

# 2018 National Assessment of Service and Community Engagement (NASCE)

Presented to Oakland University

By the Siena College Research Institute (SCRI)

December 10, 2018



515 Loudon Road  
Loudonville, NY 12211

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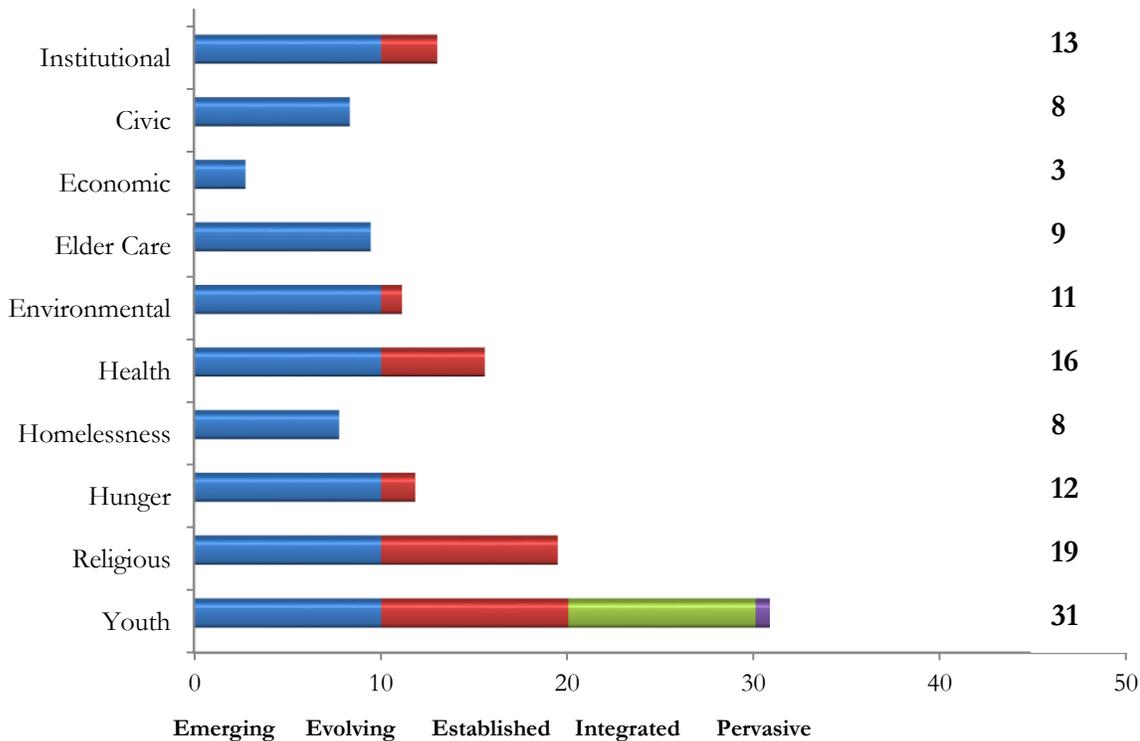
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# 2018 *NASCE* Executive Summary<sup>1</sup>

OAKLAND UNIVERSITY

	<b>OU '18</b>	<b>OU '15</b>	<b>SAMPLE</b>
Percentage of Students Reporting Engagement in College	<b>43%</b>	33%	54%
Percentage of Students Reporting Engagement Prior to College	74%	81%	87%
Change from “Prior to” Levels (percentage points)	<b>31</b>	<b>48</b>	<b>33</b>

## POP Scores



	<b>OU '18</b>	<b>OU '15</b>	<b>SAMPLE</b>
Institutional	13	10	19
Civic	8	8	18
Economic	3	3	7
Elder Care	9	6	9
Environmental	11	7	18
Health	16	12	23
Homelessness	8	7	13
Hunger	12	10	18
Religious	19	11	20
Youth	31	23	45

### Student Opinions (Agree or Strongly Agree):

Overall, I would say that Oakland promotes service and community engagement among the student body.	80%	70%	83%
I think the college does an appropriate job of informing students of all the ways they can be engaged in the community.	71%	65%	73%
Overall, I am satisfied with my personal level of involvement	59%	52%	60%

<sup>1</sup> The column labeled “Sample” contains data from 69,717 students at colleges and universities from 2009-2018. The economic data reflects only 66,736 students; however, the missing students were assigned the mean economic score. All data represents the sum scores of all students in the entire dataset rather than institutional data. Oakland students are excluded from this data.

# Summary and Recommendations

## Summary

1. Overall, 43 percent of Oakland University students are engaged in service and community engagement of some kind. Based on NASCE's POP Score Calculus, Oakland University students achieve an Institutional POP score of 13, which three points higher than the previous administration, placing Oakland University in the Evolving service category.
2. Since Oakland's 2015 NASCE administration, the rate of participation has increased by ten percentage points. Additionally, the institutional POP score increased by three points, including across seven of the nine issues areas, most notably the areas of Youth and Religious/Spiritual Services. With a consistent response rate of 16 percent both in 2015 and 2018, this overall increase at a large institution is commendable.
3. Compared to the national sample of 69,717 students, Oakland University students participate in service and community engagement at a lower rate (43 percent vs. 54 percent) and achieve the same POP scores in two of the nine areas.
4. Compared to institutions of a similar size, (see p. 11), Oakland University students participate in service at the same rate (43 percent), but achieve lower POP scores in six of the nine areas. Oakland students score higher POP scores than students at institutions of a similar size in the areas of Elder Care and Religious/Spiritual Services.
5. Looking at the total amount of service performed by Oakland University students, 35 percent is done through individual projects, 28 percent is through clubs, organizations, or sports teams, 21 percent is through courses or academic programs, and 16 percent is through non-academic offices (p. 7).
6. While a majority of students agree that Oakland promotes service (80 percent) and informs students of service opportunities (71 percent), those numbers are slightly lower than numbers for the national sample (83 percent and 73 percent respectively). In addition, more than one-half of students (62 percent) say that over the past month they have not been asked by a student, staff, or faculty member to volunteer for an organization or cause in the community.

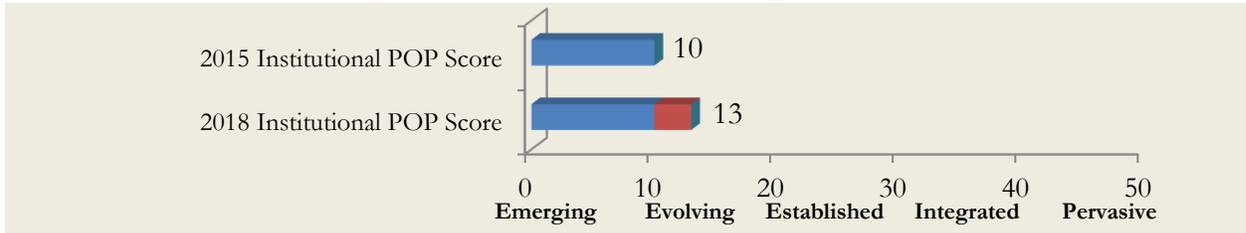
## Recommendations

1. Oakland University students report serving more before college than while at college (drop of 31 percentage points). This drop off is comparable to that of the national sample and is seventeen points lower than OU's gap was in 2015 (48 percentage points). Moreover, only 17 percent of first year students say they have participated in service as an Oakland University student. This is a drop of 9 percentage points from the 2015 first year class (26 percent), but may be attributed to administering the NASCE in the fall semester as opposed to the spring semester. To address this gap, Oakland should take an inter-departmental approach to implement campus-wide programs that address and lessen the gap between high school and collegiate service and foster a more entrenched culture of continuing service at Oakland *from day one*. Set a 2-year goal for increasing the number of students engaged (perhaps 50 percent), and a specific goal for first year students, then re-measure.
2. Two-thirds of students say they have not been asked by a student, staff or faculty member to volunteer over the past month. Of people who do not serve, 66 percent say "no one has ever really asked me" to serve and 58 percent say they "do not know what is available." Yet, only 59 percent of students say they are satisfied with their personal level of involvement at Oakland University. Effective face-to-face communication between faculty/administrators and students about ways to get and stay involved in community service is essential for increasing engagement.
3. Students at Oakland University overall perform service at inconsistent levels of involvement. Oakland University should continue to focus on increasing the number of students who engage in service (Rec. #1), while simultaneously developing institutional structures that promote service on more frequent and deeper levels, moving students away from "one-shot" service events towards service on a recurring basis.
4. Oakland University students achieve higher POP Scores in the area of Youth (31) and Religious/Spiritual Services (19) because they serve at higher rates of frequency and depth than in areas like Hunger/Nutrition (12) and Homelessness/Housing (8), which are primarily dominated by "one-shot" service events. Examine the structures and partnerships in place that foster service to address these areas, and use them as a model to increase the frequency and depth of student service in other areas moving forward.
5. When excluded from the larger sample, the POP score of students who have participated in a service-learning or community engaged course is 40 (27 points higher than the institutional POP score). Additionally, of people who serve, the two largest obstacles to service are schoolwork (85 percent) and too busy with jobs/internships (63 percent). Oakland should expand service-learning and community engaged scholarship opportunities and incorporate community engagement into extracurriculars to overcome these obstacles.
6. Utilize the NASCE Report and POP Scores to strategically enhance Oakland University's overall service contribution and community contribution (see next page).

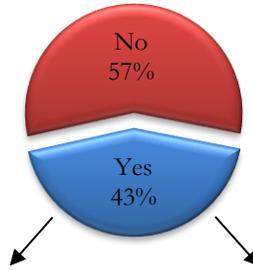
# Institutional: All Service / All Areas

Total Respondents: 2,333

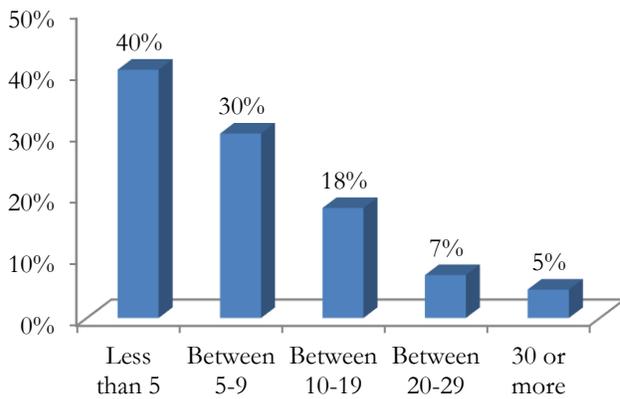
Response Rate: 16%



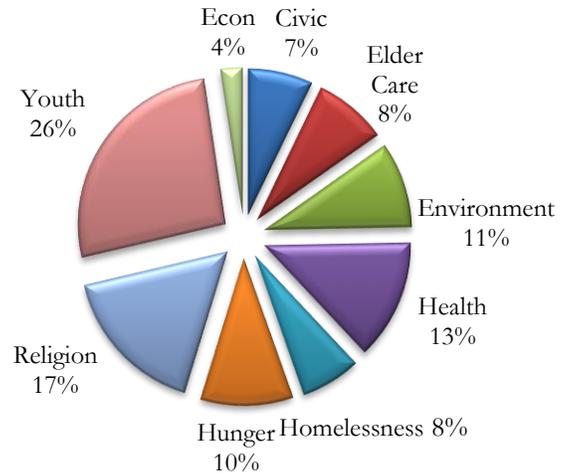
## Do you participate in community service here at Oakland?



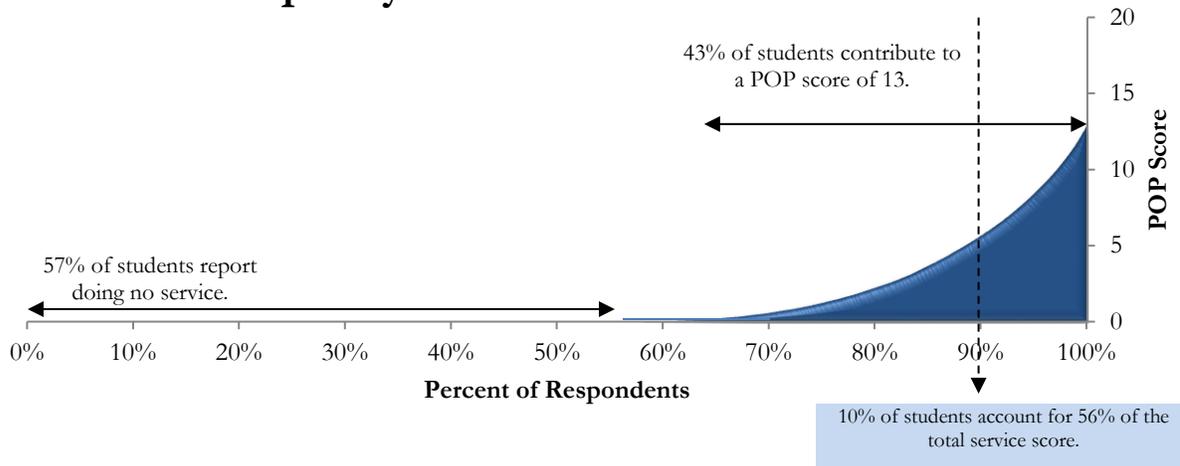
## How many hours per month do you engage in community service?



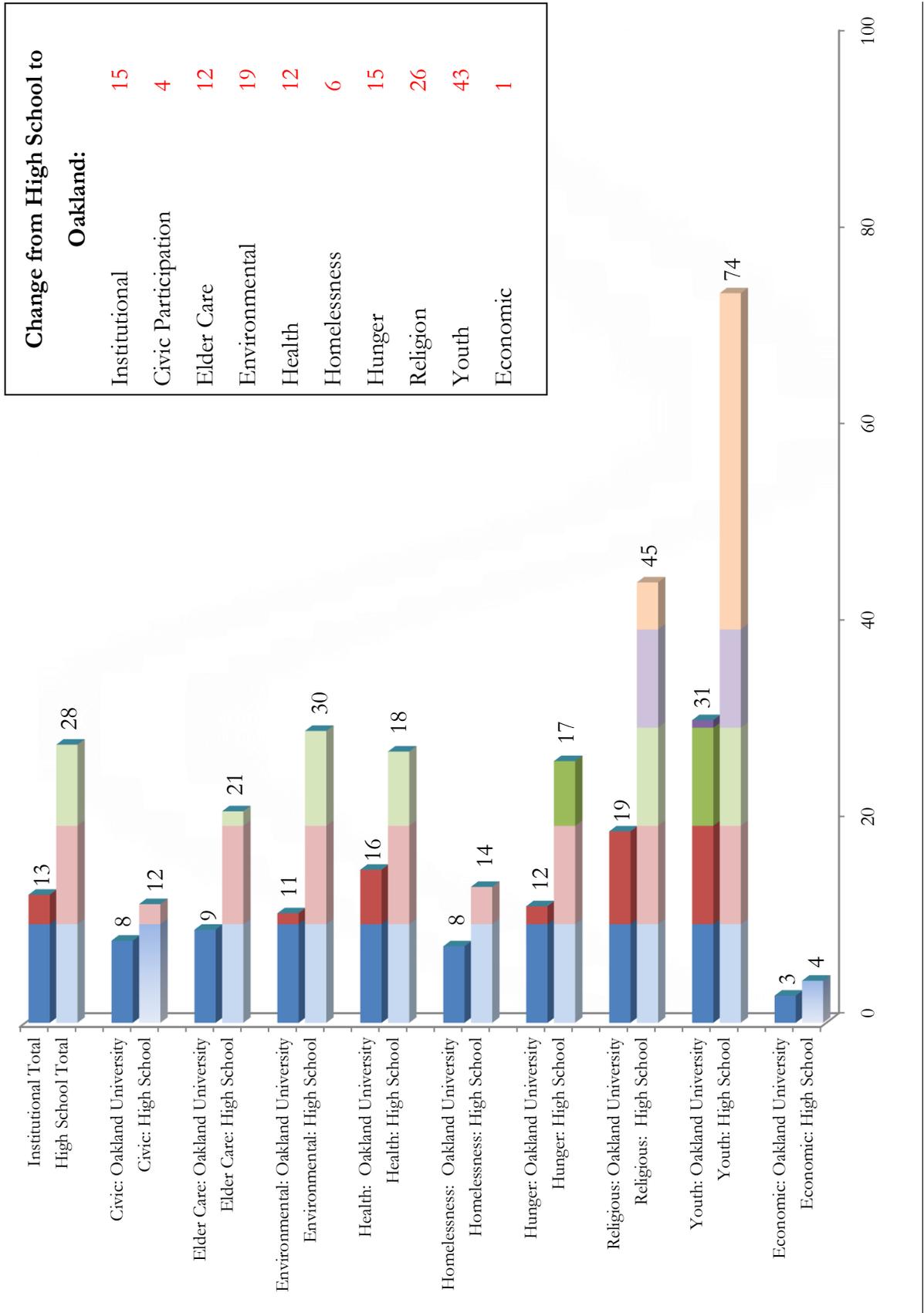
## Total Service by Needs Area



## Capacity Contribution: Institutional

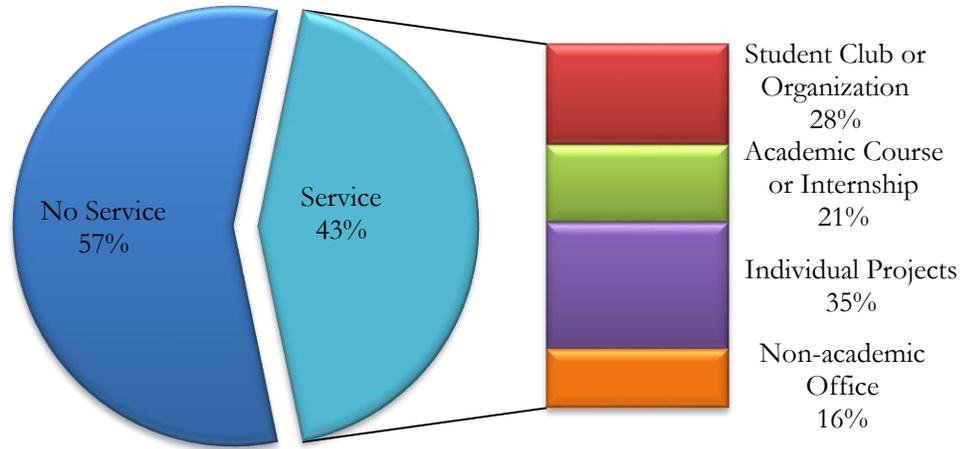


## Overall and Area Level POP Scores: Before and at Oakland University

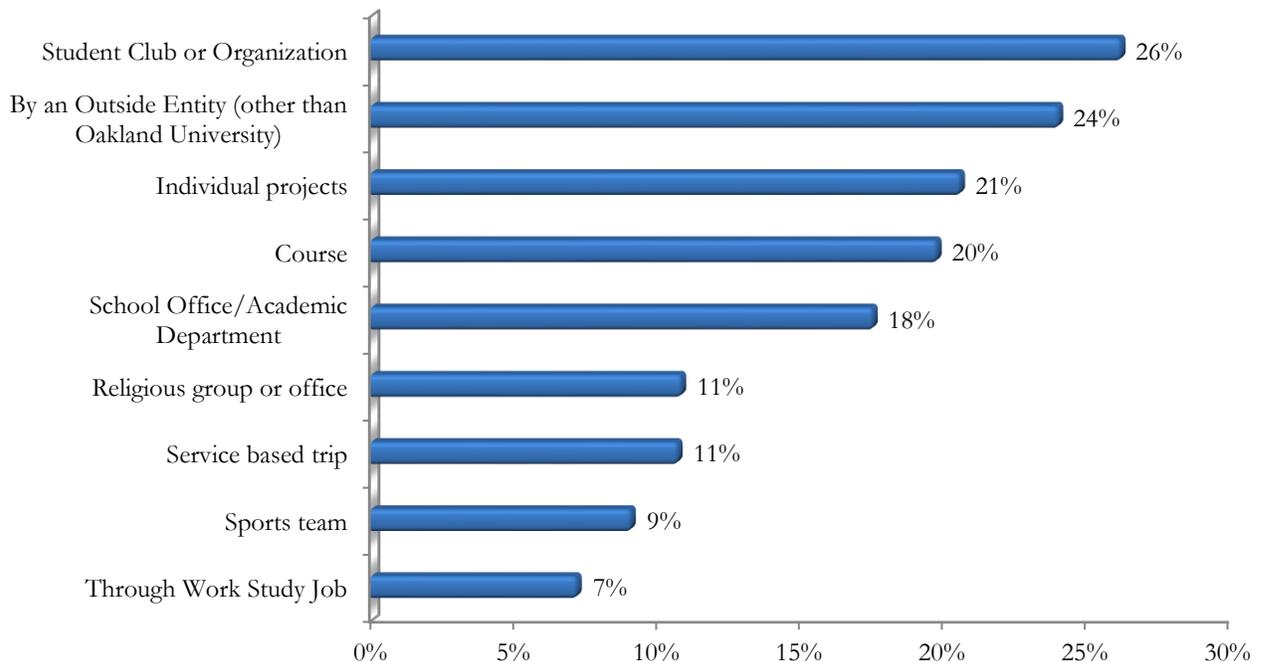


# Avenues for Student Service and Community Engagement Participation

## [Of those who serve] What Percentage of your total service was performed as part of...

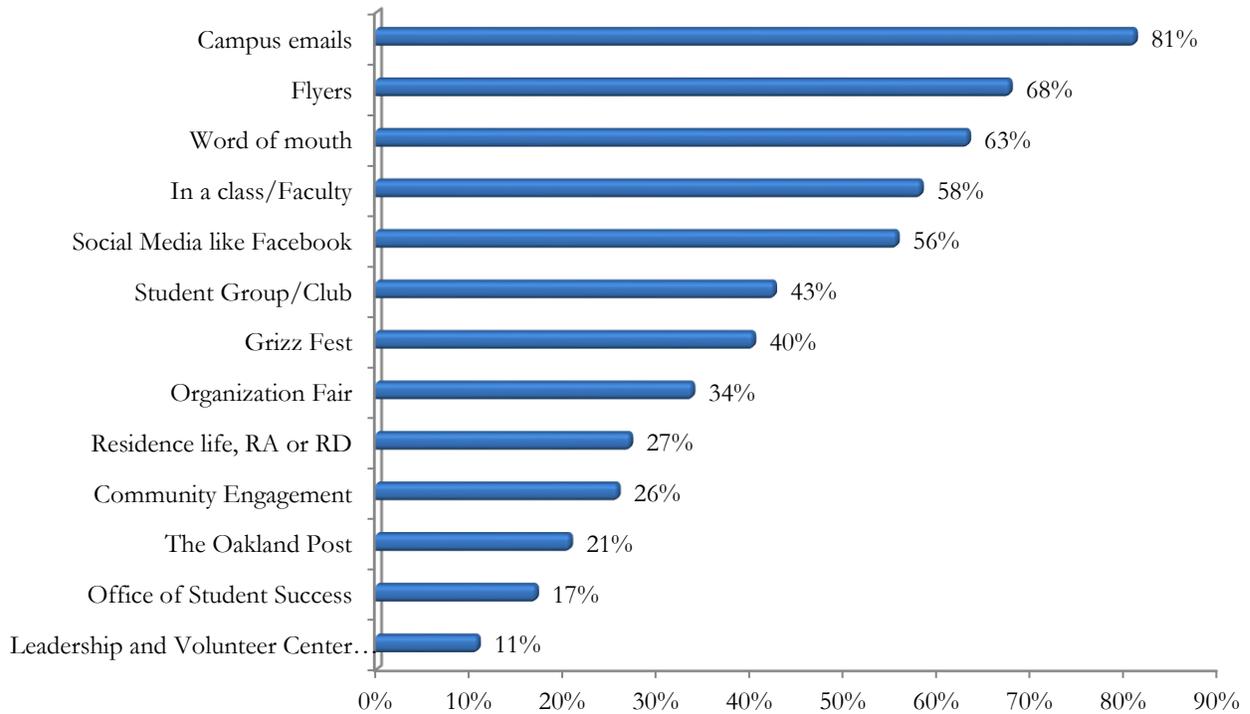


## [Of all respondents] How have you been involved in service and community engagement?



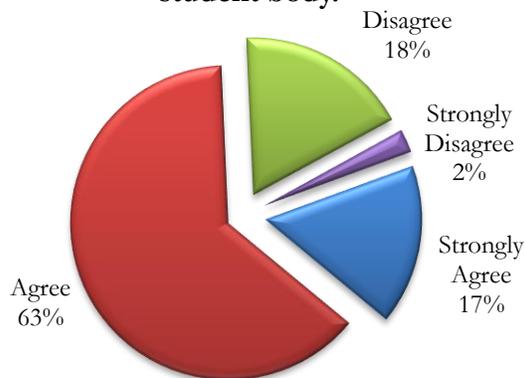
# Avenues for Student Service and Community Engagement Awareness

## How have you heard about service and community engagement opportunities available here at Oakland?

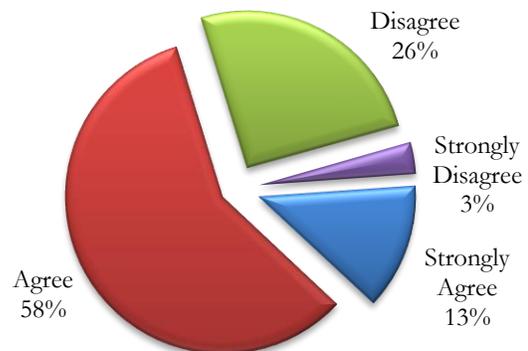


## Student Perceptions of Awareness and Promotion

**Overall, I would say that Oakland promotes community service and community engagement among the student body.**

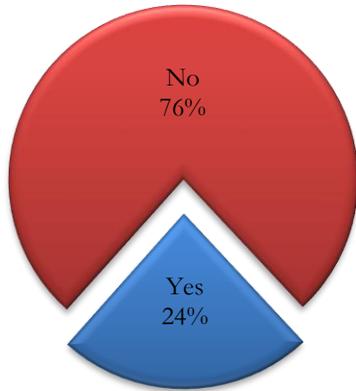


**I think the college does an appropriate job of informing students of all the ways they can be engaged in the community.**

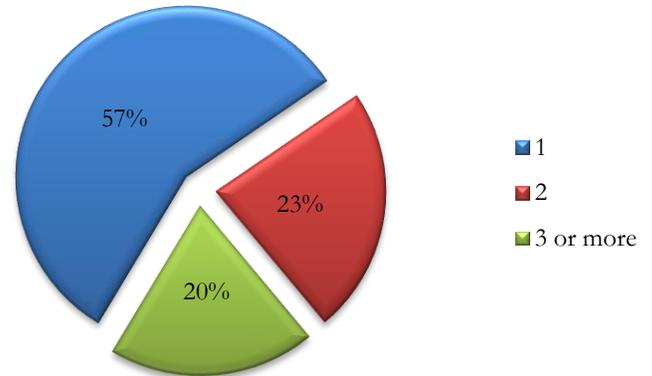


# Service and Community Engaged Coursework

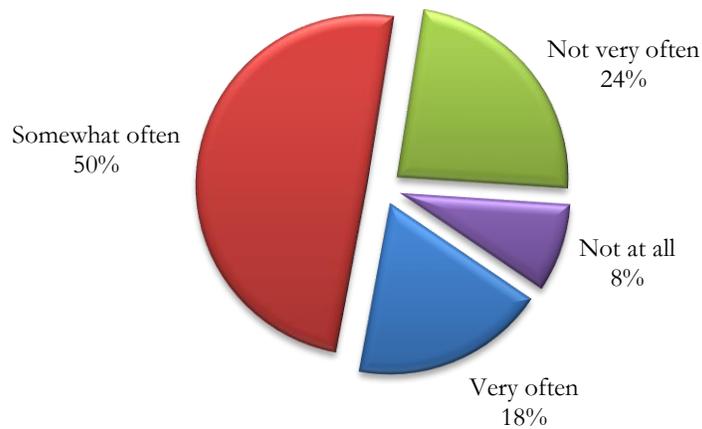
[Of those who serve] Have you participated in a service and community engaged course here at Oakland?



[If took CE/SL course] How many service and community engaged courses have you taken?



How often did you use knowledge gained in your coursework during your service and community engagement experience?

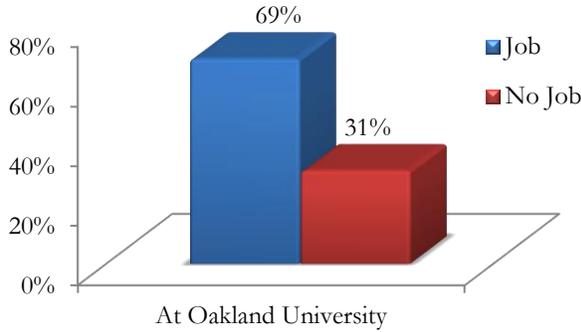


Which of the following components did your service and community engaged course include?  
(students who took more than one CE/SL course were asked to base their responses on the one that was the most rewarding)

	Yes	No
Intermittent service and community engagement project(s) that seemed to lack integration into the course's objectives	44%	56%
Organized service and community engagement that enhanced the meaning of course texts and lectures	64%	36%
A community-based research project in which you participated perhaps in collaboration with a community partner to identify a community problem and work towards its resolution	51%	49%
Adequate reflection time, that is, time to research, analyze, write about, and discuss the projects in order to better understand the service and community engagement in terms of both its relationship to the community and to your personal development	59%	41%

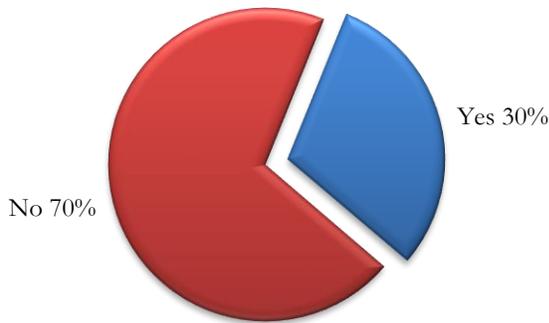
# Overall Student Engagement

**Do you have a job or internship to which you report to during the academic year?**

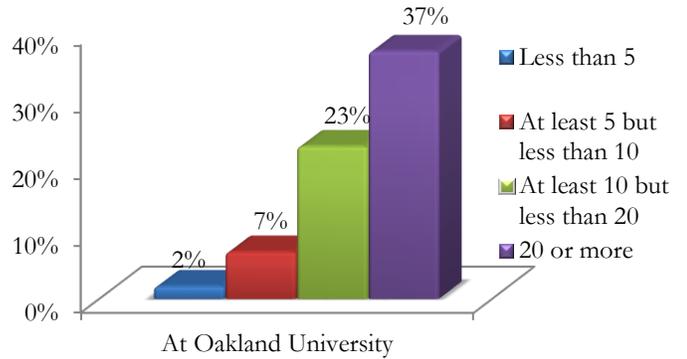


[of those who are engaged and have a job/internship, 33% of all students]

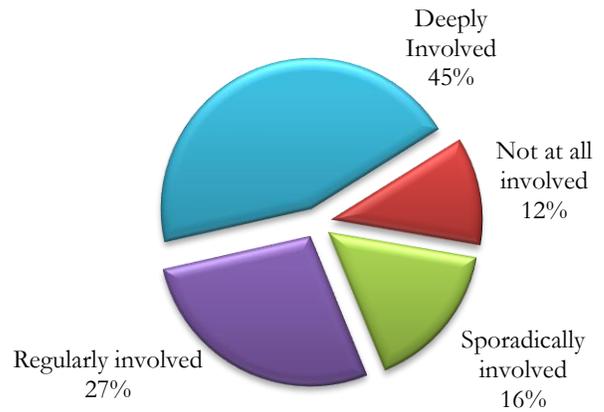
**Is your job/internship service or community engagement related?**



**How many hours per week do you work at your job or internship?**



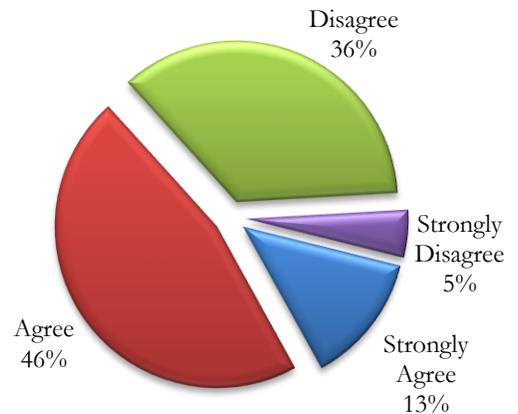
**How would you describe your overall involvement in club and extracurriculars?**



**Over the past month, have you been asked by a fellow student, staff, or faculty member at your college to volunteer for any organization or cause in your community?**



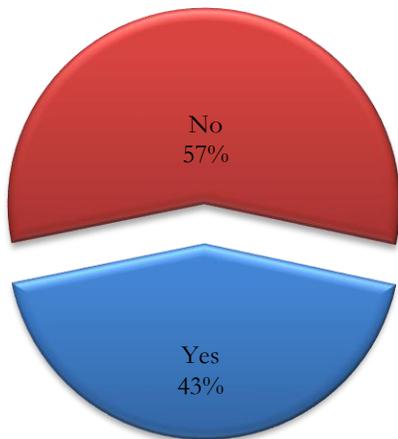
**Overall, I am satisfied with my personal level of involvement in community service here at Oakland.**



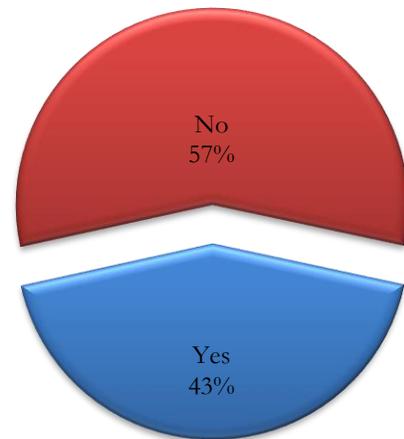
# Further School Comparisons

From 2009 to 2018 fourteen institutions (21,631 students), with enrollments greater than 10,000 undergraduate students, have administered the NASCE. This page compares Oakland University students to students from these schools of similar size. Oakland students are excluded from the sample.

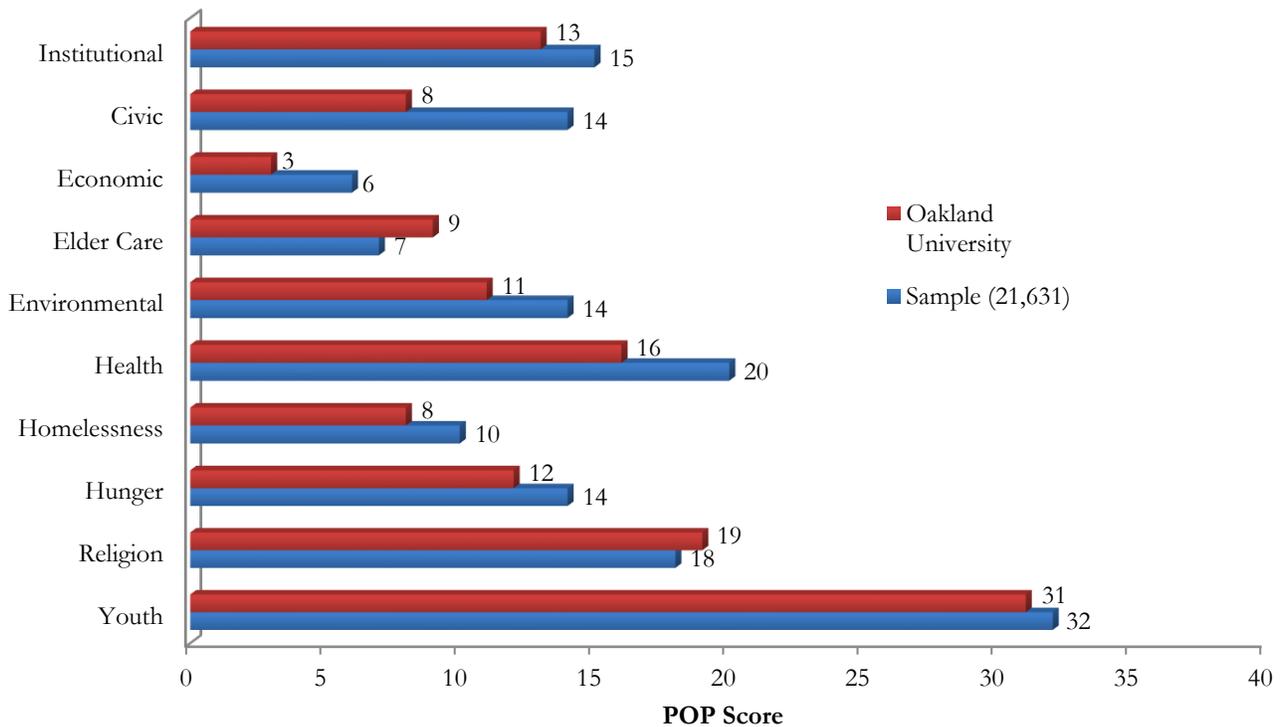
## Do You Participate in Community Service? (Oakland)



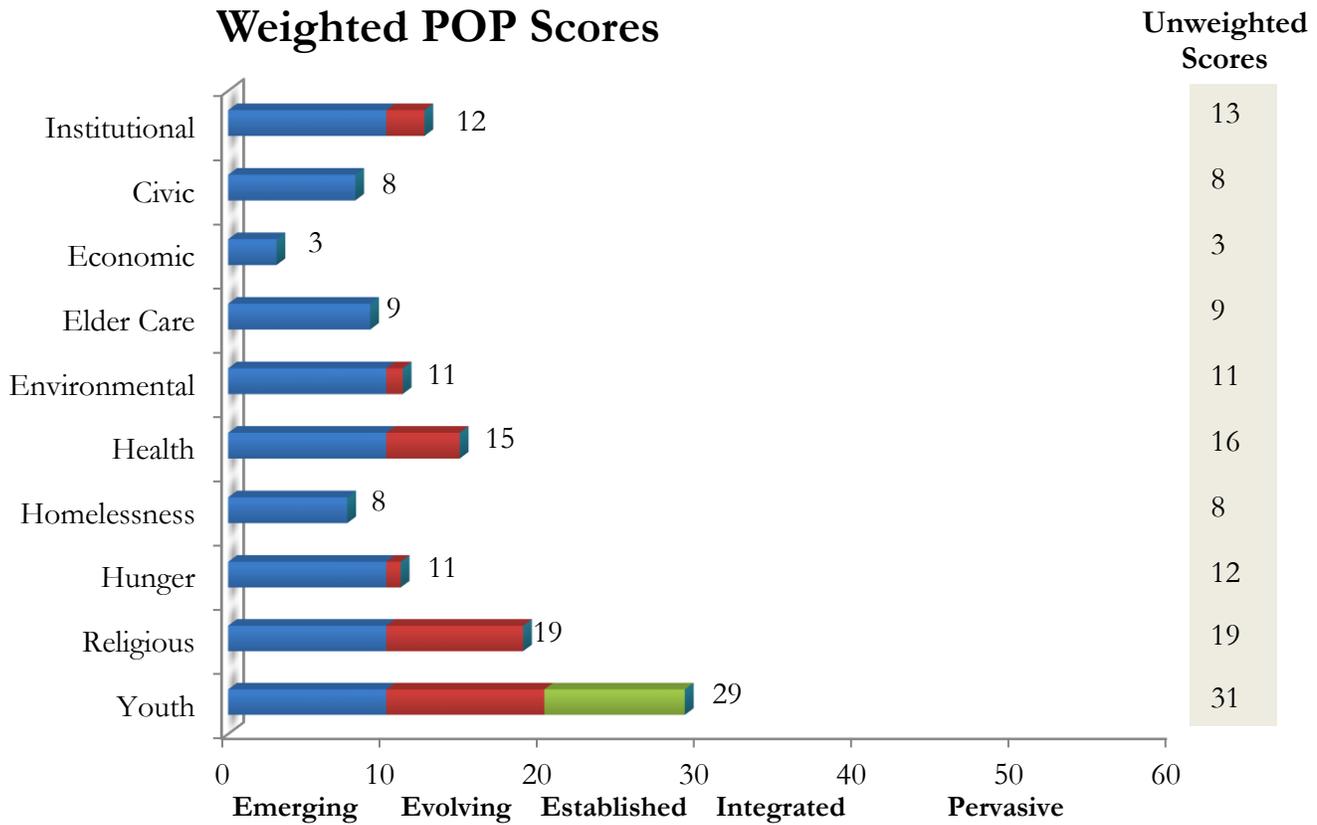
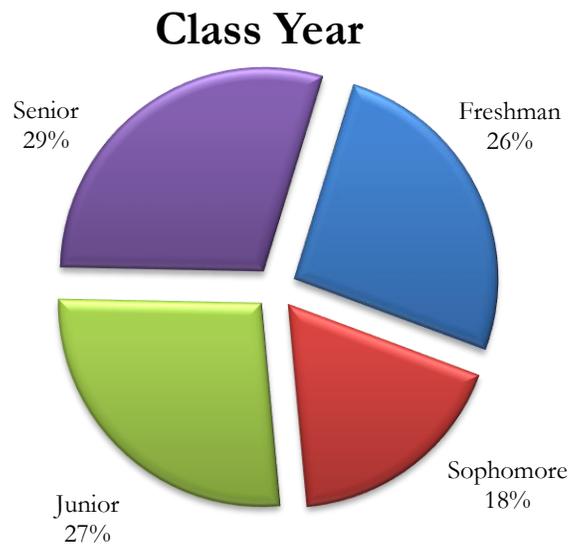
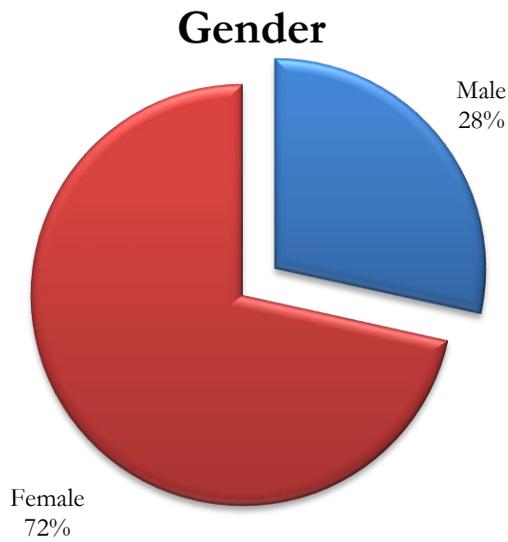
## Do You Participate in Community Service? (Sample)



## POP Score Comparison

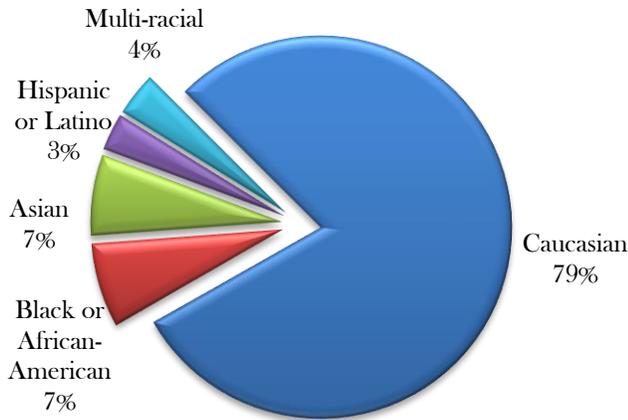


# Demographics and Weighted Data

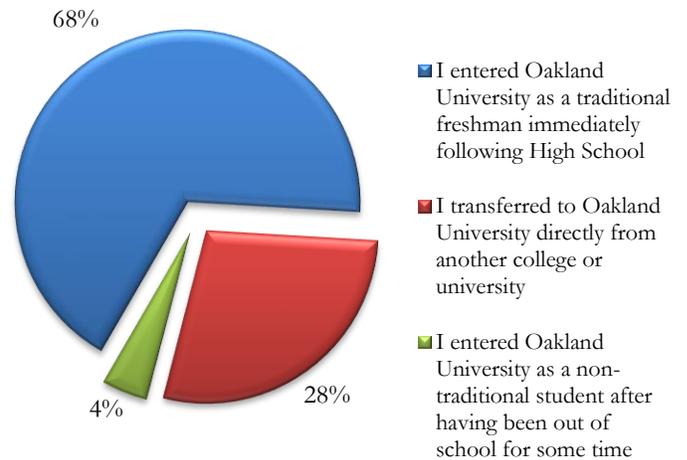


\*Since the gender distribution in Oakland’s NASCE dataset had a disproportionately high number of females, in addition to reporting the data as is, we also weighted the data to accurately reflect the gender distribution of Oakland’s enrolled undergraduate students (56% female and 44% male), and to reflect an even distribution of college freshmen, sophomores, juniors, and seniors (25% for each class). The above graph displays the POP Scores of the weighted dataset.\*

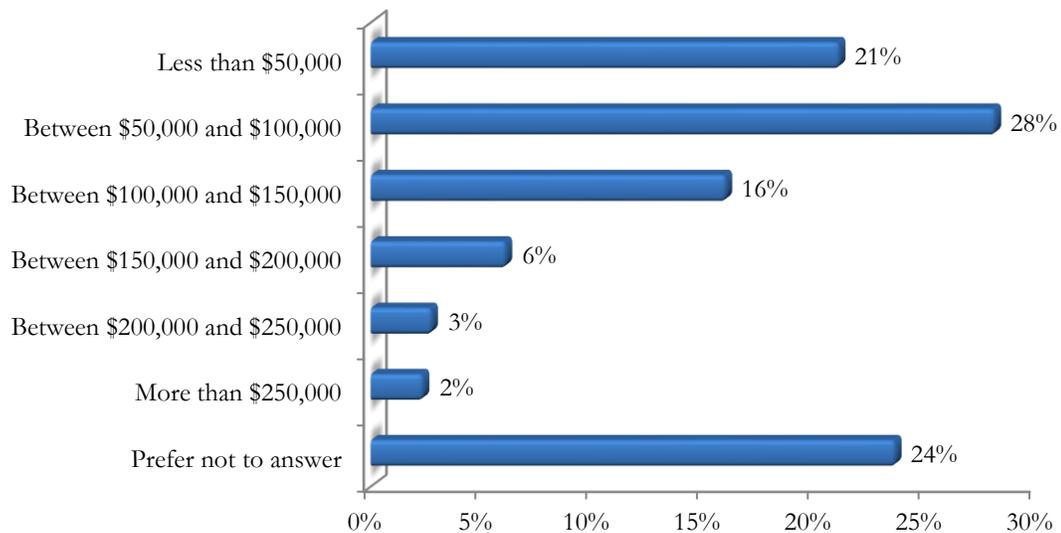
I would describe myself as:



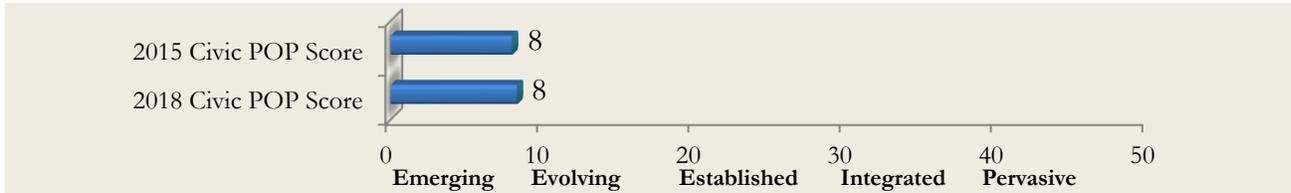
Which most closely describes the way you became a Oakland student?



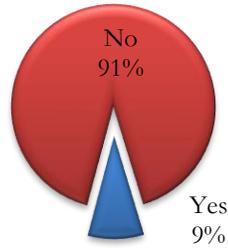
I believe my family's total income last year (2017) was:



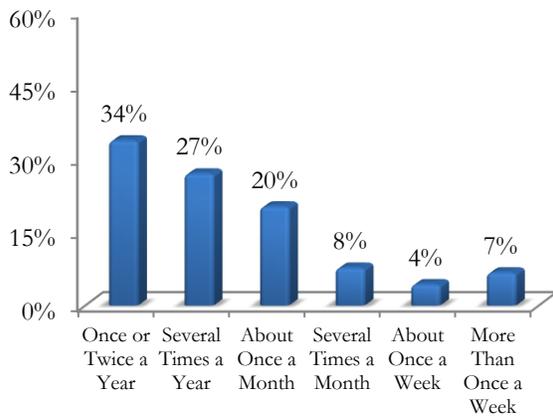
# Civic Participation / Public Awareness



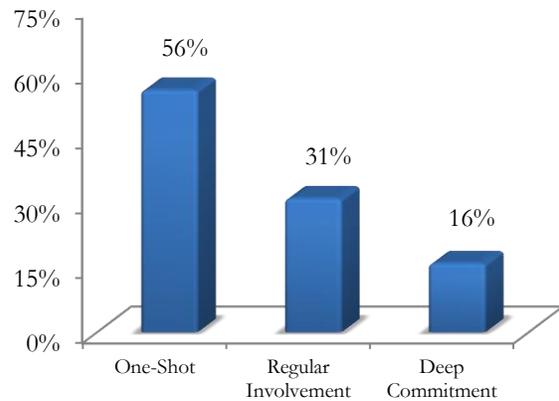
## Do you participate in service promoting public awareness or civic participation?



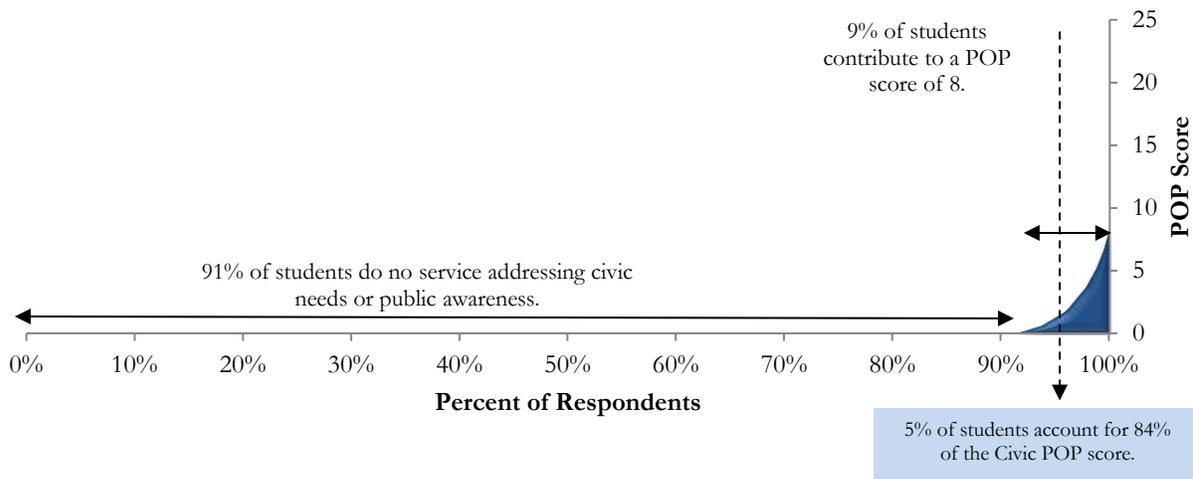
### With what frequency?



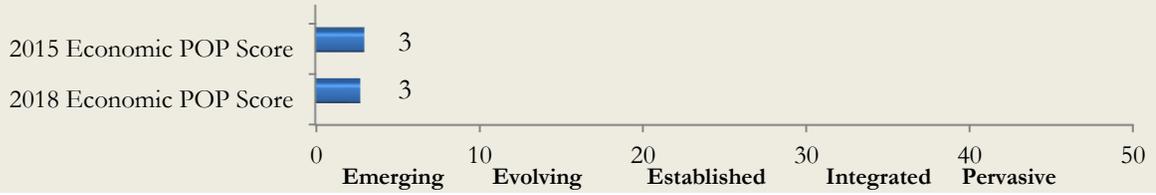
### With what depth?



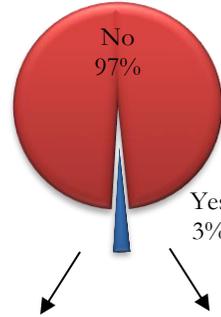
## Capacity Contribution: Civic Participation



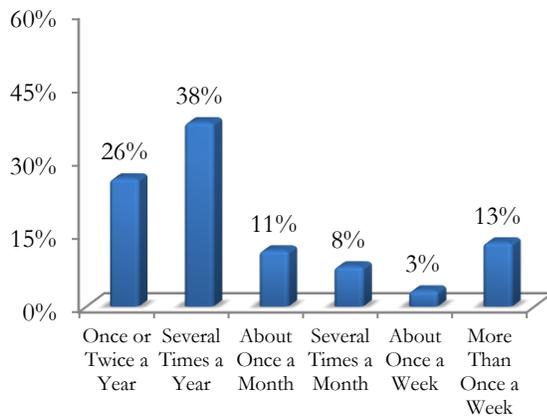
# Economic Opportunity



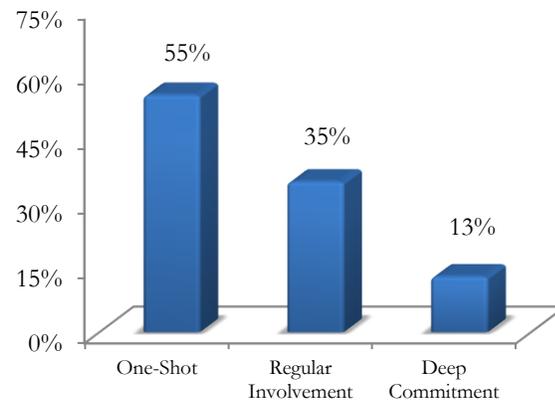
**Do you participate in service addressing economic opportunity, access, or development?**



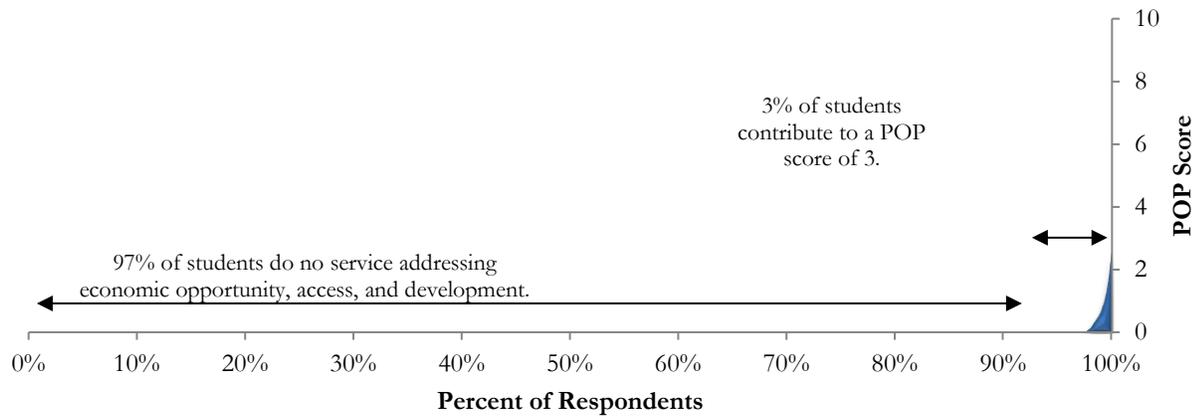
**With what frequency?**



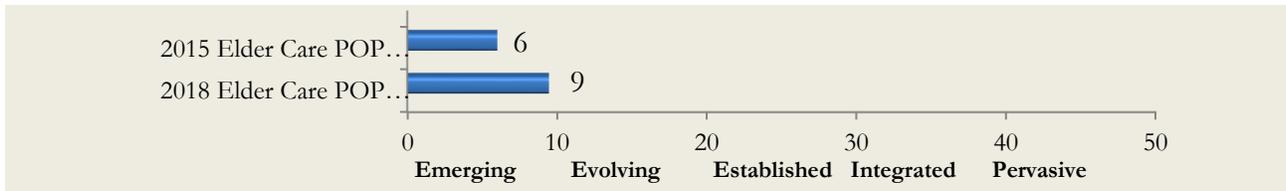
**With what depth?**



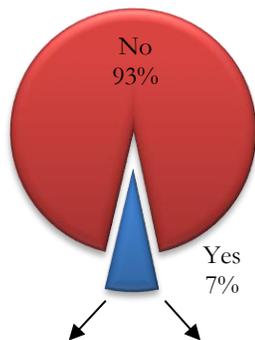
## Capacity Contribution: Economic Opportunity



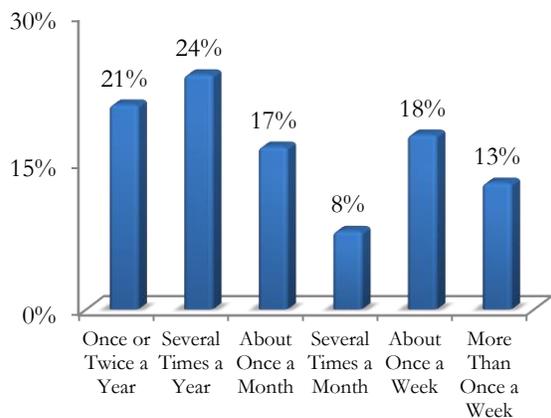
# Elder Care



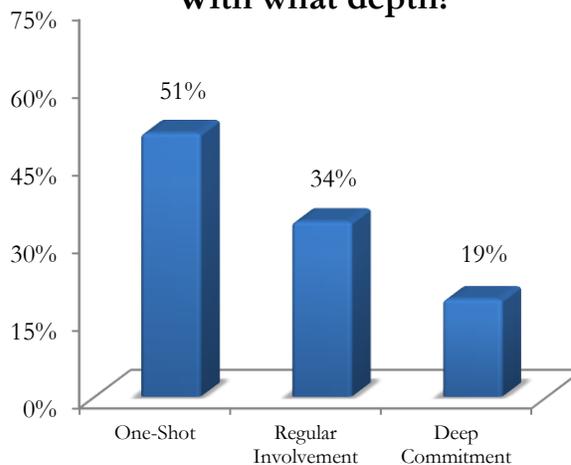
## Do you participate in service addressing elder care?



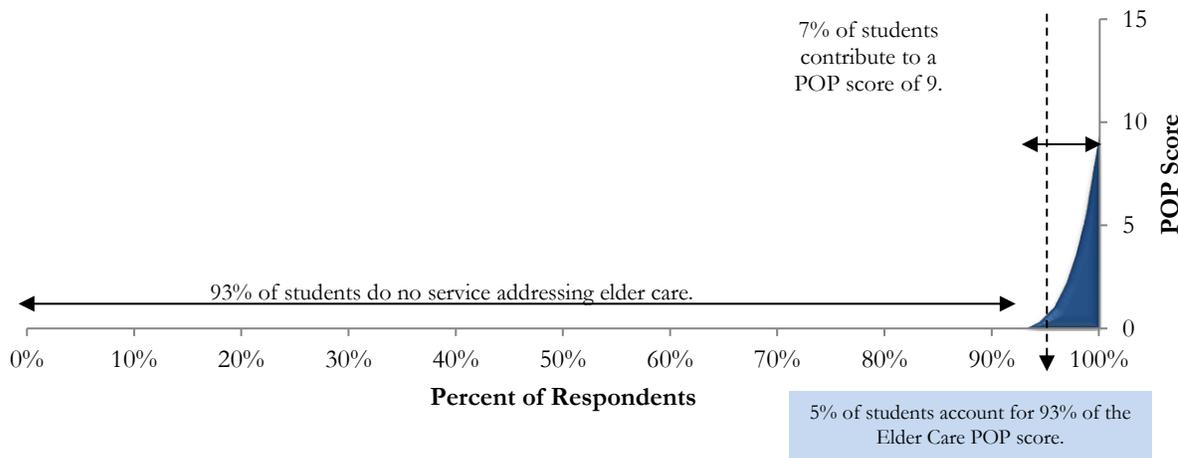
### With what frequency?



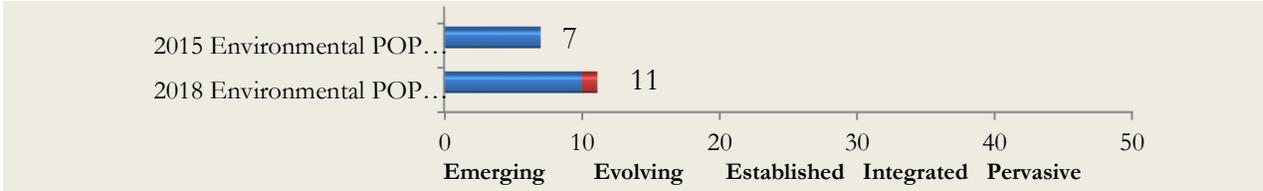
### With what depth?



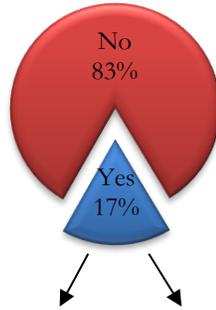
## Capacity Contribution: Elder Care



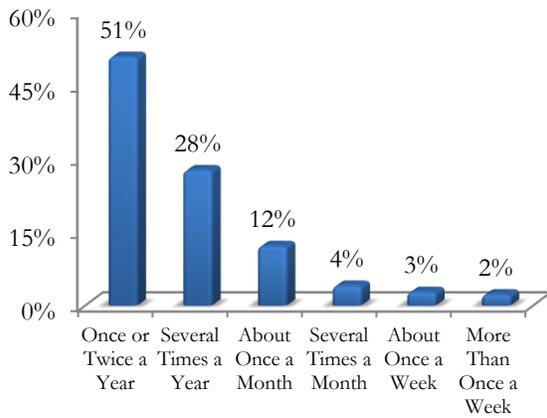
# Environmental Efforts



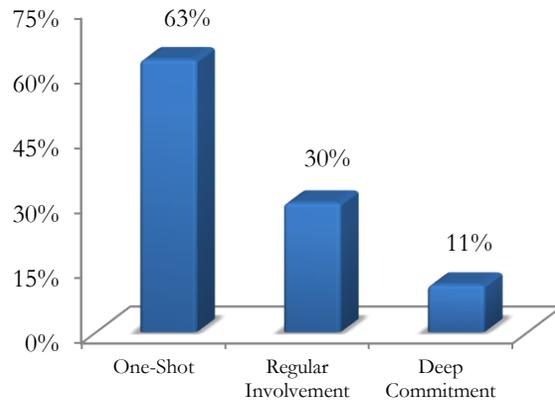
**Do you participate in service addressing environmental efforts?**



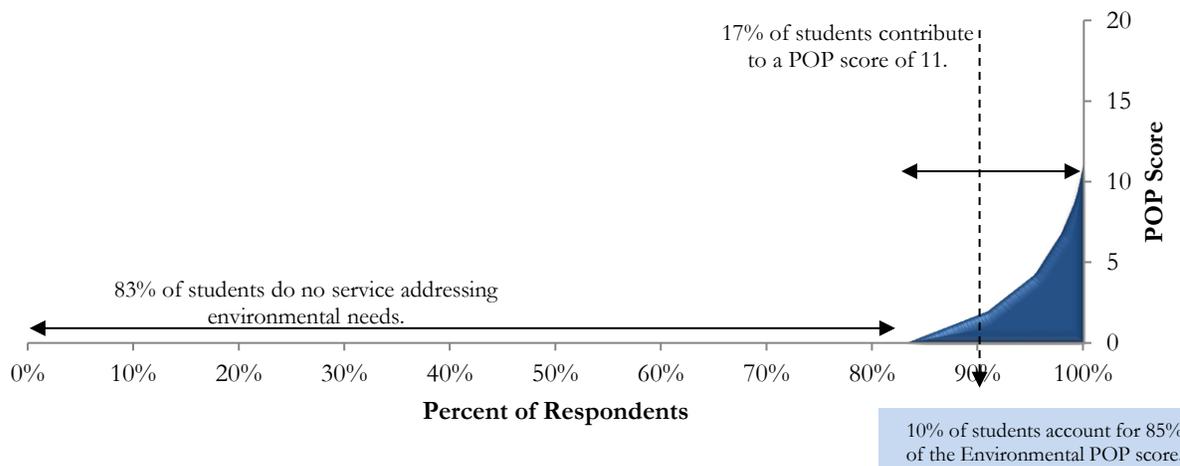
**With what frequency?**



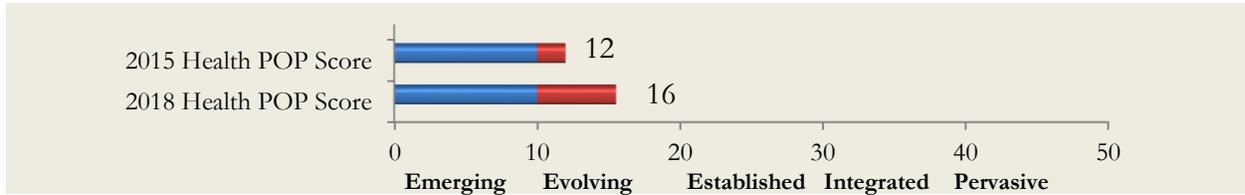
**With what depth?**



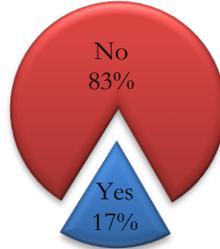
## Capacity Contribution: Environmental



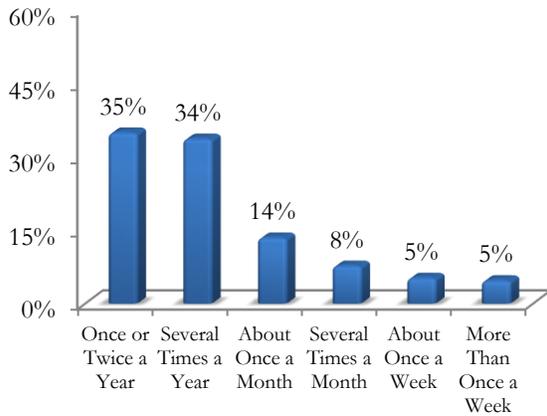
# Health or Fitness Promotion



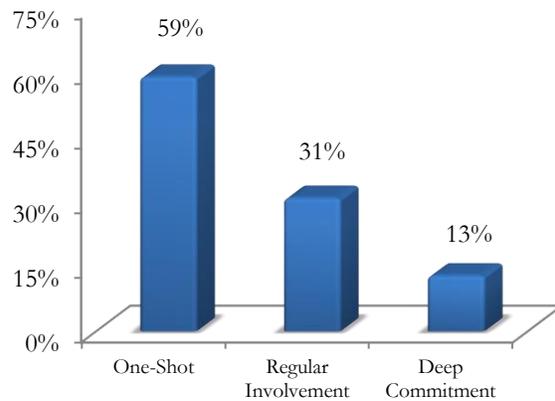
**Do you participate in service working to promote health or fitness?**



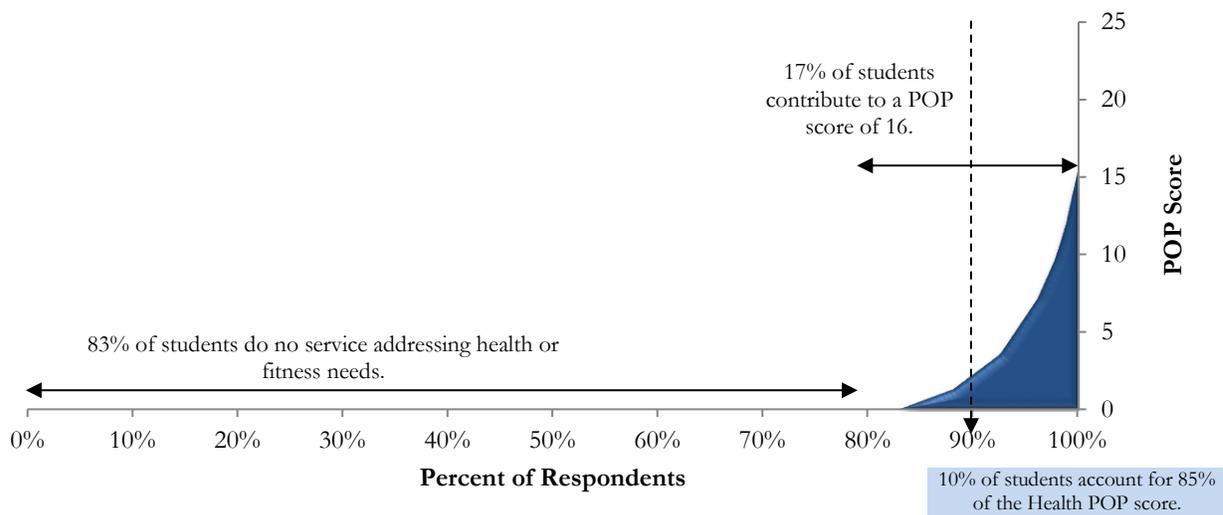
**With what frequency?**



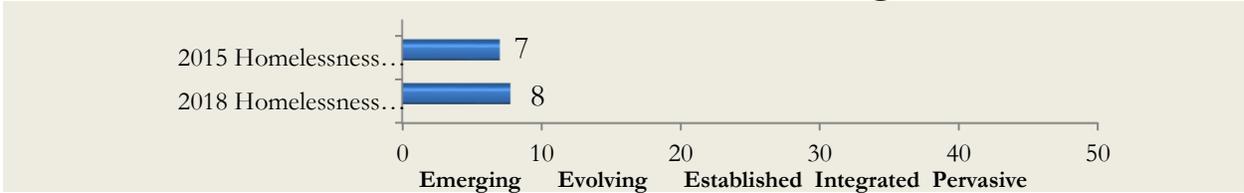
**With what depth?**



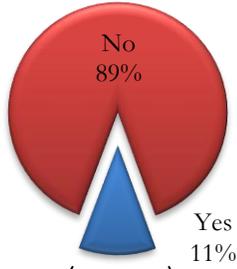
## Capacity Contribution: Health



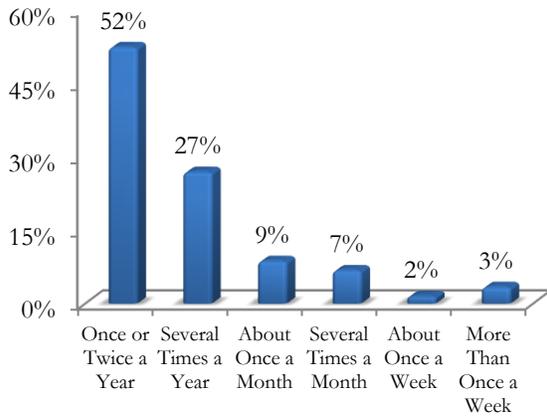
# Homelessness or Housing



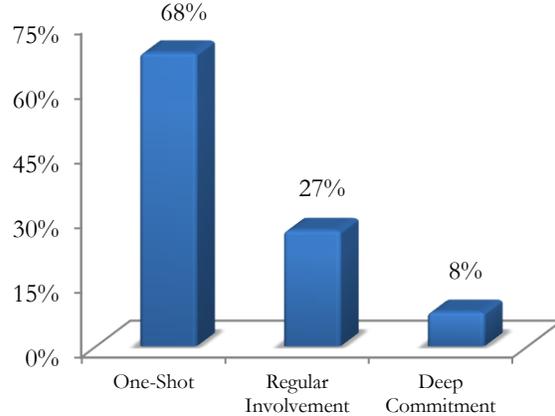
**Do you participate in service addressing homelessness or housing?**



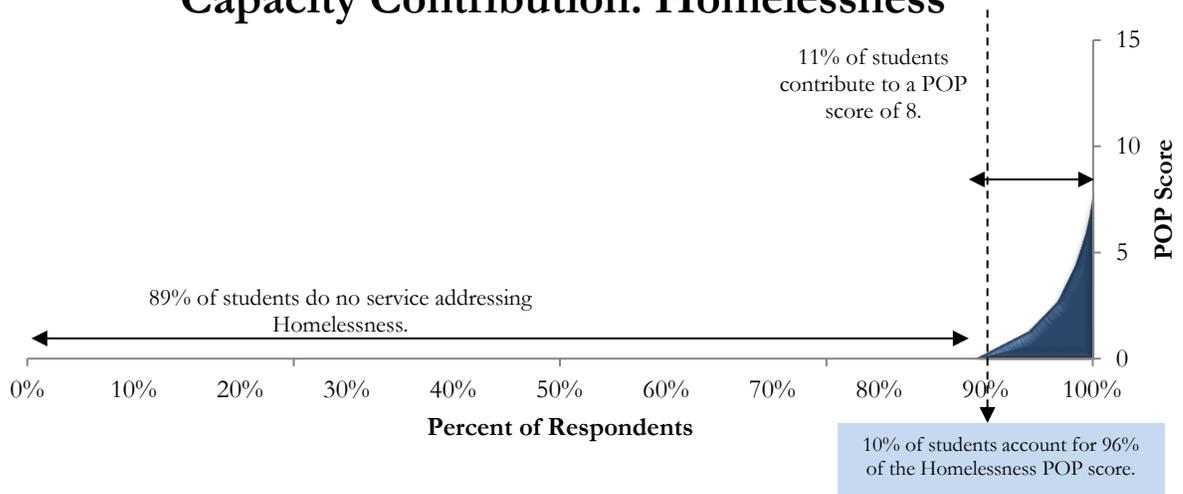
**With what frequency?**



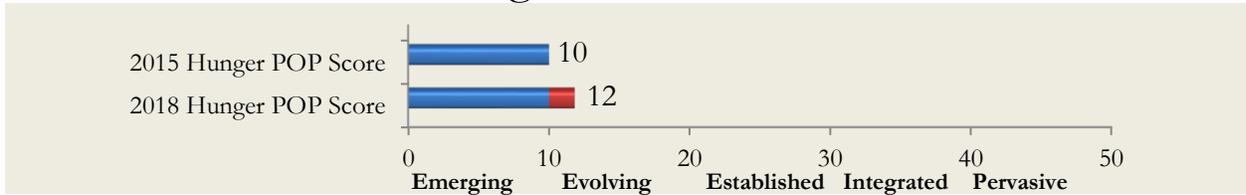
**With what depth?**



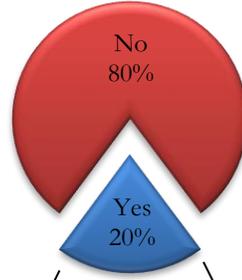
## Capacity Contribution: Homelessness



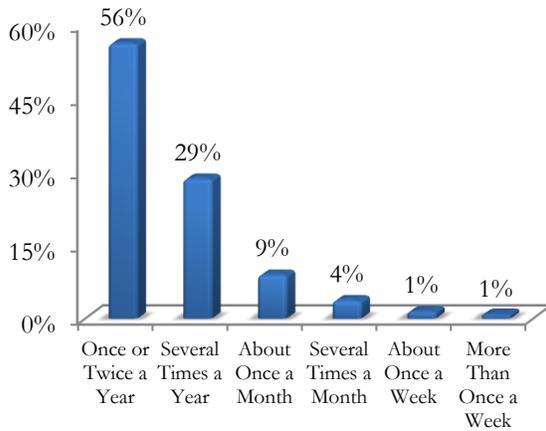
# Hunger or Nutrition



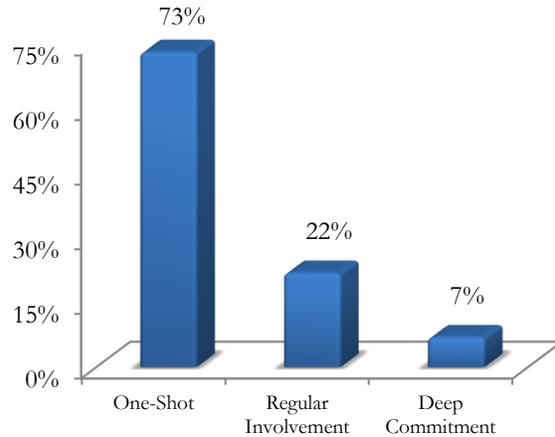
**Do you participate in service addressing hunger and nutrition?**



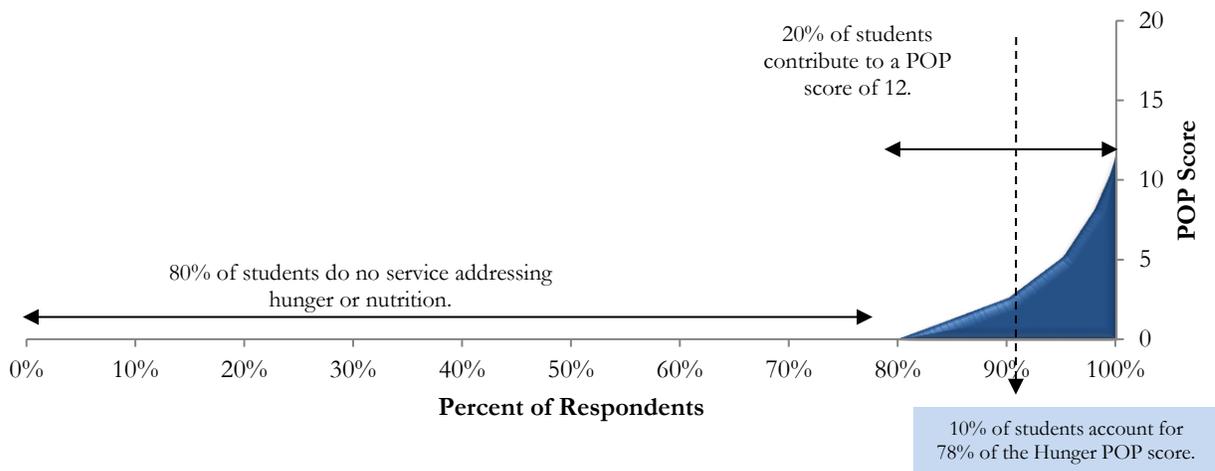
**With what frequency?**



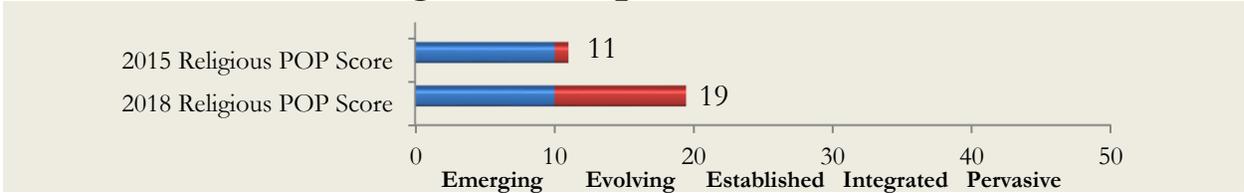
**With what depth?**



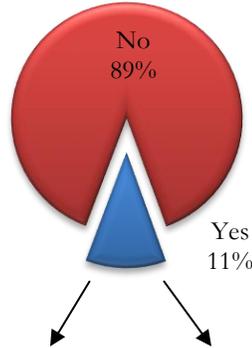
## Capacity Contribution: Hunger



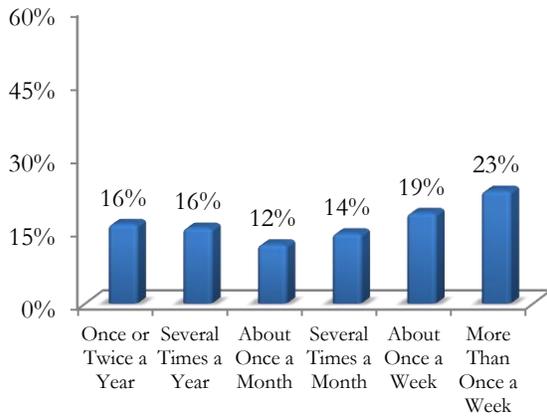
# Religious or Spiritual Service



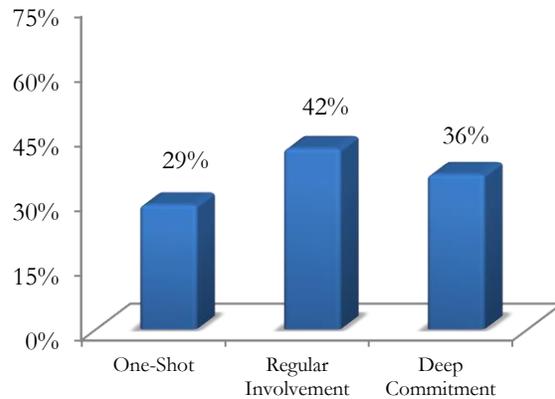
## Do you participate in service addressing religious or spiritual needs?



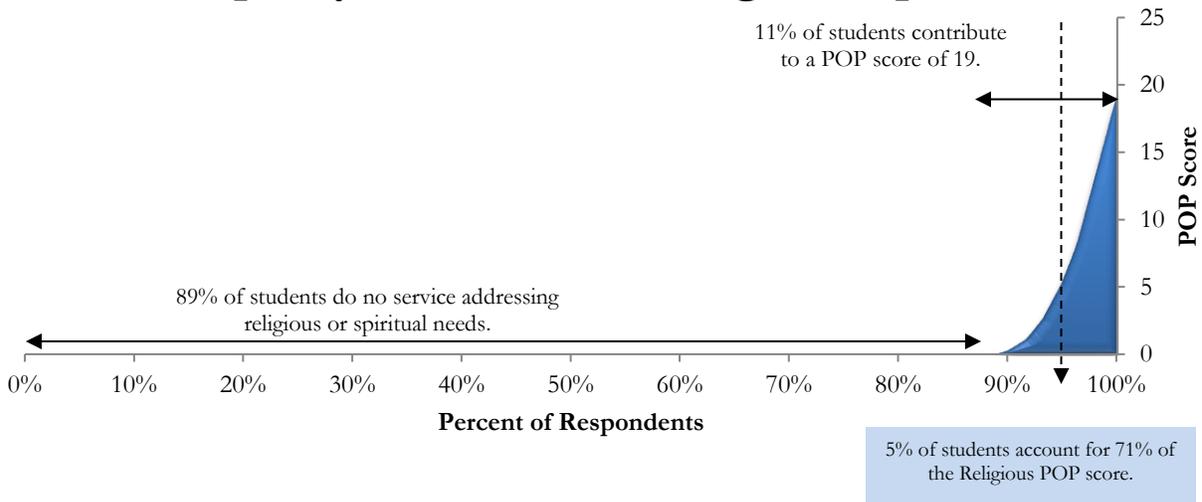
### With what frequency?



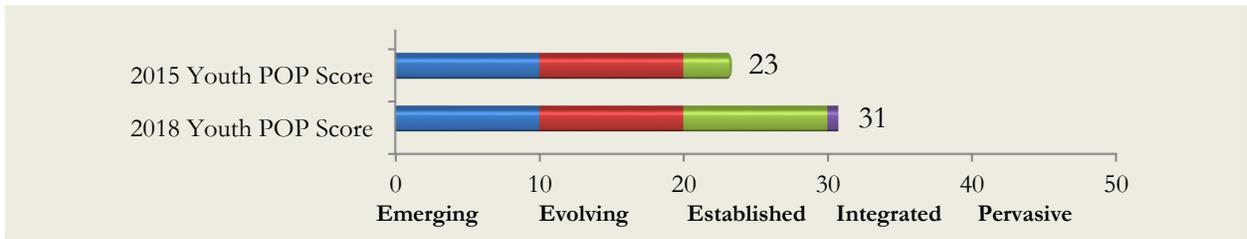
### With what depth?



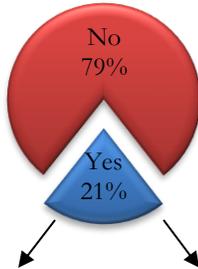
## Capacity Contribution: Religious/Spiritual



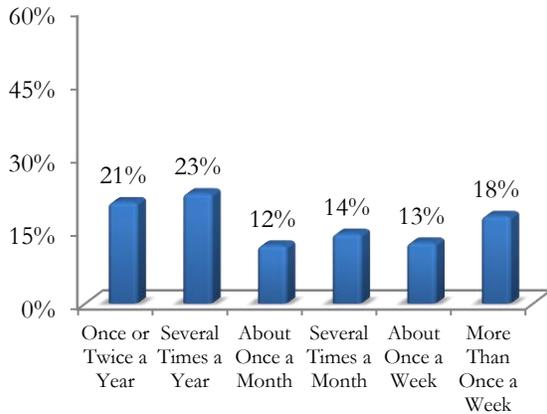
# Youth Services



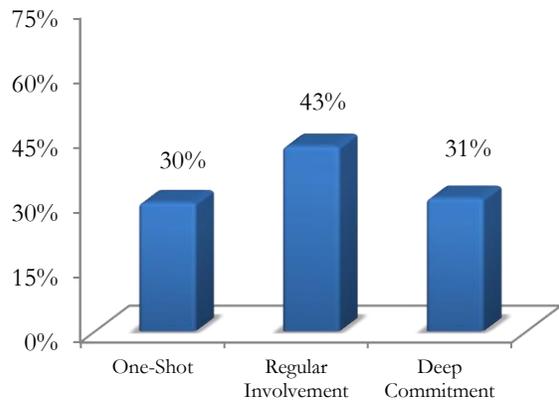
## Do you participate in service addressing youth concerns?



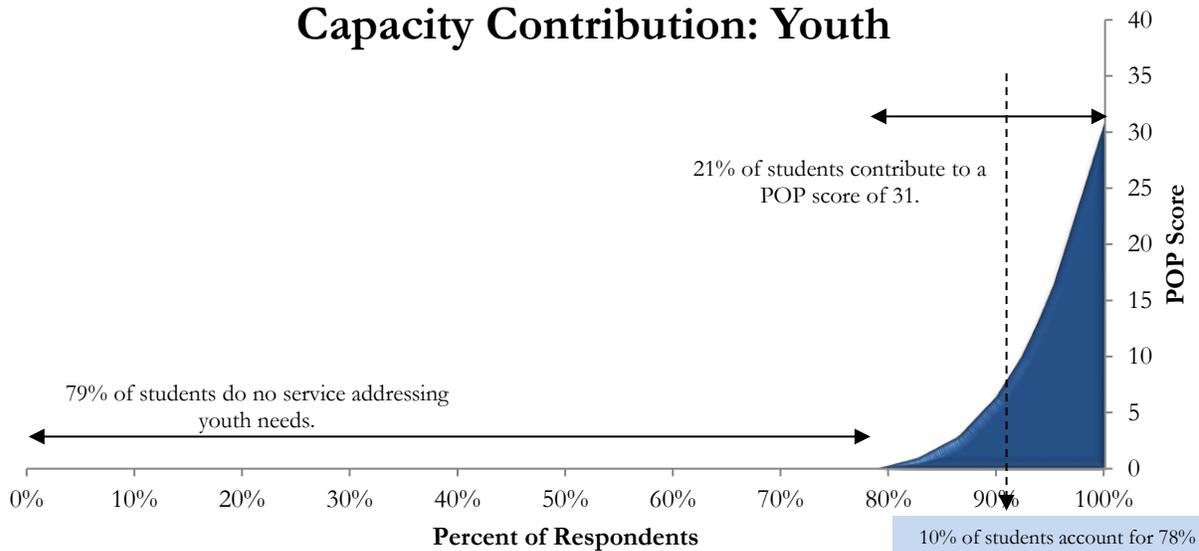
### With what frequency?



### With what depth?



## Capacity Contribution: Youth



# Appendix 1: The POP Score

The NASCE provides you with a unique measurement – the POP Score – for your entire institution as well as each of nine areas of need. The POP score, based upon the Percent of the Possible service performed by your students provides a quick and understandable assessment of a) how many students are serving, b) how often they are serving and c) with what depth they are serving. All three of those factors are included in the development of the POP Score.

Based upon the Percent of the Possible service at an institution, POP Scores are meant to offer a quick and easily understood reference point for levels of service. The measure includes self-reported indicators of service participation, frequency, and depth. Three questions form the basis of the POP measure:

- 1) Do you participate in service addressing Issue X?
  - a. Yes (1)
  - b. No (0)
  
- 2) How often would you say you did that type of service?
  - a. Once a year (1)
  - b. Several times a year – Once a month (2)
  - c. Several times a month (3)
  - d. Weekly or more (4)
  
- 3) Which best describes your level of involvement?
  - a. I would participate at an event or short term drive. Usually it was one-shot type involvement. (1)
  - b. I was involved on a regular basis for a period of time. One example would be a regular commitment to be there once a week for an entire semester, or another would be to participate on a service trip for most of each day for a period of time. (2)
  - c. I was deeply involved in a project or cause and dedicated to it. Rather than thinking of my service as a chore or time commitment, I was drawn to serve by the issue or problem and worked towards its resolution. (3)

An individual's responses are multiplied to create area level individual scores ranging from 0-12. These totals are summed across the institution and divided by the maximum score.

$$\frac{\sum (\text{Service} * \text{Frequency} * \text{max}(\text{Depth}))}{n*12}$$

The area level scores are averaged to create the institutional percent of the possible.

Both institutional and area scores are then normalized with .33 equaling a POP Score of 100.

## Appendix 2: POP Score Service Categories

41+ Pervasive	<ul style="list-style-type: none"><li>• <b>Pervasive: Service and culture are synonymous.</b> Most students are engaged in service at meaningful levels of depth and frequency across the 9 need areas. <b>Service is engrained in the student experience.</b></li></ul>
31-40 Integrated	<ul style="list-style-type: none"><li>• <b>Integrated: Service is a focal point of your institution's culture.</b> Students serve frequently and deeply across several areas of need, and maintain substantive connections with service programs campus-wide.</li></ul>
21-30 Established	<ul style="list-style-type: none"><li>• <b>Established: Service is a significant component of your culture, but potential for greater contribution exists.</b> Full integration of community engagement requires campus-wide reflection and a greater commitment to deep service.</li></ul>
11-20 Evolving	<ul style="list-style-type: none"><li>• <b>Evolving: Service is prevalent but uneven.</b> Variations in student participation, frequency, and depth between the 9 areas present opportunities for improvement. <b>Data and the POP scores identify areas of opportunity.</b></li></ul>
0-10 Emerging	<ul style="list-style-type: none"><li>• <b>Emerging: Service is not a main component of your culture, only taking place intermittently.</b> Service is performed at low levels, primarily taking the form of "one-shot" activities. <b>To enhance service contribution, data points the way.</b></li></ul>

## Appendix 3: Strategic Impact

POP Scores are created by combining participation, frequency, and depth in service and community engagement activities. The following example will offer various ways that service and community engagement can be understood and impacted through strategic planning efforts.

Example: Service and community engagement addressing Civic Participation at XYZ College.

Current POP Score: 20

Participation in Service and Community Engagement: 17%

Average Frequency of Service and Community Engagement: Several Times a Year (2.32/4)

Average Depth of Service and Community Engagement: One-Shot /Regular Involvement (1.85/3)

To reach a target POP score of 45:

Method #1: Increase gross participation across campus

Method #2: Increase frequency of service and community engagement among current volunteers

Method #3: Increase depth of service and community engagement among current volunteers

Method #4: Any combination of the above

Method #1: Make service and community engagement addressing civic participation compulsory for XYZ students.<sup>2</sup>

**Participation: 100%**

Frequency: 2.32/4

Depth: 1.85/3

**Resulting POP Score: 107**

Method #2: Have active students commit to service and community engagement activities once a week.

Participation: 17%

**Frequency: 4/4**

Depth: 1.85/3

**Resulting POP Score: 31**

Method #3: Integrate active students into partnerships with specific organizations.

Participation: 17%

Frequency: 2.32/4

**Depth: 3/3**

**Resulting POP Score: 29**

Method #4: Combination

Participation: 30%

Frequency: 3/4

Depth: 2/3

**Resulting POP Score: 45**

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<sup>2</sup> While merely increasing service and community engagement participation to 100% will indeed create a POP score in a high range, doing so without addressing frequency and depth will yield a low quality, low impact, and potentially damaging increase in community involvement.

## Appendix 4: Implementation Details

The National Assessment of Service and Community Engagement (NASCE) was administered at Oakland University in the Fall of 2018 by the Siena College Research Institute (SCRI), in conjunction with Oakland.

After confirmed participation in the NASCE, Oakland completed an individualization process. This process was used by SCRI to create the customized NASCE web-module for Oakland. Oakland students had the opportunity to win one of three-hundred prizes including Oakland University swag and a reserved study room in the library during finals week.

Oakland then provided SCRI with a complete list of current undergraduate student email addresses. Over eighteen days, five successive email invitations (Monday, Thursday, Monday, and Wednesday, Tuesday) were sent from SCRI to each student, with a link to the web-based survey. Students had to provide their Oakland email address to access the survey from an anonymous link during tabling events.

After the eighteen day window, the web-portal closed and SCRI began the data analysis.

Previous research indicates that students who perform service are more likely to participate in surveys addressing service. The inclination to participate among students who serve implies an *overestimation* of service by the NASCE due to its reliance on voluntary participation.

### The “Other” Category of Service

In addition to the nine areas of service recorded above, the survey also provides students with the option of “Other (Please Specify)” to ensure that all types of service are included in the analysis. While the students who select “Other” have been included in the overall percentage of students who serve at Oakland, they are not included in the institution’s overall POP score. We track “Other” at every participating school across our entire sample, and it does not have a significant effect on institutions’ POP scores. In Oakland’s case, 141 students chose “Other.” To see what they said specifically, please refer to Q24I in the raw dataset.

## Appendix 5: Glossary of Terms

Prompts provided to respondents within the survey:

- **Service and Community Engagement:** includes any activity in which you participate with or assist members of community(ies) to address unmet human needs in areas like housing, health, nutrition, education, and economic opportunity (this includes service and community engagement through internships, courses, work study, co-ops, or on your own).
- **Civic Participation/Promoting Public Awareness:** types of service promoting public awareness or civic participation (e.g. voter awareness, human rights, refugees & immigration, public safety)
- **Economic Opportunity, Access, and Development:** types of service promoting economic access and justice (e.g., tax assistance, job training, fair trade)
- **Elder Care:** types of service addressing elder care (e.g. adopt a grandparent, nursing home)
- **Environmental Efforts:** types of service addressing environmental efforts (e.g. local clean-up, environmental advocacy, green initiatives)
- **Health or Fitness Promotion:** types of service working to promote health or fitness (e.g. donating blood, visiting the sick, raising money to combat a disease, anti-obesity programs)
- **Homelessness or Housing:** types of service addressing homelessness or housing (e.g. Habitat for Humanity, Affordable Housing, housing policy)
- **Hunger or Nutrition:** types of service addressing hunger and nutrition issues (e.g. soup kitchen, food drive, food policy)
- **Religious or Spiritual Service:** types of service addressing religious or spiritual service (e.g. teaching a Sunday School class, mission work, interfaith dialogue)
- **Youth Services:** types of service addressing youth services (e.g. tutoring, coaching, working on a toy drive)