 10 days after the transmittal letters were sent. The purpose of the contact was to explain the nature of this

project and to set up a specific day and time during the month of October, 1988 when a telephone interview could be conducted.

4. A copy of the questionnaire was sent to each MAC school public service representative so that he or she have an opportunity to collect a necessary demographic data.

5. At the appropriate designated time during October, 1988, the interviewee was contacted by telephone and asked the same questions which appear on the Campus Compact survey form (See Appendix E).

6. The responses were recorded on the survey form.

## Data Analysis

The responses collected on the questionnaire form the MAC schools were compared with the data from Campus Compact. The data consisted of descriptive responses. The data were reported in this manner.

1. The frequency and percentage of each item from the MAC respondents were determined.

2. A table was provided to clearly illustrate the frequency and percentage results of each item.

3. A comparison was made between the percentage findings of the Campus Compact survey and the MAC results. These data were presented in table form.

4. A Chi square statistical analysis was used to test a hypothesis that MAC and Campus Compact responses were similar.

The methods and procedures which were used in this research project have been described. A survey was employed in order to collect the data which identified and described the administrative policies which facilitate public service in the universities in the Mid American Conference. The public service director from each MAC school was contacted. The findings were compared with those in the Campus Compact schools. The data analysis will be reported in Chapter IV.

CHAPTER IV

FINDINGS OF THE STUDY

The purpose of this research chapter is to analyze the answers to ten questions asked of interviewees at the MAC schools. The data are reported in this chapter in ten sections, one for each topic. These sections are: admission preferences for public service, graduation requirements for public service, academic credit for public service, career advisory programs for public service, faculty and staff activity in public service, existence of a central coordinating office for public service, opportunities for public service developed by students, staff, and faculty, evaluating public service, students attitudes towards volunteering, and institutional disincentives. In addition to these sections, a summary is provided at the conclusion of this chapter.

### Admission Preference for Students with Public Service Experience

The universities in the Mid-American Conference do not have an admission policy of giving preference to students who have been involved in public service work. Similarly, the Campus Compact institutions have no formal admissions policy giving preference to applicants with public service experience.

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The respective representatives stated that community service experience may determine leadership potential of prospective students, however, 91 percent of the Campus Compact and 100 percent of the MAC schools have no admission incentives for public service experience. A statistical analysis was completed on the survey question: "Does your institution have a formal policy of giving preference in admissions to students applying with performed public service work?"

There is no difference between MAC and Campus Compact institutions in regard to having a policy of giving admission preference to students who have been involved in public service work. (See Figure 4)

| | YES | NO | TOTAL |
|---|---|---|---|
| MAC | - - | 9<br>100% | 9 |
| Campus Compact | 1 2<br>18% | 5 5<br>82% | 6 7 |

Likelihood Ratio Chi Square Analysis
pValue = .308
pValue < 0.05 = no significant difference

Figure 4.   Comparison of MAC and Campus Compact Schools with the Policy of Admission Preference for Students with Public Service Experience

## Graduation Requirements for Public Service

According to the survey responses, none of the MAC schools require public service experience as a criteria for graduation. The Campus Compact survey findings were in close agreement with those on the MAC questionnaire. Ninety-two percent of Campus Compact institutions do not have formal graduation requirements related to public service. The five schools with this requirement have a policy which states that graduates are expected to demonstrate evidence of public service experience. Results of a chi square analysis yielded no significant differences between MAC schools and Campus Compact on the following survey question: "Does your institution have a formal graduation requirement for public service?"

No significant difference exists between MAC and campus compact institutions regarding a formal graduation requirement for public service. (See Figure 5).

## Academic Credit for Public Service

Granting academic credit for public service activities is done in 77 percent of the MAC institutions and 83 percent of the campus compact schools which responded to the national survey. The academic credit which is earned for public service is restricted to the major field or as an elective credit. Schools in

|  | YES | NO | TOTAL |
|---|---|---|---|
| MAC | - - | 9<br>100% | 9 |
| Campus<br>Compact | 5<br>7.5% | 62<br>92.5% | 67 |

Likelihood Ratio Chi Square Test =
pValue = .252
pValue < 0.05 no significant difference

Figure 5.  Comparison of MAC and Campus Compact Schools
with Graduation Requirements for Public Service

the MAC grant public service academic credits to students who are required to complete service or practicum related experiences.  Examples of potential service areas granting credit are sports medicine, speech pathology, and recreational therapy.

|  | YES | NO | TOTAL |
|---|---|---|---|
| MAC | 7.<br>77.8% | 2<br>22.2% | 9 |
|  | 56<br>83.6% | 11<br>16.4% | 67 |

Likelihood Ratio Chi Square Test =
pValue = .673
pValue < 0.05 no significant difference

Figure 6.  Comparison of MAC and Campus Compact Schools in
the Policy of Allowing Credit for Public Service

A Chi-square analysis was compiled in response to the following question: "Can students earn academic credit for their public service activities?"

No significant differences exist between MAC and Campus Compact schools regarding a policy for granting academic credit for public service. (See Figure 6).

Career Advisory Programs for Public Service

Career advisory programs at colleges and universities refer to the provision of relevant information on public service employment. MAC and Campus Compact schools were fairly evenly divided on the availability of specialized career advisory programs for public service at their respective institutions. Forty-four percent of the MAC schools and 53% of the Campus Compact

|  | YES | NO | TOTAL |
|---|---|---|---|
| MAC | 4 | 5 | 9 |
|  | 44.4% | 55.6% |  |
| Campus Compact | 36 | 31 | 67 |
|  | 53.7% | 46.3% |  |

Likelihood ratio Chi Square gives
pValue = .600
pValue < 0.05 no significant difference

Figure 7. Comparison of MAC and Campus Compact Schools with Career Advising Programs for Public Service

schools have career advisory programs while 55% of the MAC institutions and 46% of the Campus Compact do not. The following question was statistically analyzed: "Does your institution have specialized career advisory programs for public service careers?"

Findings show no significant differences between MAC schools and Campus Compact regarding the availability of specialized career advisory programs. (See Figure 7).

Faculty and Staff Activity in Public Service

Survey findings of both MAC and Campus Compact institutions showed that most schools encourage faculty and staff to be involved in public service activities. Institutional support for faculty and staff in public service is demonstrated by requirements for service in tenure and promotion decisions or providing release time for community service activities. One hundred percent of the MAC schools encourage faculty and staff participation in public service by making public activity a requirement for tenure and promotion. The survey response to the following question was statistically analyzed: "Does your institution encourage faculty and staff activity in public service?"

Differences at the 0.01 levelwere found between the MAC and campus compact schools regarding encouragement of faculty and staff participation in public service activities according to the

MAC respondents. MAC universities supported involvement of faculty and staff in community service activities at all member institutions. (See Figure 8).

|  | YES | NO | TOTAL |
|---|---|---|---|
| MAC | 9<br>100% | -- | 9 |
| Campus Compact | 48<br>71.6% | 19<br>28.4% | 67 |

Likelihood ratio Chi Square Test
pValue = .018
pValue < 0.05 significant difference

Figure 8.  Comparison of MAC and Campus Compact Schools in Faculty and Staff Public Service Activity

### Existence of a Central Coordinating Office for Public Service

One half of the colleges and universities reporting on both the MAC and Campus Compact surveys reported the existence of established public service centers on their campus.  The center may be a separate structure or may be an office from which all public service coordinating efforts take place.  Of the 34 Campus Compact schools with centers, 22 have paid directors and staff.

The five centers in the MAC all have paid directors.  All public service centers coordinate service activities and serve as a resource and information center.  A Chi square likelihood ratio

was used to analyze the responses to the survey question: "Does your institution have a central coordinating office for public and community service?"

Minimal differences were noted in the MAC and Campus Compact survey responses. Approximately 50% of the Campus Compact have coordinating centers as compared to 55% of the MAC universities. (See Figure 9).

|  | YES | NO | TOTAL |
|---|---|---|---|
| MAC | 5<br>55.6% | 4<br>44.4% | 9 |
| Campus Compact | 34<br>50.7% | 33<br>49.3% | 67 |

Likelihood ratio Chi Square Test=
pValue = .786
pValue < 0.05 no significant difference

Figure 9. Comparison of MAC and Campus Compact Schools in Existence of a Coordinating Office for Public Service

Opportunities for Public Service Developed
by Students, Staff, and Faculty

This section will present the survey responses concerned with students, staff, and faculty.

Student initiated involvement in community projects is independent of a particular campus organization. Student

activities with the local community can include church related work. tutoring, civil defense and senior citizens outreach. Students make their own opportunities for volunteer service outside the university community. Responses from the MAC universities show that 44% of the schools are aware of student initiated public service activities. While 60% of the Campus compact schools have student initiated service opportunities. The survey question for this section is: "Are there opportunities for service developed by students?"

No significant difference was noted between student initiated public service opportunities in the MAC and Campus Compact institutions. (See Figure 10).

|  | YES | NO | TOTAL |
|---|---|---|---|
| MAC | 4 | 5 | 9 |
|  | 44.4% | 55.6% | |
| Campus Compact | 39 | 26 | 67 |
|  | 60% | 40% | |

Likelihood ratio Chi Square=
pValue = .378
pValue < 0.05 no significant difference

Figure 10. Comparison of MAC and Campus Compact Schools in Service Opportunity Developed by Students

Staff have opportunities for public service at all of the MAC schools as compared to only 53% of the Campus Compact schools.

Respondents from both surveys did not elaborate on the types of service activities which have been initiated by staff. The question asked was: "Are there opportunities for service developed by staff?"

Staff employed in universities in the MAC have significantly more opportunities to develop and participate in public service activities than staff associated with Campus Compact schools. Statistical differences at the 0.001 level were found between the MAC and Campus Compact schools regarding staff involvement in public service programs. (See Figure 11).

|  | YES | NO | TOTAL |
|---|---|---|---|
| MAC | 9<br>100% | - - | 9 |
| Campus Compact | 36<br>53.7% | 3 1<br>46.3% | 6 7 |

Likelihood ratio Chi Square =
pValue = .001
pValue < 0.05 significant difference

Figure 11. Comparison of MAC and Campus Compact Schools in Service Opportunities Developed by Staff

Faculty have opportunities to develop public service in 100 percent of the MAC schools, but in only 42 percent of the Campus Compact schools. Respondents to the survey did not elaborate on the type of public service experiences which were developed.

Differences between the MAC and Campus Compact schools were computed by a Chi square Likelihood ratio analysis. The question asked was "Are there opportunities for service developed by faculty?"

Significant differences exist between MAC and Campus Compact schools regarding opportunities for faculty development of public service. According to the Chi square analysis, differences between the two institutions are at the significant level of 0.001. (See Figure 12).

|  | YES | NO | TOTAL |
|---|---|---|---|
| MAC | 9<br>100% | - - | 9 |
| Campus Compact | 28<br>41.6% | 3 9<br>58.2% | 6 7 |

Likelihood ratio Chi Square=
pValue = .001
pValue < 0.05 significant difference

Figure 12.  Comparison of MAC and Campus Compact Schools in Service Opprotunities Developed by Faculty

Evaluating Public Service Activity

Findings of the survey question regarding evaluation show that only one third of both MAC and Campus Compact schools

have a procedure to evaluate all or any of the service programs of the institution. Most of the institutions involved in the survey had no formal evaluation policy for their public service programs. Institutions with centralized public service activity centers tend to have more standardized measures of evaluating their programs. In response to the question, "Does your institution or any of its specific service programs have a mechanism for evaluating the community service programs?"

According to a Chi square analysis, there is no difference between MAC and Campus Compact institutions regarding systematic evaluation procedures used to assess public service programs. (See Figure 13).

|  | YES | NO | TOTAL |
|---|---|---|---|
| MAC | 3<br>33.3% | 6<br>66.7% | 9 |
| Campus Compact | 24<br>35.8% | 43<br>64.2% | 67 |

Likelihood ratio Chi Square=
pValue = .883
pValue = <.05 no significant difference

Figure 13. Comparison of MAC and Campus Compact Schools in Evaluating Public Service Activities

Students' Attitudes Toward Volunteering

A majority of the colleges and institutions in Campus Compact and all of the MAC schools have not taken formal measures to evaluate student attitudes towards volunteerism. Campus Compact schools which reviewed public service attitudes during the past five years reported either an increase or a steady level of student participation in public service programs. In response to "Has your institution surveyed students' attitudes towards volunteerism in the last five years?"

A majority of the MAC and Campus Compact schools have not conducted surveys during the last five years to determine any possible changes in students' attitudes regarding public service. (See Figure 14).

|  | YES | NO | TOTAL |
|---|---|---|---|
| MAC | - - | 9<br>100% | 9 |
| Campus Compact | 12<br>17.9% | 55<br>82.1% | 67 |

Likelihood ratio Chi Square=
pValue = .068
pValue = .05 no significant difference

Figure 14.  Comparison of MAC and Campus Compact Schools in Students' Activities Toward Volunteerism

## Institutional Disincentives to Public Service

Almost every institution involved in the survey identified at least one factor that inhibited participation in public service. Institutional deterrents reported most frequently in the Campus Compact survey were financial considerations (52%), lack of academic credit (43%), lack of an organized program (66%), career considerations (49%), and diminished public support and esteem for public service (37%). MAC schools listed lack of organized program (55%), and lack of information about service opportunities (55%) as primary institutional disincentives to public service. Both Campus Compact and MAC schools reported the lack of an organized program as the major deterrent or disincentive to public service in their respective institutions. A summary of the survey findings of the institutional incentives to public service are included in Table 2. A complete listing of institutional disincentives are included in Table 3.

## Summary

The findings of a survey conducted at all the universities in the Mid American Conference have been reported in this chapter. (See also Appendix G.) Questions were asked for ten topic areas and responses were compared to those on a survey completed by Campus Compact. A Chi square likelihood ratio

Table 2.   Summary of Survey Findings of Institution Incentives to Public Schools

| QUESTION | | YES | NO |
|---|---|---|---|
| 1. Does your institution have a policy of giving preference in admissions to students applying withperformed public service work? | MAC | - - | 100% |
| | Campus Comp | 18% | 82% |
| 2. Does your institution have a formal graduation requirement related to public service? | MAC | - - | 100% |
| | Campus Comp | 7.5% | 92.5% |
| 3. Can students recieve academic credit for their public service activities? | MAC | 77.8% | 22.2% |
| | Campus Comp | 83.6% | 16.4% |
| 4. Does your institution have specialized career advisory programs for public service careers? | MAC | 44.4% | 55.6% |
| | Campus Comp | 53.7% | 46.3% |
| 5. Does your institution encourage faculty and staff activity in public service? | MAC | 100% | - - |
| | Campus Comp | 71.6% | 28.4% |
| 6. Does your institution have a central coordinating office for public and community service? | MAC | 55.6% | 44.4% |
| | Campus Comp | 58.7% | 49.3% |
| 7A. Are there opportunities for service developed by students? | MAC | 44.4% | 55.6% |
| | Campus Comp | 60.0% | 40.0% |
| 7B. Are there oportunities for service developed by staff? | MAC | 100% | - - - |
| | Campus Comp | 53.7% | 46.3% |
| 7C. Are there opportunites for service developed by faculty? | MAC | 100% | - - - |
| | Campus Comp | 41.8% | 58.2% |
| 8. Does your institution or any of its specific service programs have a mechanism for evaluating the community service programs? | MAC | 33.3% | 66.7% |
| | Campus Comp | 35.8% | 64.2% |
| 9. Has your institution surveyed students attitudes towards volunteerism in the last five years? | MAC | --- | 100% |
| | Campus Comp | 17.9% | 82.1% |

Table 3

Summary of Survey Findings of Institutional
Disincentives to Public Service

| | Campus Compact | MAC |
|---|---|---|
| Financial Considerations | 52% | --- |
| Lack of an Organized Program | 66% | 55% |
| Lack of Academic Credit | 43% | 22% |
| Lack of Information about Service Opportunities | 31% | 55% |
| Career Considerations | 49% | 33% |
| Diminished Public Support and Esteem for Public Service. | 37% | 22% |
| Other | 31% | 22% |

statistical analysis was done. Differences were found between
MAC and Campus Compact schools in administrative
encouragement of faculty and staff involvement and development
of public service opportunities by faculty and staff outside the
University community. The Mid American Conference schools
demonstrated more faculty and staff participation and more
administrative encouragement than Campus Compact schools. All
institutions included in the summary reported one or more
factors which inhibited participation in public service activities.
The lack of an organized program was cited as a major deterrent
in both MAC and Campus Compact schools.

CHAPTER V

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

The purpose of this study was to identify those policies which appeared to facilitate public service in institutions of higher education in the Mid American Conference and to compare those policies with policies in Campus Compact institutions. The following research questions were studied:

1. What administrative policies appear to facilitate public service programs in the Universities in the Mid American Conference?

2. Do those administrative policies which appear to facilitate public service programs in MAC schools deviate from those administrative policies which appear to facilitate public service in Campus Compact schools?

3. How do the findings of the survey of the MAC schools compare to the Campus Compact survey findings?

Summary of Major Findings

The major findings of this study are consistent with findings reported in the literature review. These findings are:

1. The existence of a public service center and centralized

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resources appear to facilitate public service in institutions of higher education.

2. Encouragement of students, staff, and faculty to participate in public service can accelerate the institutions' efforts to be responsive to student and community needs.

3. Differences exist within and between academic and administrative groups as to the definition of public service in higher education. The variety of definitions limit potential generalizations about public service across all colleges and universities.

4. The major public service disincentives for college students are lack of financial support, lack of information, lack of public service career information and a lack of esteem for community service participation.

There were no significant and meaningful differences in reported levels of public service for MAC institutions and Campus Compact institutions.

## Discussion of Findings

Findings of the study of the MAC institutions were similar to the findings reported for Campus Compact institutions. However, because of the lack of a clear definition of public service, the meaning of these data is open to several interpretations. The survey used with the MAC institutions was

developed by the staff at the Public Service Center at Stanford University and by the Education Commission of the States at Brown University. The Campus Compact study, including a publication of a comprehensive report was funded by the Ford Foundation. In this study of the MAC institutions, an assumption was made that Campus Compact data had external validity and were generalizable. However, during the interview process with MAC institution representatives difficulty was encountered in obtaining consistent responses. Clarity regarding involvement of faculty and staff in public service activities was not evident. Questions were included in the survey about faculty and staff participation even though the primary focus was student participation in public service activities. Problems in determining the appropriate MAC university public service representative to be interviewed occurred in those institutions without a coordinating center. In one instance, three separate offices had to be contacted. Public service related staff positions were fragmented within the administrative hierarchy in those schools with a decentralized model of public service. A letter from a MAC university respondent illustrates the inherent lack of clarity and specificity in the area of public service as well as with the appropriateness of the survey instrument used in this project. The letter states:

Enclosed is additional public service information. I am sorry for the lack of detail, but community service activities are so diverse and decentralized that I doubt that one person could adequately and accurately respond to the survey questions.

Findings of the study may have validity for those areas other than faculty and staff participation, e.g., admission preference, graduation requirements for public service, career public service advisory programs, existence of a central coordinating office for public service, evaluating public service and activities toward volunteering. On the other hand, the findings related to faculty and staff participation in public service activities were judged to be lacking in validity, e.g., MAC respondents reported that faculty and staff public service participation was required for tenure and promotion, but no specific criteria were identified in their responses.

## Conclusions

The findings of this study demonstrated a need for universities to engage in arriving at a systematic definition of public service and standards for classifying public service activities. Systematic evaluation procedures also are needed. Confusion in definitions between and within institutions of higher education prohibits valid and generalizable research about public service in institutions of higher education. This same confusion

causes problems for those involved in institutional decisions as to the value, or lack thereof, of public service programs.

## Recommendations

Research is needed to identify policies and practices which actually facilitate public service in colleges and universities. Studies in institutions of higher education which use causal comparative methodologies to investigate possible cause and effect relationships of selected variables would be beneficial. A comparison of the centralized and decentralized models of public service could yield valuable information. Research which could help institutions of higher education in the development of a valid system for reporting public service is needed. The high nonresponse rates in both the MAC and Campus Compact studies seems to document the difficulty that respondents had in reporting detailed data about public service activities in institutions of higher education. A program such as the one used at Central Michigan University might provide a useful model (Brandell & DeBruin, 1988). (See Appendix B.) A longitudinal study is needed to determine the relationship of public service learning experiences and future professional success. Surveys of attitudes about public service held by community members and recipients of public service could be useful in understanding the value of and the need for public

service opportunities for both students and employees in institutions of higher education.

APPENDICES

APPENDIX A

Central Michigan University Public Service Survey Form

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Public Service Related Programs at Central Michigan University

SURVEY QUESTIONS

## General Information

1. Program Name._____

2. Program Location._____

3. How many years has the program been in existence?_____ ·

   _____

4. Describe the services provided by the program._____

   _____

   _____

5. Estimate the number of individuals served during the past year.

   CMU Students          _____

   CMU Faculty/Staff     _____

   Non-CMU Community:  children _____  teenagers _____  adults _____

6. Are student interns used in the program?____ If yes, are they paid?____

   Do they earn university credit for their work in the program?_____

7. What space is utilized by the program?_____

   _____

   _____

   _____

   Indicate other university facilities which are utilized by the program.

   _____

   _____

8. How many hours per week does the program operate?_____

9. What are the staff resources of the program?

(Please indicate the number employed in each employee group).

| | Full Time | Part-Time | Full-Time Equivalent for Part-Time | Salary Paid from CMU General Fund | Salary Paid from Program Revenue |
|---|---|---|---|---|---|
| Faculty | ___ | ___ | ___ | _____ | _____ |
| Administrative/ Professional | ___ | ___ | ___ | _____ | _____ |
| Supervisory Technical | ___ | ___ | ___ | _____ | _____ |
| Clerical | ___ | ___ | ___ | _____ | _____ |

10. Are students employed in the program?_____ If yes, please indicate the

weekly total number of hours they work in the program.

| | Specify Hours per Week | Salary Paid From CMU General Fund | Salary Paid from Program Revenue | Salary Paid From Other Sources (Please specify) |
|---|---|---|---|---|
| College Work Study | ___ | ___ | _____ | _____ |
| Student Assis- tants) | ___ | ___ | _____ | _____ |
| Graduate Assistants | ___ | ___ | _____ | _____ |
| Part-Time Adult Help | ___ | ___ | _____ | _____ |

Program Evaluation

11. Describe the method of evaluating the service effectiveness of the

program._____

_____

_____

12. How does the program determine the geographic area which it

serves? _____

_____

13. What is the principal manner in which the function and/or purpose of the program relates to the mission of the University?_____

_____

_____

14. Are there other ways in which the program relates to the mission?

_____

_____

_____

15. Comments:_____

_____

_____

_____

_____

_____

_____

Reported by

_____

Department

APPENDIX B

Public Service Program at Central Michigan University Summary

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BRANDELL STUDY

| | 1 | 2 | 3 | 4 |
|---|---|---|---|---|
| 36 | | | | |
| 37 | | | | |
| 38 | School | Program Name | Director | Location |
| 39 | | | | |
| 40 | EHHS | Human Development Clinic | Joan Hornak | 208 Rowe |
| 41 | | | | |
| 42 | EHHS | Human Growth and Development | Megan Goodwin | 200 Wightman |
| 43 | | Laboratory | | |
| 44 | | | | |
| 45 | EHHS | Instructional Materials Center | John Bergeson | 109 Ronan |
| 46 | | | | |
| 47 | EL | Neithercut Woodlands | John Krull | 180 Brooks |
| 48 | | | | |
| 49 | EHHS | Psychological Training Center | Robert Lovinger | 118 Sloan |
| 50 | | | | |
| 51 | EHHS | School Health Materials Center | Mark Minelli | 220 Ronan |
| 52 | | | | |
| 53 | BA | School of Banking | Kevin Love | 202E Smith |
| 54 | | | | |
| 55 | EHHS | Science and Math Teaching Center | Walter Bisard | 101 Ronan |
| 56 | | | | |
| 57 | BA | Small Business Advising | Norman Deunk | 205 Grawn |
| 58 | | | | |
| 59 | BA | Small Business Development | Norman Deunk | 205 Grawn |
| 60 | | | | |
| 61 | EL | Special Olympics | John Walsh | 127 Rowe |
| 62 | | | | |
| 63 | EHHS | Speech and Hearing Clinics | Mary Ellen Brandell/ | 441 Moore |
| 64 | | | Linda Seestedt | |
| 65 | | | | |
| 66 | EHHS | Summer Reading Clinic | Bonnie Schulwitz | Yowles School |
| 67 | | | | |
| 68 | EHHS | Summer Remedial Clinics | Suzanne Coughlin | 441 Moore |
| 69 | | | | |
| 70 | A & S | University Theatre | William Haushalter | Bush, Moore |

March 4, 1988

BRANDELL STUDY

| | S | 6 | 7 | 8 | 9 | 10 | 11 |
|---|---|---|---|---|---|---|---|
| 1 | | | | | Individuals | | Student |
| 2 | | Year | Services | Service | Served | | Interns |
| 3 | Program Name | Founded | Provided | Area | CMUComm | Non-CMU | Used? |
| 4 | | | | | | | |
| 5 | Astronomy Open House | 1966 | F,R | S | | 360 | Y |
| 6 | | | | | | | |
| 7 | Bach Festival | 1983 | R | CM | | | N |
| 8 | | | | | | | |
| 9 | Center for Community Education | 1978 | F,I | CM | 100 | 800 | Y |
| 10 | | | | | | | |
| 11 | Center for Cultural and | 1970 | I,F | CM | 2700 | 37000 | Y |
| 12 | Natural History | | | | | | |
| 13 | | | | | | | |
| 14 | Center for Health Related | 1983 | T,F | CM | 100 | 72450 | Y |
| 15 | Programs | | | | | | |
| 16 | | | | | | | |
| 17 | Center for Medicine and Science | 1980 | I,T | CM | | 500 | Y |
| 18 | in Sports | | | | | | |
| 19 | | | | | | | |
| 20 | CMU Hall of Fame | 1983 | R | CM | | | N |
| 21 | | | | | | | |
| 22 | CMU Law Center | 1976 | PD,F | CM | 525 | 35 | N |
| 23 | | | | | | | |
| 24 | CMU Marching Band | 1972 | R | S | 352 | 1200 | N |
| 25 | | | | | | | |
| 26 | Clarke Historical Library | 1955 | I,F,R | S | 525 | 6375 | Y |
| 27 | | | | | | | |
| 28 | Center for Communication | 1984 | PD | S | 288 | 1975 | Y |
| 29 | Programs | | | | | | |
| 30 | | | | | | | |
| 31 | Community Mental Health – | 1983 | I,T | CM | | 150 | Y |
| 32 | DD Speech Program | | | | | | |
| 33 | | | | | | | |
| 34 | Dance Program – Orchesis | 1969 | I,R | S | 784 | 10367 | N |
| 35 | | | | | | | |

Services Provided:
I – Instructional
F – Informational
R – Recreational
T – Theraputic
PD – Professional Development

March 4, 1988

Service Area:
S – State
CM – Central Michigan

BRANDELL STUDY

| | S | 6 | 7 | 8 | 9 | 10 | 11 |
|---|---|---|---|---|---|---|---|
| 36 | | | | | Individuals | | Student |
| 37 | | Year | Services | Service | Served | | Interns |
| 38 | Program Name | Founded | Provided | Area | CMUComm | Non-CMU | Used? |
| 39 | | | | | | | |
| 40 | Human Development Clinic | 1965 | T | S | 449 | 169 | Y |
| 41 | | | | | | | |
| 42 | Human-Growth-and Development | 1971 | T | CM | 143 | 145 | Y |
| 43 | Laboratory | | | | | | |
| 44 | | | | | | | |
| 45 | Instructional Materials Center | 1970 | F | S | 5000 | 800 | Y |
| 46 | | | | | | | |
| 47 | Neithercut Woodlands | 1972 | I,R | S | 1500 | 1500 | N |
| 48 | | | | | | | |
| 49 | Psychological Training Center | 1970 | I,T | CM | 24 | 148 | Y |
| 50 | | | | | | | |
| 51 | School Health Materials Center | 1984 | I,F | CM | 2 | 72000 | Y |
| 52 | | | | | | | |
| 53 | School of Banking | 1976 | I | S | 6 | 70 | N |
| 54 | | | | | | | |
| 55 | Science and Math Teaching Center | 1985 | I | CM | 500 | 200 | N |
| 56 | | | | | | | |
| 57 | Small Business Advising | 1975 | I | CM | 100 | 43 | Y |
| 58 | | | | | | | |
| 59 | Small Business Development | 1983 | I,PD | CM | 47 | – | N |
| 60 | | | | | | | |
| 61 | Special Olympics | 1972 | R | S | | 27000 | Y |
| 62 | | | | | | | |
| 63 | Speech and Hearing Clinics | 1946 | T | S | 3341 | 2000 | Y |
| 64 | | | | | | | |
| 65 | | | | | | | |
| 66 | Summer Reading Clinic | 1964 | I | CM | 28 | 27 | N |
| 67 | | | | | | | |
| 68 | Summer Remedial Clinics | 1946 | T | S | | 120 | Y |
| 69 | | | | | | | |
| 70 | University Theatre | 1936 | R | CM | 5366 | 7149 | Y |

Services Provided:
I - Instructional
F - Informational
R - Recreational
T - Threaputic
PD - Professional Development

March 4, 1988

Service Area:
S - State
CM - Central Michigan

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## BRANDELL STUDY

| | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | | | | | | Staffing | | | | | | | |
| 2 | Space | Faculty | | | Adm/Prof | | | Supv/Tech | | | Clerical | | |
| 3 | Use | FT | PT | Sup | FT | PT | Sup | FT | PT | Sup | FT | PT | Sup |
| 4 | | | | | | | | | | | | | |
| 5 | C | | | | | | | | | | | | |
| 6 | | | | | | | | | | | | | |
| 7 | X | | | | | | | | | | | | |
| 8 | | | | | | | | | | | | | |
| 9 | C,O | | 1 | C | | | | | | | | | |
| 10 | | | | | | | | | | | | | |
| 11 | X | | | | 1 | 1 | P | | | | | 1 | P |
| 12 | | | | | | | | | | | | | |
| 13 | | | | | | | | | | | | | |
| 14 | O,X | | | | 1 | 3 | C,P | | | | 1 | 2 | P |
| 15 | | | | | | | | | | | | | |
| 16 | | | | | | | | | | | | | |
| 17 | X | | | | | 1 | P | | | | | | |
| 18 | | | | | | | | | | | | | |
| 19 | | | | | | | | | | | | | |
| 20 | X | | 1 | C | | 3 | C | | 1 | C | | 1 | C |
| 21 | | | | | | | | | | | | | |
| 22 | X | | 1 | C | | | | | | | | | |
| 23 | | | | | | | | | | | | | |
| 24 | X | | | | | | | | | | | | |
| 25 | | | | | | | | | | | | | |
| 26 | C,X | 2 | 1 | C | 1 | | C | | 1 | C | 3 | | C |
| 27 | | | | | | | | | | | | | |
| 28 | C | | 11 | C,P | | | | | | | | | |
| 29 | | | | | | | | | | | | | |
| 30 | | | | | | | | | | | | | |
| 31 | O | | | | 1 | 1 | P | | | | | 1 | C |
| 32 | | | | | | | | | | | | | |
| 33 | | | | | | | | | | | | | |
| 34 | C,X | 1 | | C | | | | | | | | | |
| 35 | | | | | | | | | | | | | |

Space Used:
C = Classroom
O = Office
X = Other

Staffing:
C = Funded by CMU $
P = Funded by Program $

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BRANDELL STUDY

| | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 36 | | | | | | | Staffing | | | | | | |
| 37 | Space | Faculty | | | Adm/Prof | | | Supv/Tech | | | Clerical | | |
| 38 | Use | FT | PT | Sup | FT | PT | Sup | FT | PT | Sup | FT | PT | Sup |
| 39 | | | | | | | | | | | | | |
| 40 | C,X | | 2-6 | C | | | | | | | 1 | | C |
| 41 | | | | | | | | | | | | | |
| 42 | C,X | | | | 1 | | P | | | | | | |
| 43 | | | | | | | | | | | | | |
| 44 | | | | | | | | | | | | | |
| 45 | X | 1 | 1 | C | | | | 1 | | C | 2 | | C |
| 46 | | | | | | | | | | | | | |
| 47 | X | | 1 | C | | | | | | | | | |
| 48 | | | | | | | | | | | | | |
| 49 | C,O | | 1 | C | | | | | | | 1 | | C |
| 50 | | | | | | | | | | | | | |
| 51 | O,X | | | | 1 | 1 | P | | | | 1 | 1 | P |
| 52 | | | | | | | | | | | | | |
| 53 | O,X | | 1 | P | | | | | | | | 1 | P |
| 54 | | | | | | | | | | | | | |
| 55 | C | 1 | | C | | | | | | | | | |
| 56 | | | | | | | | | | | | | |
| 57 | C | | 1 | C | | | | | | | | | |
| 58 | | | | | | | | | | | | | |
| 59 | C,X | | 2 | C,P | | | | | | | | 1 | F |
| 60 | | | | | | | | | | | | | |
| 61 | O,X | | | | 9 | | P | 1 | | P | 4 | | P |
| 62 | | | | | | | | | | | | | |
| 63 | O,X | | | | 7 | 1 | C,P | | | | | | |
| 64 | | | | | | | | | | | | | |
| 65 | | | | | | | | | | | | | |
| 66 | C,O | 2 | 1 | C | | | | | | | | | |
| 67 | | | | | | | | | | | | | |
| 68 | C,X | | 6 | P | 1 | | C | | | | | 1 | C,P |
| 69 | | | | | | | | | | | | | |
| 70 | X | | 6 | C | | 2 | C | | 1 | C | | | |

Space Used:
C - Classroom
O - Office
X - Other

March 4, 1988

Staffing:
C - Funded by CMU $
P - Funded by Program $

BRANDELL STUDY

| | 25 | 26 | 27 | 28 | 29 | 30 | 31 |
|---|---|---|---|---|---|---|---|
| 36 | | Student Employment Program | | | | | |
| 37 | | Hours P. | | Evaluation | Revenue - CMU | | |
| 38 | Program Name | CMU | Program | Method | 1985 | 1986 | 1987 |
| 39 | | | | | | | |
| 40 | Human Development Clinic | 50 | | C,P | | | |
| 41 | | | | | | | |
| 42 | Human Growth and Development | | 10 | C,P | | | |
| 43 | Laboratory | | | | | | |
| 44 | | | | | | | |
| 45 | Instructional Materials Center | 155 | | P | 223705 | 1417 | |
| 46 | | | | | | | |
| 47 | Neithercut Woodlands | 10 | | C | | | |
| 48 | | | | | | | |
| 49 | Psychological Training Center | | | C,P,AR | 792 | | 175 |
| 50 | | | | | | | |
| 51 | School Health Materials Center | | 20 | P | | | |
| 52 | | | | | | | |
| 53 | School of Banking | | 10 | C,P | | | |
| 54 | | | | | | | |
| 55 | Science and Math Teaching Center | | 40 | C,P | | 10580 | 56351 |
| 56 | | | | | | | |
| 57 | Small Business Advising | | | C,P | | | |
| 58 | | | | | | | |
| 59 | Small Business Development | | | C,P | | | 13850 |
| 60 | | | | | | | |
| 61 | Special Olympics | | | P,AR | | | |
| 62 | | | | | | | |
| 63 | Speech and Hearing Clinics | | 110 | C | | | 863 |
| 64 | | | | | | | |
| 65 | | | | | | | |
| 66 | Summer Reading Clinic | | 44 | C | | | |
| 67 | | | | | | | |
| 68 | Summer Remedial Clinics | 80 | 20 | C | 25 | | |
| 69 | | | | | | | |
| 70 | University Theatre | | 20 | C | | 1300 | |

Program Evaluation Method:
C - Consumer Evaluation
P - Program Evaluation
AR - Annual Report

March 4, 1988

BRANDELL STUDY

|  | 25 | 26 | 27 | 28 | 29 | 30 | 31 |
|---|---|---|---|---|---|---|---|
| 1 | Student Employment Program | | | | | | |
| 2 | | Hours P. | | Evaluation | Revenue - CMU | | |
| 3 | Program Name | CMU | Program | Method | 1985 | 1986 | 1987 |
| 4 | | | | | | | |
| 5 | Astronomy Open House | | | C | 2000 | 3343 | |
| 6 | | | | | | | |
| 7 | Bach Festival | | | C,P | | 95 | |
| 8 | | | | | | | |
| 9 | Center for Community Education | | | P | | | 78 |
| 10 | | | | | | | |
| 11 | Center for Cultural and | 190 | | P | | | |
| 12 | Natural History | | | | | | |
| 13 | | | | | | | |
| 14 | Center for Health Related | 10 | 20 | AR | 26845 | | 12497 |
| 15 | Programs | | | | | | |
| 16 | | | | | | | |
| 17 | Center for Medicine and Science | | | C | 9000 | 1203 | 3051 |
| 18 | In Sports | | | | | | |
| 19 | | | | | | | |
| 20 | CMU Hall of Fame | 8.5 | | C,AR | 3126 | | 1500 |
| 21 | | | | | | | |
| 22 | CMU Law Center | 10 | | AR | 7808 | 9334 | 10601 |
| 23 | | | | | | | |
| 24 | CMU Marching Band | 2 | 16 | C | | | |
| 25 | | | | | | | |
| 26 | Clarke Historical Library | 120 | | C | 222747 | 262227 | 257911 |
| 27 | | | | | | | |
| 28 | Center for Communication | 12 | | C,P | 11200 | | |
| 29 | Programs | | | | | | |
| 30 | | | | | | | |
| 31 | Community Mental Health - | | 30 | C,P | 6336 | | 22584 |
| 32 | DD Speech Program | | | | | | |
| 33 | | | | | | | |
| 34 | Dance Program - Orchesis | | | C,P | 729 | 300 | 300 |
| 35 | | | | | | | |

Program Evaluation Method:
C - Consumer Evaluation
P - Program Evaluation
AR - AnnualReport                    March 4, 1988

BRANDELL STUDY

| | 32 | 33 | 34 | 35 | 36 | 37 |
|-----|-------|--------|--------|-------|--------|--------|
| 1 | | | | | Net After | |
| 2 | Revenue - Program | | | Expenditures | | |
| 3 | 1985 | 1986 | 1987 | 1985 | 1986 | 1987 |
| 4 | | | | | | |
| 5 | 144 | | 1049 | -1531 | 1538 | 632 |
| 6 | | | | | | |
| 7 | 250 | | 124 | 250 | -116 | 124 |
| 8 | | | | | | |
| 9 | 5551 | 4904 | 3902 | 118 | 153 | 1302 |
| 10 | | | | | | |
| 11 | 75174 | 104412 | 93126 | 1023 | 2607 | -2530 |
| 12 | | | | | | |
| 13 | | | | | | |
| 14 | | | | 21706 | | -1416 |
| 15 | | | | | | |
| 16 | | | | | | |
| 17 | 20724 | 28373 | | 16145 | -18903 | 2456 |
| 18 | | | | | | |
| 19 | | | | | | |
| 20 | 3126 | 3695 | 1615 | 2327 | -754 | 49 |
| 21 | | | | | | |
| 22 | | | | 514 | 929 | 449 |
| 23 | | | | | | |
| 24 | 5271 | 5300 | 13160 | -207 | 3172 | 7993 |
| 25 | | | | | | |
| 26 | 10003 | | | 23009 | -9546 | -20677 |
| 27 | | | | | | |
| 28 | 4663 | 18831 | 122089 | 9342 | 2124 | 158 |
| 29 | | | | | | |
| 30 | | | | | | |
| 31 | 20600 | 33838 | 18335 | 4232 | -7435 | 28940 |
| 32 | | | | | | |
| 33 | | | | | | |
| 34 | 6470 | 5037 | 4805 | 3749 | -3417 | 633 |
| 35 | | | | | | |

March 4, 1988

| | 32 | 33 | 34 | 35 | 36 | 37 |
|---|---|---|---|---|---|---|
| 36 | | | | | Net After | |
| 37 | Revenue - Program | | | Expenditures | | |
| 38 | 1985 | 1986 | 1987 | 1985 | 1986 | 1987 |
| 39 | | | | | | |
| 40 | 633 | 890 | 345 | 159 | 248 | 322 |
| 41 | | | | | | |
| 42 | 4830 | 7325 | 6593 | 993 | 2086 | 1135 |
| 43 | | | | | | |
| 44 | | | | | | |
| 45 | 1100 | . | 10394 | 93079 | -114017 | 1090 |
| 46 | | | | | | |
| 47 | 503 | 450 | 333 | 79 | 118 | -10007 |
| 48 | | | | | | |
| 49 | 15049 | 16542 | 20582 | 3121 | -2961 | 7093 |
| 50 | | | | | | |
| 51 | 125371 | 66142 | 950112 | 52615 | -17803 | 33119 |
| 52 | | | | | | |
| 53 | 48617 | 52434 | 50515 | 3854 | -3697 | 5987 |
| 54 | | | | | | |
| 55 | | 200 | | | -15718 | 2234 |
| 56 | | | | | | |
| 57 | 6000 | | 27389 | 433 | -4642 | .21717 |
| 58 | | | | | | |
| 59 | 38784 | 52775 | 2435 | -12029 | -4367 | -13319 |
| 60 | | | | | | |
| 61 | 2073254 | 2012466 | 2409978 | 180790 | 141239 | 248415 |
| 62 | | | | | | |
| 63 | 54520 | 52393 | 45272 | 10074 | -1507 | -20137 |
| 64 | | | | | | |
| 65 | | | | | | |
| 66 | 3131 | 1780 | 202 | -1325 | 866 | -1218 |
| 67 | | | | | | |
| 68 | 96690 | 105732 | 90012 | -8383 | 6549 | -11732 |
| 69 | | | | | | |
| 70 | 30108 | 28769 | 41149 | 9104 | 8547 | 16544 |

March 4, 1988

APPENDIX C

Results Project for Public and Community Service Survey

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RESULTS
PROJECT FOR PUBLIC AND COMMUNITY SERVICE
DESCRIPTIVE STATISTICS FROM THE CAMPUS COMPACT SURVEY

I. NUMBER OF SCHOOLS RESPONDING: 67

II. GEOGRAPHICAL REGIONS:

| | NUMBER OF SCHOOLS | PERCENTAGE |
|---|---|---|
| WEST | 14 | 21 percent |
| MIDWEST | 14 | 21 |
| NORTHEAST | 19 | 28 |
| SOUTH | 13 | 19 |
| MIDATLANTIC | 7 | 1I |

III. TYPE OF SCHOOL

| | | |
|---|---|---|
| PUBLIC | 21 | 31 percent |
| PRIVATE | 46 | 69 |
| TWO YEAR | 4 | 6 percent |
| FOUR YEAR | 63 | 94 |

IV. SIZE OF INSTITUTION

A. UNDERGRADUATE POPULATION

| | | |
|---|---|---|
| LESS THAN 1,000 | 5 | 7 percent |
| 1,000 - LESS THAN 5,000 | 31 | 46 |
| 5,000 - LESS THAN 10,000 | 12 | 18 |
| 10,000 -LESS THAN 20,000 | 9 | 14 |
| OVER 20,000 | 6 | 9 |
| NO ANSWER | 4 | 6 |

B. UNDERGRADUATE AND GRADUATE POPULATION

| | | |
|---|---|---|
| LESS THAN 1,000 | 5 | 7 percent |
| 1,000 - LESS THAN 5,000 | 27 | 40 |
| 5,000 - LESS THAN 10,000 | 9 | 14 |
| 10,000 -LESS THAN 20,000 | 12 | 18 |
| OVER 20,000 | 11 | 16 |
| NO ANSWER | 3 | 4 |

V. UNIVERSITY COORDINATED AND/OR SPONSORED PROJECTS

A. VOLUNTARY STUDENT GROUPS WITH MINIMAL INSTITUTIONAL SUPPORT

| | | |
|---|---|---|
| COMMUNITY | 18 | 27 percent |
| GOVERNMENT | 2 | 3 |
| COMMUNITY AND GOVERNMENT | 4 | 6 |
| YES, NOT SPECIFIED | 27 | 40 |
| NONE | 16 | 24 |

B. STUDENTS WORKING WITH MEMBERS OF INSTITUTION'S
   ADMINISTRATION OR FACULTY

| | | |
|---|---|---|
| COMMUNITY | 18 | 27 percent |
| GOVERNMENT | 1 | 1 |
| COMMUNITY AND GOVERNMENT | 8 | 12 |
| YES, NOT SPECIFIED | 22 | 33 |
| NONE | 18 | 27 |

C. CENTRALIZED CLEARINGHOUSE/COORDINATING OFFICE IN WHICH
   PUBLIC SERVICE OPPORTUNITIES ARE LISTED

| | | |
|---|---|---|
| COMMUNITY | 11 | 16 percent |
| GOVERNMENT | 0 | 0 |
| COMMUNITY AND GOVERNMENT | 10 | 15 |
| YES, NOT SPECIFIED | 25 | 37 |
| NONE | 21 | 31 |

D. OTHER ACTIVITIES

| | | |
|---|---|---|
| COMMUNITY | 4 | 6 percent |
| GOVERNMENT | 1 | 2 |
| COMMUNITY AND GOVERNMENT | 9 | 14 |
| YES, NOT SPECIFIED | 8 | 12 |
| NONE | 45 | 67 |

VI. INTERNSHIPS

A. SPONSORED BY ACADEMIC DEPARTMENT

| | | |
|---|---|---|
| COMMUNITY | 3 | 5 percent |
| GOVERNMENT | 3 | 5 |
| COMMUNITY AND GOVERNMENT | 12 | 18 |
| YES, NOT SPECIFIED | 33 | 50 |
| NONE | 15 | 23 |

B. OTHER UNIVERSITY SPONSORED

| | | |
|---|---|---|
| COMMUNITY | 4 | 6 percent |
| GOVERNMENT | 2 | 3 |
| COMMUNITY AND GOVERNMENT | 10 | 15 |
| YES, NOT SPECIFIED | 22 | 33 |
| NONE | 28 | 42 |
| NO ANSWER | 1 | 1 |

C. LOCAL GOVERNMENT INTERNSHIPS

| | | |
|---|---|---|
| NO | 22 | 33 percent |
| YES | 45 | 67 |

D.    STATE GOVERNMENT INTERNSHIPS

    NO    21          31 percent
    YES   46          69

E.    FEDERAL GOVERNMENT INTERNSHIPS

    NO    21          31 percent
    YES   45          69

F.    OTHER PUBLIC SERVICE INTERNSHIPS

    NO    34          51 percent
    YES   33          49

VII. SERVICE WORK REWARDED BY FINANCIAL ASSISTANCE FROM
    INSTITUTION

    A.    WORK STUDY

        COMMUNITY                        6          9 percent
        GOVERNMENT                       0          0
        COMMUNITY AND GOVERNMENT          7          10
        YES, NOT SPECIFIED               26          39
        NONE                             28          42

    B.    SCHOLARSHIP OR FELLOWSHIP AID

        COMMUNITY                        4          6 percent
        GOVERNMENT                       0          0
        COMMUNITY AND GOVERNMENT          5          7
        YES, NOT SPECIFIED               17          25
        NONE                             41          62

    C.    OTHER

        COMMUNITY                        3          5 percent
        GOVERNMENT                       0          0
        COMMUNITY AND GOVERNMENT          3          5
        YES, NOT SPECIFIED               7          10
        NONE                             54          81

VIII. LINKAGES WITH EXTERNAL COMMUNITY

    A.    SERVICE ORGANIZATIONS AFFILIATED WITH RELIGIOUS GROUPS

        NO    33          49 percent
        YES   34          51

B. DIRECT STUDENT INVOLVEMENT WITH COMMUNITY AGENCIES

NO   16        24 percent
YES  51        76

C. INDEPENDENT SERVICE PROJECTS NOT AFFILIATED WITH AN
AGENCY

NO   22        33 percent
YES  45        67

D. INDEPENDENT OFF-CAMPUS PROGRAMS CLOSELY AFFILIATED WITH
INSTITUTION THAT HOUSE PUBLIC SERVICE PROGRAMS

NO   55        82 percent
YES  12        18

IX. OTHER ACTIVITIES CONSIDERED PUBLIC SERVICE

NO   38        57 percent
YES  29        43

X. INSTITUTIONAL INCENTIVES

A. FORMAL ADMISSION POLICY GIVING PREFERENCE FOR PUBLIC
SERVICE

NO                 61        91 percent
YES                4         6
NO ANSWER          2         3

B. FORMAL GRADUATION REQUIREMENT

NO                 61        91 percent
YES, SOME SORT     5         7
NO ANSWER          1         1

C. STIPENDS, FELLOWSHIPS, OR GRANTS FOR PUBLIC SERVICE

NO                 39        58 percent
YES                28        42

D. NUMBER OF WORK STUDY STUDENTS IN OFF-CAMPUS POSITIONS

NONE               20        30 percent
LESS THAN 15       7         19
LESS THAN 50       10        15
MORE THAN 50       18        27
NO ANSWER          12        18

E.   NUMBER OF WORK STUDY STUDENT OFF-CAMPUS IN PUBLIC
     SERVICE ACTIVITIES

     LESS THAN 15                7          10 percent
     LESS THAN 50               12          18
     MORE THAN 50               11          17
     NOT RELEVANT               20          30
     NO ANSWER                  17          25

F.   PERCENTAGE OF WORK STUDY FUNDS TO PUBLIC SERVICE

     LESS THAN 2.5%              8          12 percent
     LESS THAN 5%                7          10
     MORE THAN 5%               11          17
     NOT RELEVANT               20          30
     NO ANSWER                  21          31

G.   ACADEMIC CREDIT FOR PUBLIC SERVICE

     NO                         11          16 percent
     YES                        56          84

H.   CREDIT IN MAJOR

     NO                          5           8 percent
     YES                        40          60
     NOT RELEVANT               11          16
     NO ANSWER                  11          16

I.   ELECTIVE CREDIT ONLY

     NO                         39          58 percent
     YES                         5           8
     NOT RELEVANT               11          16
     NO ANSWER                  12          18

J.   PERCENT RECEIVING CREDIT

     LESS THAN 5%                9          13 percent
     5 - 10%                     3           5
     MORE THAN 10%              11          16
     NOT RELEVANT               11          16
     NO ANSWER                  33          49

K.   RESTRICTIONS FOR CREDIT

     NO                          6           9 percent
     YES                        41          62
     NOT RELEVANT               11          16
     NO ANSWER                   9          13

L.   SPECIALIZED CAREER ADVISORY PROGRAMS

     NO    31          45 percent
     YES   36          55

M.   LOAN FORGIVENESS

     NO    61          91 percent
     YES    6           9

N.   CATEGORIES FOR LOAN FORGIVENESS

     GRADUATE STUDENTS            2          3 percent
     TARGETED ACTIVITIES          2          3
     NOT RELEVANT                53         79
     NO ANSWER                   10         15

O.   ARE FACULTY AND STAFF ENCOURAGED IN PUBLIC SERVICE

     NO    19          28 percent
     YES   48          72

P.   HOW ARE FACULTY AND STAFF ENCOURAGED

     INFORMAL INST'L POLICY      13         19 percent
     TENURE PROCESS               7         10
     OTHER ACTIVITIES             5          7
     MULTIPLE WAYS               15         22
     MISSION STATEMENT            2          3
     FORMAL POLICY                1          1
     NOT RELEVANT                15         22
     NO ANSWER                    8         12

XI.  ADMINISTRATIVE RESOURCES FOR PUBLIC SERVICE

     A.   CENTRAL COORDINATING OFFICE

          NO                           33         49 percent
          YES, WITH PAID DIRECTOR       6          9
          YES, WITH PAID STAFF          3          4
          YES, WITH BOTH               22         33
          YES, OTHER                    2          3
          NO ANSWER                     1          1

B. DIRECTOR REPORTS TO

| | | |
|---|---|---|
| PRESIDENT | 5 | 7 percent |
| STUDENT AFFAIRS | 9 | 14 |
| OTHER | 7 | 10 |
| PROVOST, ACADEMIC AFFAIRS | 11 | 16 |
| NOT RELEVANT | 33 | 49 |
| NO ANSWER | 2 | 3 |

C. SOURCES OF FUNDING

| | | |
|---|---|---|
| OPERATING BUDGET | 14 | 21 percent |
| STUDENT FEES | 2 | 3 |
| MULTIPLE SOURCES | 13 | 19 |
| STATE FUNDS | 2 | 3 |
| NOT RELEVANT | 33 | 49 |
| NO ANSWER | 3 | 4 |

D. FOCUS OF THE OFFICE

| | | |
|---|---|---|
| COMMUNITY | 18 | 27 percent |
| COMMUNITY AND GOVERNMENT | 15 | 22 |
| NOT RELEVANT | 33 | 49 |
| NO ANSWER | 1 | 1 |

E. FUNCTIONS OF THE OFFICE

| | | |
|---|---|---|
| COORDINATION | 4 | 6 percent |
| CAREER ADVISING | 3 | 5 |
| LIBRARY, RESOURCES | 2 | 3 |
| MULTIPLE FUNCTIONS | 21 | 31 |
| NOT RELEVANT | 33 | 49 |
| NO ANSWER | 4 | 6 |

F. HOW LONG THIS OFFICE HAS BEEN COORDINATING ACTIVITIES

| | | |
|---|---|---|
| 3 OR FEWER YEARS | 7 | 10 |
| 4 - 7 YEARS | 2 | 3 |
| 8 OR MORE YEARS | 11 | 16 |
| MORE THAN 15 YEARS | 11 | 16 |
| NOT RELEVANT | 33 | 49 |
| NO ANSWER | 3 | 4 |

G. OPPORTUNITIES FOR SERVICE DEVELOPED BY STUDENTS

| | | |
|---|---|---|
| NO | 4 | 6 percent |
| YES | 39 | 58 |
| NOT RELEVANT | 21 | 31 |
| NO ANSWER | 3 | 4 |

H.  OPPORTUNITIES FOR SERVICE DEVELOPED BY STAFF

        NO                                 4            6 percent
        YES                               36           54
        NOT RELEVANT                      21           31
        NO ANSWER                          6            9

I.  OPPORTUNITIES FOR SERVICE DEVELOPED BY FACULTY

        NO                                 9           13 percent
        YES                               28           42
        NOT RELEVANT                      21           31
        NO ANSWER                          9           13

J.  SPECIFIC MECHANISMS FOR EVALUATING THE COMMUNITY
    SERVICE PROGRAMS

        NO                                29           43 percent
        YES                               24           36
        NOT RELEVANT                      14           21

XII. DECENTRALIZED OPPORTUNITIES FOR PUBLIC SERVICE

A.  CAREER COUNSELING CENTER/STAFF              .

        NO   27          40 percent
        YES  40          60

B.  DEPARTMENT OF STUDENT AFFAIRS

        NO   35          52 percent
        YES  32          48

C.  CO-OP/FIELD STUDY PROGRAM

        NO   46          69 percent
        YES  21          31

D.  ACADEMIC DEPARTMENTS/INDIVIDUAL FACULTY

        NO   29          43 percent
        YES  38          57

E.  CAMPUS RELIGIOUS ORGANIZATION

        NO   33          49 percent
        YES  34          51

F.  INDEPENDENT STUDENT ORGANIZATIONS

        NO   34          51 percent
        YES  33          49

5. SURVEY OF ATTITUDES TOWARD VOLUNTEERISM IN THE
   LAST FIVE YEARS

   | | | |
   |---|---|---|
   | NO | 54 | 81 percent |
   | YES | 12 | 18 |
   | NO ANSWER | 1 | 1 |

B. INSTITUTIONAL CHANGE

1. CHANGE IN THE CHARACTER OF PUBLIC SERVICE IN THE
   PAST FIVE YEARS

   | | | |
   |---|---|---|
   | CHANGE | 32 | 48 percent |
   | NO CHANGE | 20 | 30 |
   | NO ANSWER | 15 | 22 |

2. CHANGE IN THE CENTRALIZATION OF PUBLIC SERVICE
   ACTIVITIES

   | | | |
   |---|---|---|
   | MORE CENTRALIZED | 15 | 22 percent |
   | LESS CENTRALIZED | 3 | 4 |
   | NOT RELEVANT | 20 | 30 |
   | NO ANSWER | 29 | 44 |

3. CHANGE IN FUNDING FOR PROGRAM

   | | | |
   |---|---|---|
   | MORE | 20 | 30 percent |
   | LESS | 1 | 2 |
   | NOT RELEVANT | 21 | 31 |
   | NO ANSWER | 25 | 37 |

4. CHANGE IN FORMAL POLICY/INSTITUTIONAL SUPPORT

   | | | |
   |---|---|---|
   | NO | 11 | 16 percent |
   | YES | 15 | 22 |
   | NOT RELEVANT | 17 | 26 |
   | NO ANSWER | 24 | 36 |

5. OTHER CHANGES

   | | | |
   |---|---|---|
   | NO | 19 | 28 percent |
   | YES | 9 | 14 |
   | NOT RELEVANT | 16 | 24 |
   | NO ANSWER | 23 | 34 |

XIII. INSTITUTIONAL DISINCENTIVES

A. FINANCIAL CONSIDERATIONS

   | | | |
   |---|---|---|
   | NO | 20 | 30 percent |
   | YES | 47 | 70 |

G.  OTHER

    NO  45       67 percent
    YES 22       33

H.  MAJOR RESPONSIBILITY FOR THESE ACTIVITIES

| | | |
|---|---|---|
| CAREER COUNSELING | 7 | 10 percent |
| STUDENT AFFAIRS | 9 | 13 |
| CO-OP PROGRAM | 3 | 4 |
| ACADEMIC DEPT | 1 | 2 |
| RELIGIOUS GROUP | 1 | 2 |
| INDEPENDENT | 1 | 2 |
| OTHER | 5 | 7 |
| NO ONE/NOT RELEVANT | 22 | 33 |
| NO ANSWER | 18 | 27 |

## XII. TRENDS

A.  STUDENTS

1.  STUDENT PARTICIPATION IN PUBLIC SERVICE

| | | |
|---|---|---|
| LESS THAN 50 | 5 | 7 percent |
| LESS THAN 100 | 3 | 5 |
| LESS THAN 500 | 20 | 30 |
| MORE THAN 500 | 27 | 40 |
| NO ANSWER | 12 | 18 |

2.  PERCENTAGE OF STUDENTS INVOLVED

| | | |
|---|---|---|
| LESS THAN 5% | 11 | 16 percent |
| LESS THAN 10% | 6 | 9 |
| LESS THAN 20% | 14 | 21 |
| MORE THAN 20% | 23 | 34 |
| NO ANSWER | 13 | 19 |

3.  CHANGE IN LEVEL OF PARTICIPATION IN THE LAST FIVE YEARS

| | | |
|---|---|---|
| INCREASED | 29 | 42 percent |
| DECREASED | 3 | 5 |
| NO CHANGE | 23 | 35 |
| NO ANSWER | 12 | 18 |

4.  FACTORS INFLUENCING THIS TREND

| | | |
|---|---|---|
| STUDENTS NOT INTERESTED IN SERVICE | 4 | 6 percent |
| STUDENTS POSITIVE ABOUT SERVICE | 6 | 9 |
| INSTITUTIONAL CHANGE | 10 | 15 |
| STUDENT AND INSTITUTIONAL CHANGE | 9 | 13 |
| OTHER | 6 | 9 |
| NO ANSWER | 32 | 48 |

B.  EVIDENCE OF FINANCIAL CONSIDERATIONS BEING A
    DISINCENTIVE

    NO                                          8       12 percent
    YES                                        35       52
    NOT RELEVANT                               24       36

C.  LACK OF AN ORGANIZED PROGRAM

    NO                                         44       66 percent
    YES                                        23       34

D.  EVIDENCE OF LACK OF ORGANIZED PROGRAM BEING A
    DISINCENTIVE

    NO                                         23       34 percent
    YES                                        12       18
    NOT RELEVANT                               32       48

E.  LACK OF ACADEMIC CREDIT

    NO                                         38       57 percent
    YES                                        29       43

F.  LACK OF INFORMATION ABOUT SERVICE OPPORTUNITIES

    NO                                         46       69 percent
    YES                                        21       31

G.  CAREER CONSIDERATIONS

    NO                                         34       51 percent
    YES                                        33       49

H.  DIMINISHED PUBLIC SUPPORT AND ESTEEM FOR PUBLIC SERVICE

    NO                                         42       63 percent
    YES                                        25       37

I.  OTHER FACTORS

    NO                                         46       69 percent
    YES                                        21       31

J.  HOW TO OVERCOME OBSTACLES

    CREDIBILITY AND SUPPORT          2          2 percent
    CENTRALIZED CAMPUS EFFORT        6          9
    MONEY                            7         11
    ACADEMIC CREDIT                  2          3
    MULTIPLE NEEDS                  11         16
    NO ANSWER                       32         48

APPENDIX D

Results of Survey Data Content Validation

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## Results of Survey Data
## Content Validation

| Raw Scores (responses from 6 subjects - 2 weeks apart) | | | Chi-square | D.F | Significance |
|---|---|---|---|---|---|
| 1. | a. | 6 | 0.000 | 1 | 1.000 |
| | b. | 6 | | | |
| 2. | a. | 6 | 0.000 | 1 | 1.000 |
| | b. | 6 | | | |
| 3. | a. | 6 | 0.000 | 1 | 1.000 |
| | b. | 6 | | | |
| 4. | a. | 6 | 0.000 | 1 | 1.000 |
| | b. | 6 | | | |
| 5. | a. | 6 | 0.000 | 1 | 1.000 |
| | b. | 6 | | | |
| 6. | a. | 6 | 0.000 | 1 | 1.000 |
| | b. | 6 | | | |
| 7. | a. | 4 | 0.000 | 1. | 0.739 |
| | b. | 5 | | | |
| 8. | a. | 3 | 0.143 | 1 | 0.705 |
| | b. | 4 | | | |
| 9. | a. | 4 | 0.143 | 1 | 0.705 |
| | b. | 3 | | | |
| 10. | a. | 0 | | | |
| | b. | 0 | | | |
| 11. | a. | 0 | | | |
| | b. | 0 | | | |

APPENDIX E

Project for Public and Community Service Survey Form

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PROJECT FOR PUBLIC AND COMMUNITY SERVICE

SURVEY

---
Name of Institution

Number of Students:
graduate ____
undergraduate ____

INTRODUCTION:

Thank you for taking time to complete this questionnaire. The information will be of enormous value in informing all of us involved in the Project for Public and Community Service of the state of affairs and trends within collegiate public service. Identifying the incentives and disincentives to public service, informing public policy, and encouraging colleges and universities throughout the nation to strengthen their campus service programs. We are surveying the one hundred institutions in the Coalition for Civic Responsibility and intend to compile a descriptive directory, accompanied by a section of analysis and observations, based on the data.

**WE ASK THAT YOU RETURN THE SURVEY BY FEBRUARY 5, 1986.**

The term "public service" in the following questions refers to the work students might do for non-profit service organizations and for all levels of government, either as interns or unpaid volunteers.

I. NATURE OF PROGRAM/PROGRAM DESCRIPTIONS

A. We are interested in capturing the nature and range of public service efforts in which your students are involved. Which of the following types of programs or activities do you have? Check all that apply. Please give their names and indicate with a (G) and/or (C) if the programs in which students provide service are government agencies or community service programs or both. We recognize that the categories may not be mutually exclusive.

____ * University coordinated and/or sponsored service projects (e.g. programs sponsored by a student volunteer center)

____ voluntary student groups with minimal institutional support.
NAMES:_____

____ student groups working with member(s) of institution's administration or faculty.
NAMES:_____

____ a centralized clearinghouse/coordinating office in which public service opportunities are listed; students are linked with community service opportunities. NAME:_____

____ other_____
_____

____ * Internship programs
____ academic department sponsored internships/field study programs.
NAME of department:_____

____ other university sponsored internships. Coordinated by whom?
_____

____ government internships
___ local level NAME_____
___ state level NAME _____
___ national level NAME _____

____ other public service internships. NAME_____
_____

How long has this office coordinated activities?_____

Does your institution or any of its specific service programs have a mechanism for evaluating the community service programs? yes___ no___ If yes, please describe._____
_____
_____

B.  If service opportunities at your institution are decentralized, we would like to know about the relationship between public service programs or activities and the parent department or office. Please check the departments that house service programs at your institution, and name the public service components.

___ Career Counseling Center/Staff.  NAME:_____
_____

___ Dean of Student Affairs Office/Staff.  NAME:_____
_____

___ Centralized Co-op/Field Study Program.  NAME:_____
_____

___ Academic department/individual faculty members.  NAME:_____
_____

___ Campus religious organizations. NAME:_____
_____

___ Independent student organizations (on or off campus).  NAME:_____
_____

___ Other (please describe)_____
_____

Which office/organization of the above has the major responsibility?_____
_____

IV. TRENDS
It may be helpful to refer back to Section I (Nature of Program) for examples of public service activities.

A.  Students
Estimate how many students participate in public service activities at your institution _____
What percentage of the student body does this represent? _____

How does the current level of student participation differ from five years ago?
higher___ lower___ about the same___

In your estimation, what factors influenced this trend?_____
_____
_____

Has your institution surveyed students' attitudes towards volunteerism in the last five years?
yes ___ no___ If yes, results._____
_____

____ * Service work rewarded by financial assistance from Institution
____   work study (federal or state) students with community service jobs

____   students doing/have done service work for which they were rewarded with scholarship
       aid or a fellowship. NAME OF SCHOLAR/FELLOWSHIP/S_____

____   other_____

____ * Service organizations affiliated with religious groups(e.g. Catholic Social Service).
       Service activities which includes proselytizing new members are not included in this definition
       of public service.

____ * Direct student involvement with local community service agencies, rather than through
       campus volunteer center.

____ * Independent service projects (e.g. escort service for the elderly, community gardens,
       voter registration drives), not through an organized agency. NAMES:_____

____ * Independent off-campus programs that are closely associated with your institution that
       house student public service programs and/or provide community service placements, e.g.,
       Stiles Hall (UC Berkeley), Phillip Brooks House (Harvard), Dwight Hall (Yale). NAMES:____

ARE THERE ADDITIONAL ACTIVITIES YOUR INSTITUTION MIGHT CONSIDER "PUBLIC SERVICE"? (We are
exempting such activities as student government from our notion of public service, although we
recognize their value and importance.) Please list other activities your institution considers public
service. _____

B. The information requested in this survey provides important base-line data. In addition, to record
the enthusiasm and energy that exists in your programs, we would like short descriptions (2 or 3
paragraphs or already prepared material) of all of your public service programs—including how the
program began, its best features and results of any evaluation. We are interested in anecdotal material
that will breathe life into program descriptions. Attached are forms that you can give to individual
programs to assist in compiling information. Please return the forms with this questionnaire. All the
descriptive material will be maintained in the PPCS Clearinghouse files, but cannot be included in the
Report. Please choose 2 or 3 of these programs to be profiled.
NAMES: _____

II. INSTITUTIONAL INCENTIVES
       We are interested in incentives that encourage student involvement in public and community
service.
       A. Does your institution have a formal policy of giving preference in admissions to students
applying who have performed public service work? yes___ no___ If yes, please attach a copy of any of
the materials in which this policy is stated.

       B. Does your institution have a formal graduation requirement related to public service?
yes___ no___ If yes, please describe._____

C. Are there programs that provide stipend support, fellowships, or grants for students to perform public service activities? yes___ no___ If so, please describe briefly including amount of support, number of students involved and funding source. Enclose any already prepared information, if available._____

_____

_____

D. How many students in academic year 1984/85 held off-campus work study positions?____ Of these students, how many were directly engaged in public service activities? ____ What percentage of work study funds does that represent?_____

E. Can students receive academic credit for their public service activities? yes ___no___ In major? yes___ no ___ Elective credit only? ___ What percentage do? ____ Any restrictions? yes___ no___ If yes, please describe. _____

_____

F. Does your institution have specialized career advisory programs for public service careers? yes___ no___ If yes, please describe._____

_____

_____

G. Some law schools have developed "loan forgiveness" programs. Do any of your schools or does the institution as a whole have any policies to forgive or defer loan payments for those students who pursue public service jobs before or after graduation? _____ (If so, please describe or enclose information.)_____

_____

_____

H. Does your institution encourage faculty and staff activity in public service? yes___ no___ How?_____

_____

III. ADMINISTRATIVE RESOURCES FOR PUBLIC SERVICE

We are interested in the administrative structure which supports public service acitivities of students and faculty. At some institutions these functions are highly centralized, at others they are decentralized.

A. Does your institution have a central coordinating office for public and community service? yes___ no___ If so, does this office have:         –
___ Paid director
___ Paid staff (student and/or professional)

To whom does the director report?_____

Sources of funding for this office (e.g., school operating budget, external funding, bequests, student fees, etc.) Please indicate in spaces below. _____

_____

_____

Does this office focus on community activities ___ or government internships ___ or both ___?

What functions does this office perform? (please describe) _____

Are there opportunities for service, developed by students? yes___ no___; by staff? yes___ no___; by faculty? yes___ no___.

APPENDIX F

Sample Transmittal Letter

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CENTRAL MICHIGAN UNIVERSITY

PROVOST'S OFFICE
Warriner Hall, Room 112
(517) 774-3931


September 22, 1988


'Dr. John E. Worthen, President
Ball State University
Muncie, IN  47306

Dear President Worthen:

A public service committee was organized at Central Michigan
University in 1986 to develop a system to evaluate the
effectiveness of our community service programs.  It was the goal
of the University Administration and the Council of Deans to
establish a consistent data collection system so that CMU could
have an accurate overview of its public service efforts.  To
assist us in this endeavor, we requested information from our
colleagues in the Mid-American Conference.  Your administrative
staff was helpful in responding to a brief survey regarding
community service activities at Ball State University.

The public service committee here at  Central Michigan University
has completed its initial  task of developing a computer program
to store and retrieve relevant data.  The  committee has been in
contact with  representatives of  Campus Compact, a consortium of
102 colleges and universities  committed to  fostering community
service  in  institutions  of  higher  education.   Project
headquarters at  Brown University  are operated  by the Education
Commission of  the States.   A  comprehensive  survey recently
conducted among the institutions in Campus  Compact provided data
regarding the  scope  and  structure  of  their  public  service
activities.
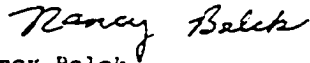
Although the  universities  in  the  Mid  American  conference
currently  have  no  representation  in  Campus  Compact,  the
chairperson of  our public  service  committee  has  designed a
research project  which  will  include replication of the Campus
Compact survey  instrument.   The  results  will  determine  if
significant  differences  exist  between  present  public service
efforts at the schools in the Mid American Conference and those

MOUNT PLEASANT MICHIGAN 48859

John E. Worthen, President, September 22, 1988-------(Page 2)

in <u>Campus Compact</u>.   Mary Ellen Brandell will contact Dr. James
Marine by telephone during the next week to explain the details
of the project.  We will appreciate your support and will inform
you of the results.

Sincerely yours,

Nancy Belck
Interim Provost/Vice President
for Academic Affairs

NB/cek

cc:   James Marine

APPENDIX G


Results
MAC Institutions Survey
.


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## Descriptive Statistics From the MAC Survey

I.   NUMBER OF SCHOOLS RESPONDING:          9

|  |  | Number of Schools | Percentage |
|---|---|---|---|
| II. | GEOGRAPHICAL REGIONS | | |
|  | MIDWEST | 9 | 100 percent |
| III. | TYPE OF SCHOOL | | |
|  | PUBLIC | 9 | 100 percent |
|  | FOUR YEAR | 63 | 100 percent |

IV.  SIZE OF INSTITUTION

A.   UNDERGRADUATE POPULATION

| | Number of Schools | Percentage |
|---|---|---|
| 10,000 - Less than 20,000 | 9 | 100 percent |

B.   UNDERGRADUATE AND GRADUATE POPULATION

| | Number of Schools | Percentage |
|---|---|---|
| 10,000 - Less than 20,000 | 4 | 44 |
| Over 20,000 | 5 | 66 |

V.   UNIVERSITY COORDINATED AND/OR SPONSORED PROJECTS

A.   VOLUNTARY STUDENT GROUPS WITH MINIMAL INSTITUTIONAL SUPPORT

| | Number of Schools | Percentage |
|---|---|---|
| COMMUNITY | 2 | 22 percent |
| GOVERNMENT | 2 | 22 |
| COMMUNITY AND GOVERNMENT | 4 | 44 |
| YES. NOT SPECIFIED | 4 | 44 |
| NONE | | 24 |

B.   STUDENTS WORKING WITH MEMBERS OF INSTITUTION'S ADMINISTRATION OR FACULTY

| | Number of Schools | Percentage |
|---|---|---|
| COMMUNITY | 4 | 44 percent |
| GOVERNMENT | 2 | 22 |
| COMMUNITY AND GOVERNMENT | 2 | 22 |
| YES. NOT SPECIFIED | 2 | 22 |

C.   CENTRALIZED CLEARINGHOUSE/COORDINATING OFFICE IN WHICH PUBLIC SERVICE OPPORTUNITIES ARE LISTED

| | Number of Schools | Percentage |
|---|---|---|
| COMMUNITY | 5 | 66 percent |
| COMMUNITY AND GOVERNMENT | 5 | 66 |

VI.    INTERNSHIPS

    A.    SPONSORED BY ACADEMIC DEPARTMENT

| | | |
|---|---|---|
| COMMUNITY | 9 | 100 percent |
| COMMUNITY AND GOVERNMENT | 5 | 66 |

    B.    STATE GOVERNMENT INTERNSHIPS

| | | |
|---|---|---|
| NO | 1 | 11 percent |
| YES | 8 | 88 |

VII.   SERVICE WORK REWARDED BY FINANCIAL ASSISTANCE FROM INSTITUTION

    A.    WORK STUDY

| | | |
|---|---|---|
| COMMUNITY | . | 9 percent |
| GOVERNMENT | | 0 |
| COMMUNITY AND GOVERNMENT | 2 | 22 |
| YES, NOT SPECIFIED | | |
| NONE | 1 | 11 |

    B.    OTHER

| | | |
|---|---|---|
| COMMUNITY | | |
| GOVERNMENT | | |
| COMMUNITY AND GOVERNMENT | 2 | 22 percent |
| YES, NOT SPECIFIED | 2 | 22 |

VIII.  LINKAGES WITH EXTERNAL COMMUNITY

    A.    SERVICE ORGANIZATIONS AFFILIATED WITH RELIGIOUS GROUPS

        YES    3         33 percent

    B.    DIRECT STUDENT INVOLVEMENT WITH COMMUNITY AGENCIES

        YES    13        33 percent

    C.    INDEPENDENT SERVICE PROJECTS NOT AFFILIATED WITH AN AGENCY

        YES    3         33 percent

    D.    INDEPENDENT OFF-CAMPUS PROGRAMS CLOSELY AFFILIATED WITH INSTITUTIONS THAT HOUSE PUBLIC SERVICE PROGRAMS

        YES    3         33 percent

IX.    OTHER ACTIVITIES CONSIDERED PUBLIC SERVICE

        YES    2         22 percent

X.      INSTITUTIONAL INCENTIVES

A.      FORMAL ADMISSION POLICY GIVING PREFERENCE FOR PUBLIC
        SERVICE

        NO                                  9           100 percent

B.      FORMAL GRADUATION REQUIREMENT

        NO                                  9           100 percent

C.      STIPENDS, FELLOWSHIPS, OR GRANTS FOR PUBLIC SERVICE

        NO                      .           7           77 percent
        YES                                 2           22

D.      NUMBER OF WORK STUDY STUDENTS IN OFF-CAMPUS
        POSITIONS

        NONE                                            55 percent
        LESS THAN 15                        1           11
        MORE THAN 50                        1           11

E.      NUMBER OF WORK STUDY STUDENT OFF-CAMPUS IN PUBLIC
        SERVICE ACTIVITIES

        LESS THAN 15                        1           11 percent
        MORE THAN 50                        1           11
        NOT RELEVANT                        7           77

F.      CREDIT IN MAJOR

        YES                                 9           100 percent

G.      SPECIALIZED CAREER ADVISORY PROGRAMS

        NO      7       77 percent
        YES     2       22

H.      LOAN FORGIVENESS

        NO      9       100 percent

I.      CATEGORIES FOR LOAN FORGIVENESS

        NOT RELEVANT                        9           100 percent

J.      ARE FACULTY AND STAFF ENCOURAGED IN PUBLIC SERVICE

        YES     9       100 percent

K.      HOW ARE FACULTY AND STAFF ENCOURAGED

        TENURE PROCESS                      9           100 percent

XI.  ADMINISTRATIVE RESOURCES FOR PUBLIC SERVICE

    A.  CENTRAL COORDINATING OFFICE

| | | |
|---|---|---|
| NO | 4 | 44 percent |
| YES, WITH PAID DIRECTOR | 5 | 66 |

    B.  DIRECTOR REPORTS TO

| | | |
|---|---|---|
| STUDENT AFFAIRS | 2 | 22 percent |
| PROVOST, ACADEMIC AFFAIRS | 3 | 33 |
| NOT RELEVANT | 4 | 44 |

    C.  SOURCES OF FUNDING

| | | |
|---|---|---|
| OPERATING BUDGET | 5 | 55 percent |

    D.  FOCUS OF THE OFFICE

| | | |
|---|---|---|
| COMMUNITY AND GOVERNMENT | 5 | 100 percent |

    E.  FUNCTIONS OF THE OFFICE

| | | |
|---|---|---|
| MULTIPLE FUNCTIONS | 5 | 100 percent |

    F.  HOW LONG THIS OFFICE HAS BEEN COORDINATING ACTIVITIES

| | |
|---|---|
| 4 - 7 YEARS | 3 |
| 8 OR MORE YEARS | 1 |
| MORE THAN 15 YEARS | 1 |

    G.  OPPORTUNITIES FOR SERVICE DEVELOPED BY STUDENTS

| | | |
|---|---|---|
| NO | 4 | 6 percent |
| YES | 39 | 58 |
| NOT RELEVANT | 21 | 31 |
| NO ANSWER | 3 | 4 |

    H.  OPPORTUNITIES FOR SERVICE DEVELOPED BY STAFF

| | | |
|---|---|---|
| YES | 9 | 100 percent |

    I.  OPPORTUNITIES FOR SERVICE DEVELOPED BY FACULTY

| | | |
|---|---|---|
| YES | 9 | 100 percent |

    J.  SPECIFIC MECHANISMS FOR EVALUATING THE COMMUNITY SERVICE PROGRAMS

| | | |
|---|---|---|
| NO | 3 | 33 percent |
| YES | 4 | 44 |
| NOT RELEVANT | 1 | 11 |

XII.   DECENTRALIZED OPPORTUNITIES FOR PUBLIC SERVICE

    A.   CO-OP/FIELD STUDY PROGRAM

       YES   1          11 percent

    B.   INDEPENDENT STUDENT ORGANIZATIONS

       YES   1          11 percent

    C.   OTHER

       YES   1          11 percent

    D.   MAJOR RESPONSIBILITY FOR THESE ACTIVITIES

| | | |
|---|---|---|
| CAREER COUNSELING | 1 | 11 percent |
| STUDENT AFFAIRS | 1 | 11 |
| CO-OP PROGRAM | 3 | 33 |
| ACADEMIC DEPT | 8 | 88 |
| INDEPENDENT | 1 | 11 |

XIII.   TRENDS

    A.   STUDENTS

       1.   STUDENT PARTICIPATION IN PUBLIC SERVICE

          MORE THAN 500          9          100 percent

       2.   PERCENTAGE OF STUDENTS INVOLVED

| | | |
|---|---|---|
| LESS THAN 10% | 1 | 11 percent |
| LESS THAN 20% | 1 | 11 |
| LESS THAN 20% | 5 | 55 |
| NO ANSWER | 1 | 11 |

       3.   CHANGE IN LEVEL OF PARTICIPATION IN THE LAST FIVE YEARS

| | | |
|---|---|---|
| INCREASED | 7 | 77 percent |
| DECREASED | 1 | 11 |
| NO CHANGE | 1 | 11 |

       4.   FACTORS INFLUENCING THIS TREND

          STUDENTS NOT INTERESTED IN
          SERVICE          1          11 percent

       5.   SURVEY OF ATTITUDES TOWARD VOLUNTEERISM IN THE LAST FIVE YEARS

          NO          9          100 percent

B.   INSTITUTIONAL CHANGE

    1.   CHANGE IN THE CHARACTER OF PUBLIC SERVICE IN THE
        PAST FIVE YEARS

| | | |
|---|---|---|
| CHANGE | 7 | 77 percent |
| NO CHANGE | 2 | 22 |

    2.   CHANGE IN THE CENTRALIZATION OF PUBLIC SERVICE
        ACTIVITIES

| | | |
|---|---|---|
| LESS CENTRALIZED | 1 | 11 percent |

XIII.   INSTITUTIONAL DISINCENTIVES

A.   LACK OF AN ORGANIZED PROGRAM

| | | |
|---|---|---|
| YES | 4 | 44 percent |

B.   LACK OF ACADEMIC CREDIT

| | | |
|---|---|---|
| YES | 2 | 22 percent |

C.   LACK OF INFORMATION ABOUT SERVICE OPPORTUNITIES

| | | |
|---|---|---|
| YES | 4 | 44 percent |

D.   CAREER CONSIDERATIONS

| | | |
|---|---|---|
| YES | 3 | 33 percent |

E.   DIMINISHED PUBLIC SUPPORT AND ESTEEM FOR PUBLIC
    SERVICE

| | | |
|---|---|---|
| YES | 2 | 22 percent |

F.   OTHER FACTORS

| | | |
|---|---|---|
| YES | 1 | 11 percent |

G.   HOW TO OVERCOME OBSTACLES

| | | |
|---|---|---|
| MONEY | 2 | 22 percent |
| MULTIPLE NEEDS | 1 | 11 percent |
| NO ANSWER | 6 | 66 percent |

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