Faculty Engagement Survey
Regional Report Quick Facts

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 at 47 campuses exploring how higher education faculty bring involvement in their local communities to their work as educators and how this involvement affects them. The Faculty Engagement Survey was conducted between February and April 2009. The following highlights significant regional findings of the survey.

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

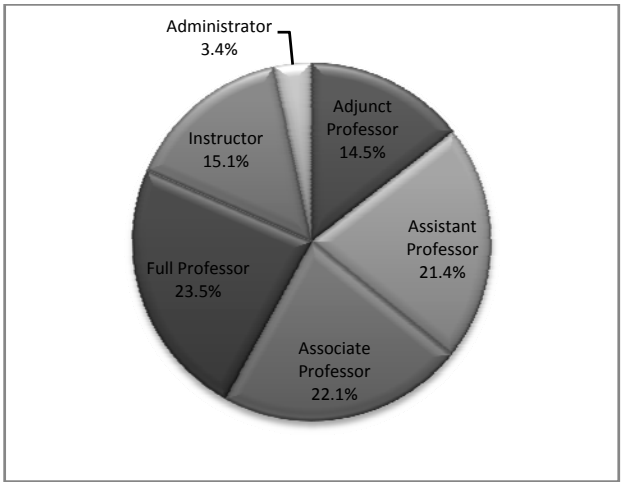

Figure 1: Frequency of Respondent Positions

- Of the 2,626 faculty who responded to the survey,
  - 74% have incorporated or are interested in **incorporating service-learning (SL)* into their courses**
  - 62% have incorporated or are interested in **incorporating community-based research (CBR)** into their courses/scholarship**
- Of the 857 SL faculty who responded to the survey, 91% **intend to continue using SL**.
- Of the 410 CBR faculty who responded to the survey, 80% **intend to continue using CBR**.

See report pages 13-14 & 38 for more information.

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

Courses/Fields	WRCCC – SL Faculty
Social Sciences	23.2%
Education	22.4%
Health Professions	18.0%
Humanities	16.1%

See report pages 18-19 for more information.

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

Community Issues	WRCCC – SL Faculty	WRCCC – CBR Faculty
Education/Literacy	53.6%	41.6%
Cultural Awareness	52.0%	38.8%
Environmental Issues	34.2%	32.9%
Health Care	31.7%	25.8%
Vulnerable Youth	30.8%	19.4%

See report pages 23-24 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.

**** Community-based research** involves collaboration between trained researchers and community members in the design and implementation of research projects aimed at meeting community-identified needs.

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

Decision Component	WRCCC – SL Faculty (scale: 1-3)
To improve student learning	2.88
To prepare students for lifelong community engagement	2.72
To create a richer classroom environment	2.70

See report page 15 for more information.

What student populations do faculty engage in service-learning/community-based research?

Student Populations	WRCCC – SL Faculty	WRCCC – CBR Faculty
Undergraduate Students	90.4%	82.4%
Graduate Students	27.3%	43.0%
High School Students	6.3%	5.5%

See report page 20 for more information.

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

Outcome Type	Outcome	WRCCC – SL Faculty (scale: 1-4)
Course-Specific	1. Engagement with course content	3.82
	2. Application of course content	3.78
	3. Deeper understanding of course content	3.77
Career	1. Professionalism	3.67
	2. Leadership skills	3.49
	3. Career-specific skills	3.45
Cognitive/ Behavioral	1. Problem solving	3.76
	2. Critical thinking	3.73
	3. Reflective judgment	3.71

See report pages 26-32 for more information.

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

Outcome Type	Outcome	WRCCC – SL Faculty (scale: 1-5)
Teaching & Learning	1. Improved relationships with students	4.02
	2. More effective educator	4.01
	3. Evolved use of effective pedagogy	3.91
Job Satisfaction	1. Sense of accomplishment	4.26
	2. Inspiration	4.17
	3. Personal satisfaction	4.05
Community Relations	1. Expanded community awareness	4.27
	2. Improved relationships with community	4.08
	3. Increased community responsibility	3.84

See report pages 39-44 for more information.