

The Western Region Campus Compact Consortium (WRCCC)—including the California, Colorado, Hawaii Pacific Islands, Montana, Oregon, Utah, and Washington Campus Compacts—conducted a survey of more than 2,500 faculty exploring how higher education faculty bring involvement in their local communities to their work as educators and how this involvement affects them. **The Evergreen State College (TESC)** is among the 47 campuses that participated in the Faculty Engagement Survey across the region between February and April 2009. The following highlights significant findings of the survey.

What positions do survey respondents hold? How involved and/or interested are they in incorporating service-learning into their courses?

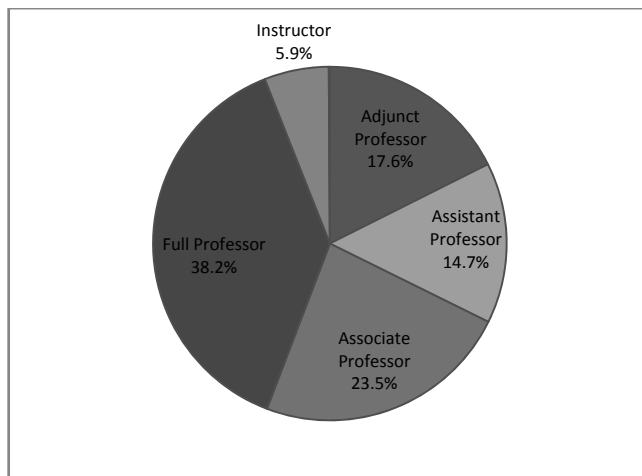


Figure 1: Frequency of TESC Respondent Positions

Of the 36 TESC faculty who responded to the survey,

- **92%** have incorporated or are interested in **incorporating service-learning* into their courses**

Of the 21 TESC service-learning faculty who responded to the survey,

- **95% intend to continue** using service-learning in their teaching

See report pages 14 and 52-53 for more information.

In which courses/fields is service-learning most commonly used?

Courses/Fields	TESC	WRCCC
Social Sciences	65.0%	23.2%
Cross-Cultural Relations/Int'l Ed.	40.0%	10.1%
Education	40.0%	22.4%
Humanities	35.0%	16.1%

See report pages 21-22 for more information.

What are the top community issues addressed by service-learning courses?

Community Issues	TESC	WRCCC
Cultural Awareness	71.4%	52.0%
Education/Literacy	66.7%	53.6%
Environmental Issues	66.7%	34.2%
Low-Income Assistance	57.1%	27.7%

See report pages 29-30 for more information.

* **Service-learning** engages students in community service activities with intentional academic learning goals and opportunities for critical self-reflection that connect to their academic disciplines.



What are the most important factors that faculty consider when they decide to use service-learning?

TESC	WRCCC
Improve student learning	Improve student learning
Prepare students for lifelong community engagement	Prepare students for lifelong community engagement
Create a richer classroom environment	Create a richer classroom environment

See report pages 16-17 for more information.

What student populations do faculty engage in service-learning?

Student Populations	TESC	WRCCC
Undergraduate Students	100.0%	90.4%
Graduate Students	9.5%	27.3%
High School Students	9.5%	6.3%

See report pages 23-24 for more information.

What kinds of student learning and development outcomes do faculty most expect service-learning experiences to enhance for students?

Outcome Type	TESC	WRCCC
<u>Course-Specific</u>	<ol style="list-style-type: none"> 1. Engagement with course content 2. Application of course content 3. Deeper understanding of course content 4. Knowledge of community issues 	<ol style="list-style-type: none"> 1. Engagement with course content 2. Application of course content 3. Deeper understanding of course content 4. Knowledge of community issues
<u>Career</u>	<ol style="list-style-type: none"> 1. Leadership skills 2. Professionalism 3. Systematic/organizational skills 	<ol style="list-style-type: none"> 1. Professionalism 2. Leadership skills 3. Career-specific skills
<u>Cognitive/Behavioral</u>	<ol style="list-style-type: none"> 1. Problem solving 2. Critical thinking 3. Reflective judgment 4. Perspective-taking 	<ol style="list-style-type: none"> 1. Problem solving 2. Critical thinking 3. Reflective judgment 4. Perspective-taking

See report pages 33-44 for more information.

What professional and personal impacts have faculty experienced as part of using service-learning?

Outcome Type	TESC	WRCCC
<u>Teaching & Learning</u>	<ol style="list-style-type: none"> 1. More effective educator 2. Evolved use of effective pedagogy 3. Improved relationships with students 	<ol style="list-style-type: none"> 1. Improved relationships with students 2. More effective educator 3. Evolved use of effective pedagogy
<u>Job Satisfaction</u>	<ol style="list-style-type: none"> 1. Sense of accomplishment 2. Inspiration 3. Personal satisfaction 	<ol style="list-style-type: none"> 1. Sense of accomplishment 2. Inspiration 3. Personal satisfaction
<u>Community Relations</u>	<ol style="list-style-type: none"> 1. Expanded community awareness 2. Improved community relationships 3. Increased community responsibility 	<ol style="list-style-type: none"> 1. Expanded community awareness 2. Improved community relationships 3. Increased community responsibility

See report pages 33-44 for more information.