2020 National Assessment of Service and Community Engagement (NASCE)

Presented to XYZ University

By the Siena College Research Institute (SCRI)

February 5, 2020

SAMPLE COLLEGE/ UNIVERSITY LOGO

515 Loudon Road

Loudonville, NY 12211

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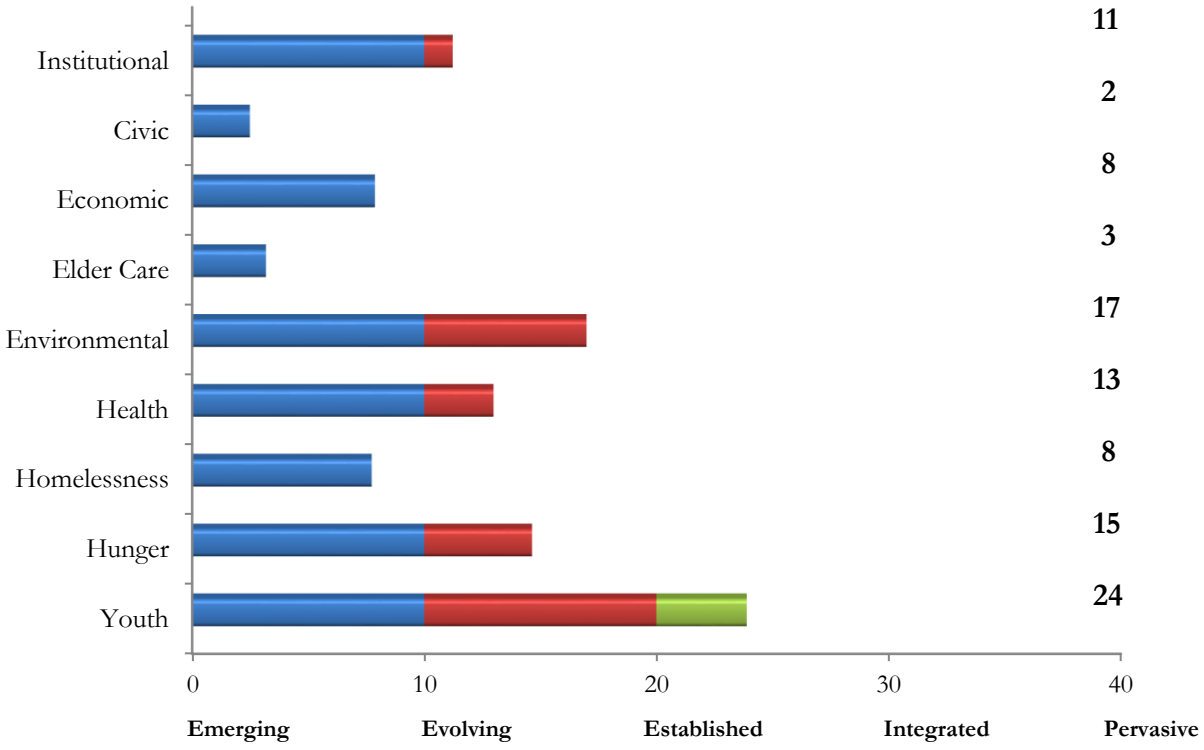
2020 *NASCE* Executive Summary[1]

XYZ University

	XYZ 2020	XYZ '17	SAMPLE
Percentage of Students Reporting Engagement in College	**48%**	35%	54%
Percentage of Students Reporting Engagement Prior to College	70%	70%	87%
Change from "Prior to" Levels (percentage points)	22	35	33

POP Scores



	11	12	19
	2	10	18
	8	5	7
	3	4	9
	17	12	18
	13	12	23
	8	7	13
	15	16	18
	24	22	45

Student Opinions (Agree or Strongly Agree):			
Overall, I would say that XYZ promotes service and community engagement among the student body.	86%	64%	84%
I think the college does an appropriate job of informing students of all the ways they can be engaged in the community.	75%	61%	74%
Overall, I am satisfied with my personal level of involvement in service and community engagement here at XYZ.	65%	54%	60%

[1] The column labeled "Sample" contains data from 69,717 students at colleges and universities from 2009-2020. 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. XYZ students are excluded from this data.

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Summary and Recommendations

Summary

1. Overall, 48 percent of XYZ University students are engaged in service and community engagement of some kind. Based on NASCE's POP Score Calculus, XYZ students achieve an Institutional POP score of 11, which is eight points lower than the national average, placing XYZ University in the Evolving service category. It is noteworthy that the 2020 administration yielded a response rate nearly half that of the 2015 response rate (17 percent vs. 32 percent in 2015).

2. Since XYZ administered the NASCE in 2015, the rate of participation has increased by 13 percentage points and the POP score has decreased by one point. XYZ has also increased participation in five of the eight service and community engagement areas.

3. Compared to institutions of a similar size, (see p. 12), XYZ students participate in service at a lower rate (48 vs. 66 percent), and achieve lower POP scores in seven of the eight areas. XYZ students achieve a notably lower POP score in Civic Participation and Youth Services.

4. Compared to the national sample of 69,717 students, XYZ students participate in service at a slightly lower rate (48 vs. 54 percent). Although XYZ's overall POP score is lower than the national average, XYZ students achieve the same or higher POP scores in Economic Opportunity; this is where institutions typically score lower than the national average.

5. Looking at the total amount of service performed by XYZ students, 35 percent is through clubs, organizations, or sports teams, while 30 percent is through individual projects, 22 percent through non-academic offices and 13 percent through courses or academic programs (p. 8).

6. A large majority of students agree that XYZ promotes service (86 percent) and informs students of service opportunities (75 percent). Those numbers have increased over the past four years, from 64 percent and 75 percent, respectively. In addition, they are slightly higher than the national sample (84 percent and 60 percent, respectively).

7. XYZ students collectively score a 59 out of 100 possible points on the Engaged Global Citizen (EGC) scale (p.7). This sequence of questions are written in such a way that it is quite difficult to score a perfect 100. Therefore, any score above a 50, we believe to be a good score.

8. There is a positive correlation between XYZ's EGC score and engagement measured across the nine areas of service. The top 10 percent of highly engaged students have an EGC score of 62, which is three points higher than the EGC score across the university and four points higher than XYZ students who are not involved in any service and community engagement (EGC=58).

Recommendations

1. XYZ University students report serving more before college than while at college (drop of 22 percentage points). That drop-off was 35 percentage points in 2015, demonstrating that XYZ has done great work to capitalize on the momentum of incoming students to continue their engagement while at XYZ. XYZ should continue to implement campus-wide programs that address and lessen the gap between high school and collegiate service to help foster a more entrenched culture of continuing service at XYZ *from day one*. Set a 2-year goal for increasing the number of students engaged in service (perhaps 60 percent), and a specific goal for first year students, then re-measure.

2. Nearly two-thirds of students (65 percent) say they have not been asked by a student, staff or faculty member to volunteer over the past month. Specifically of students who do not serve, 60 percent say "no one has ever really asked me" to serve and 45 percent say they "do not know what is available." Additionally, only 65 percent of all students say they are satisfied with their personal level of involvement at XYZ. Effective face-to-face communication between faculty/administrators and students about ways to get and stay involved in service and community engagement is essential for increasing engagement.

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3. Students at XYZ overall perform service at inconsistent levels of involvement. XYZ 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. XYZ students achieve a higher POP Score in the area of Youth Services (24) because they serve at higher rates of frequency and depth than in areas like Civic Participation and Hunger/Nutrition, 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. Of people who serve, two of the largest avenues for getting involved at XYZ are through student groups and clubs (28 percent) and school office/academic department (19 percent). Expanding service-learning opportunities, community engaged scholarship and incorporating community engagement into extracurriculars are potential ways to continue to develop depth in these opportunities, subsequently increasing the POP score.

6. XYZ's Engaged Global Citizen (EGC) scores are notably lower than the student reported values in the areas of Diversity, Political Action, and Social Justice, demonstrating that students' reported knowledge, skills, and behaviors are not in line with students' values for those areas (each by 14 points or more). Most especially, XYZ's EGC scores in the area of Political Action and Social Justice fall close to or below a 50, at 49 and 51 respectively. XYZ should create additional opportunities for students to be engaged in the areas of Political Action and Social Justice through cross-campus learning and structures.

7. Utilize the NASCE Report and POP Scores to strategically enhance XYZ University' overall service contribution and community contribution (see next page).

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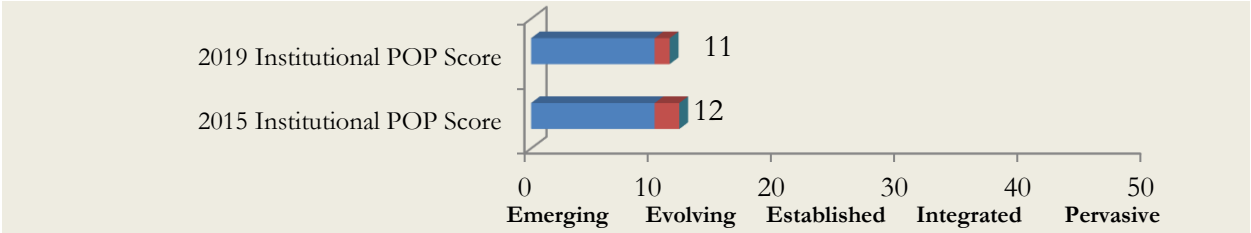
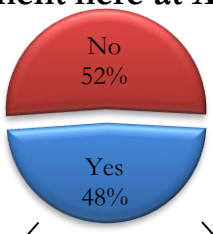
Institutional: All Service/All Areas

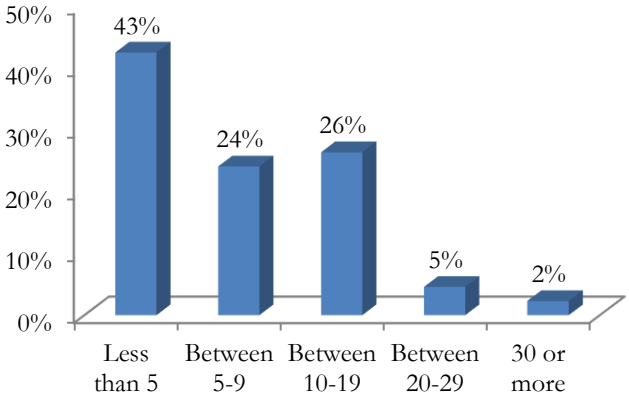
Total Respondents: XXXX **Response Rate: 17%**



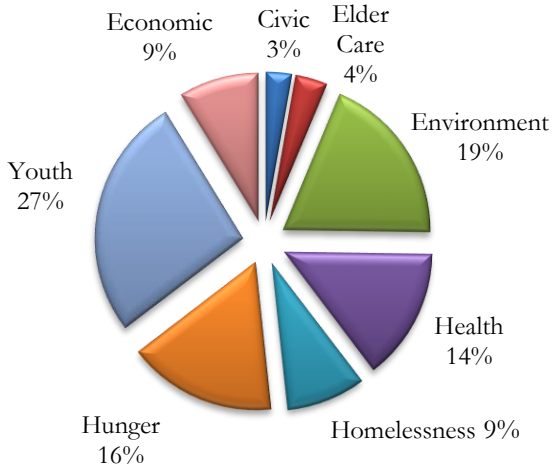
Do you participate in service and community engagement here at XYZ?



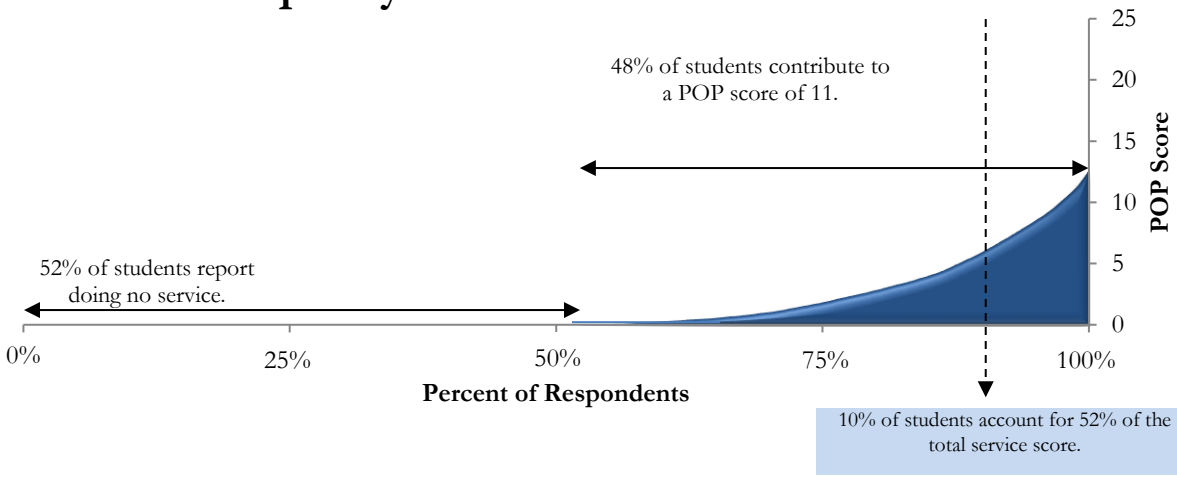
How many hours per month do you engage in service and community engagement?



Total Service by Needs Area



Capacity Contribution: Institutional



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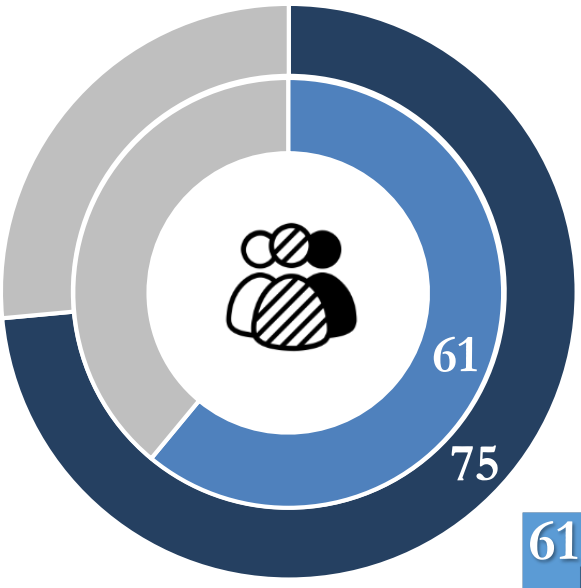
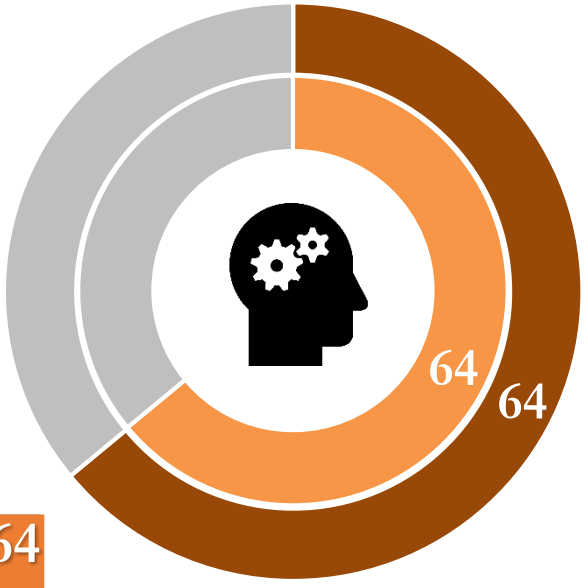
ENGAGED GLOBAL CITIZEN (EGC)

The Engaged Global Citizen score is a measurement of the degree to which students' knowledge, skills, and behaviors demonstrate commitment to justice, tolerance, inclusion, critical thought, and political involvement. The EGC scores indicate the level at which this framework is inculcated at the institutional level as self-reported by the students. In each of the four areas, we demonstrate the comparison between the degree to which students value each area and the degree to which students exemplify knowledge, skills and behaviors in each of those areas. See Appendix 6 for a detailed outline on the EGC Scores and the frequencies for a list of the EGC statements.



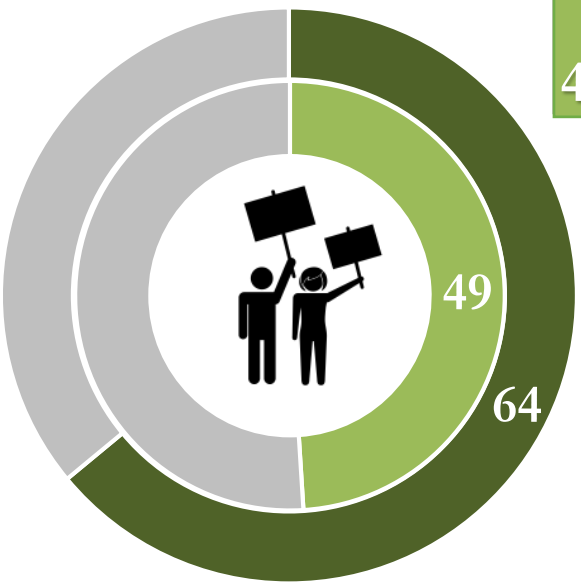
Diversity Scores

EGC Values



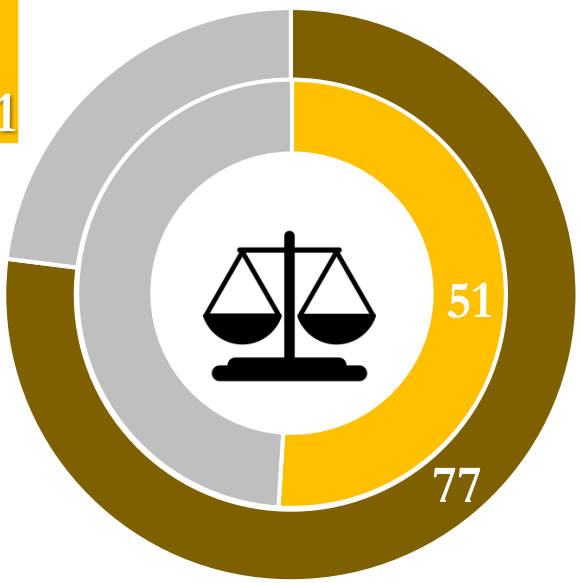
Critical Thought Scores

EGC Values



Political Action Scores

EGC Values



Social Justice Scores

EGC Values

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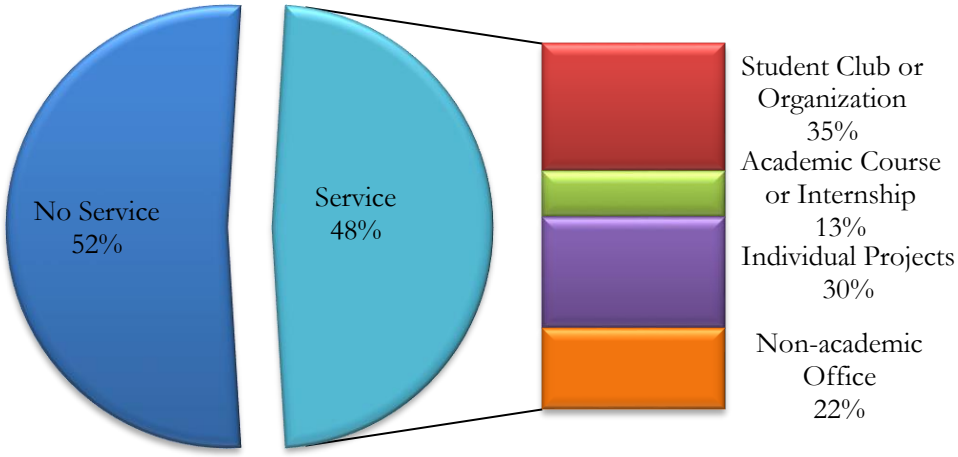
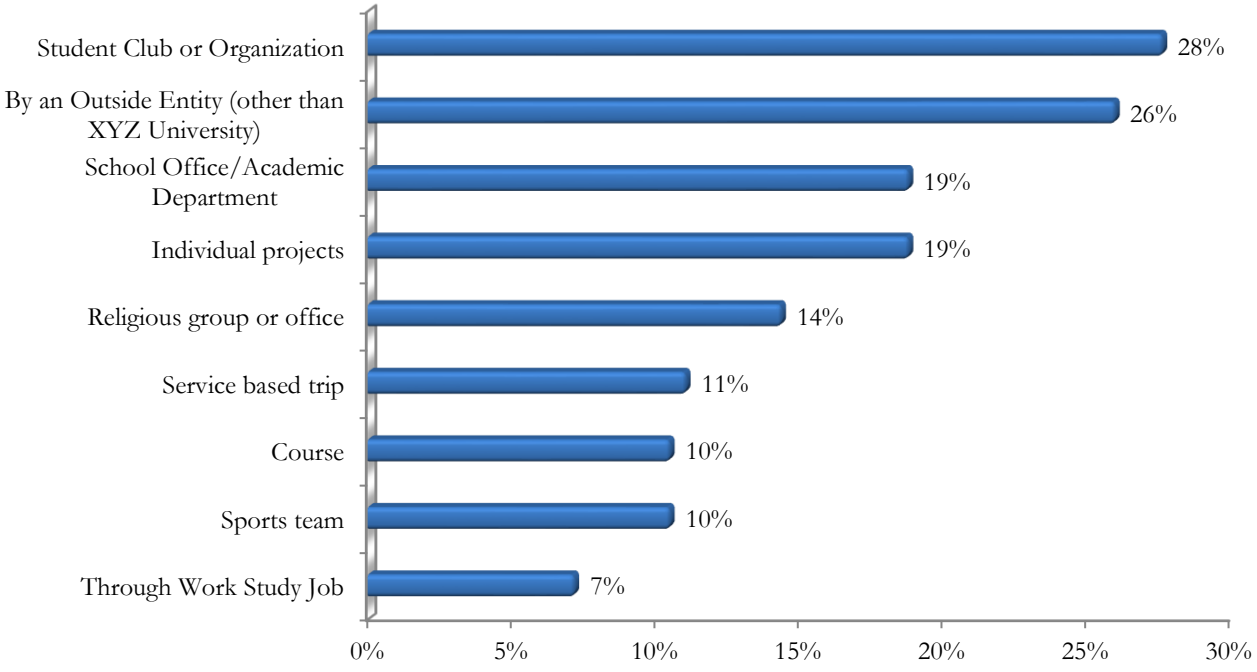
Avenues for Student Service and Community Engagement Participation

[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?



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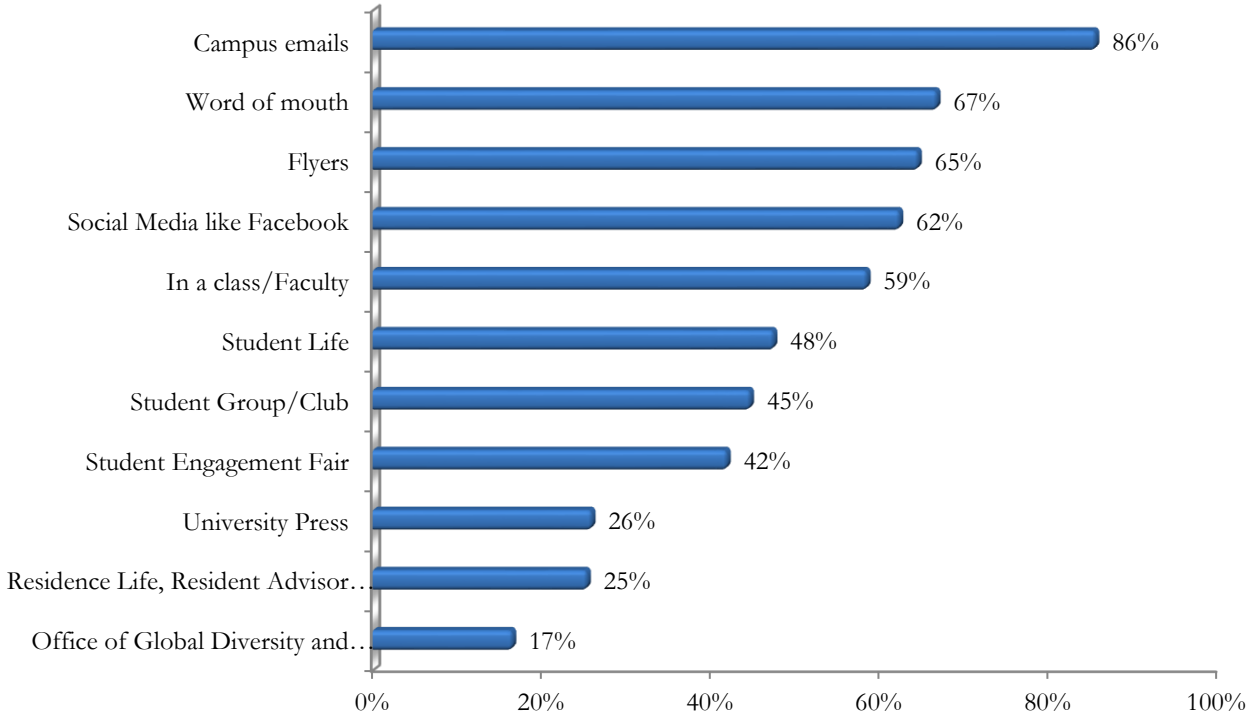
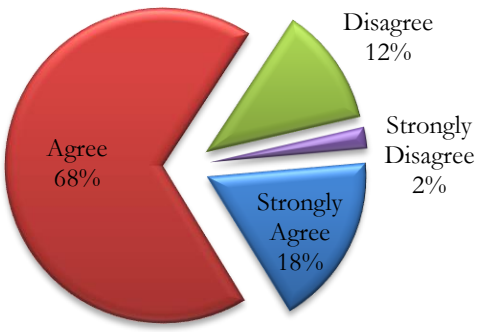
Avenues for Student Service and Community Engagement Awareness

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

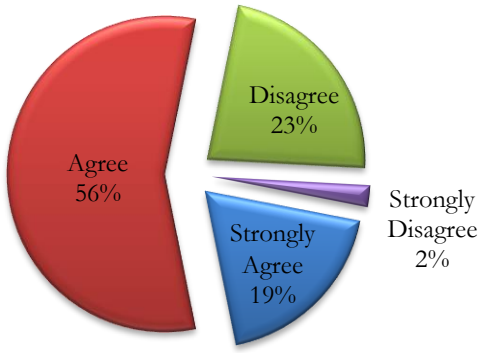


Student Perceptions of Awareness and Promotion

Overall, I would say that XYZ promotes service and community engagement 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.



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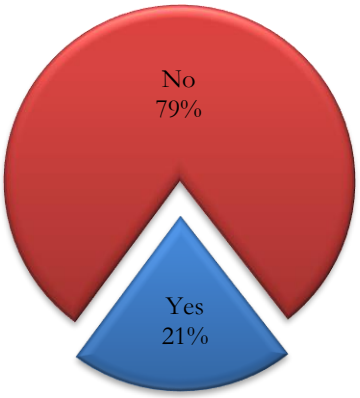
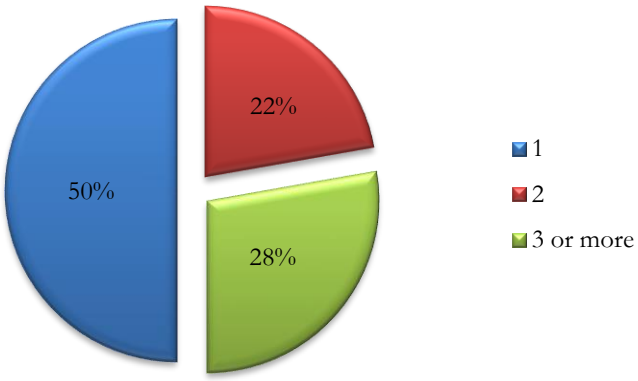
Service and Community Engaged Coursework

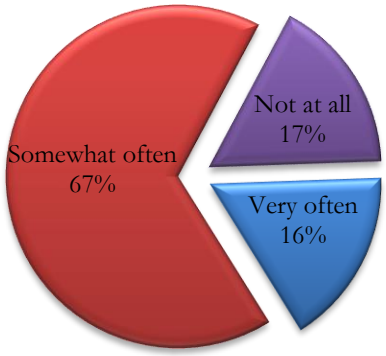
[Of those who serve] Have you participated in a service and community engaged course here at XYZ?



[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	72%	28%
Organized service and community engagement that enhanced the meaning of course texts and lectures	50%	50%
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	39%	61%
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	50%	50%

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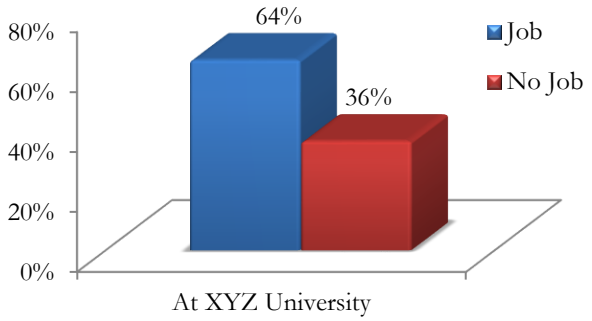
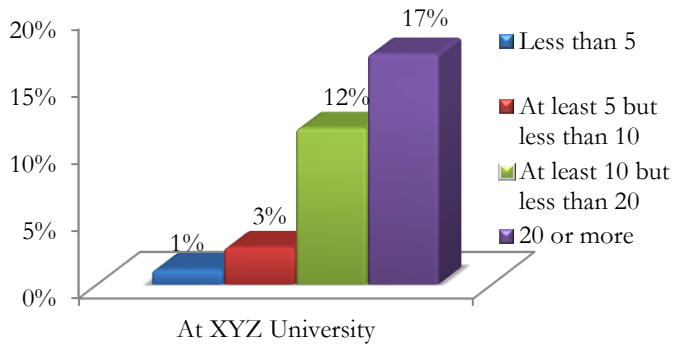
Do you have a job or internship to which you report to during the academic year?

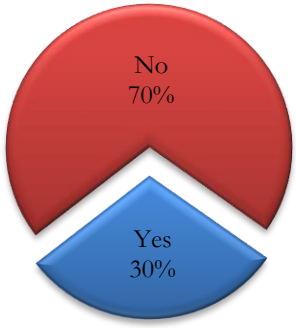


[of those who are engaged and have a job/internship, **32% of all students**]

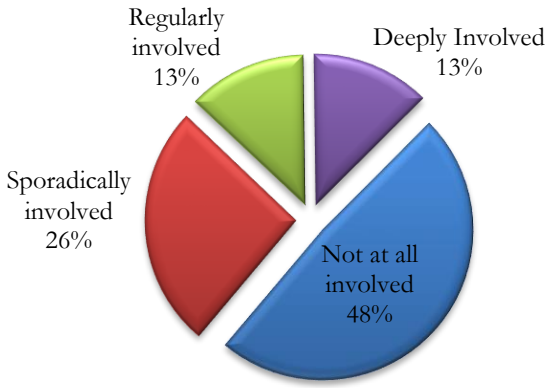
How many hours per week do you work at your job or internship?



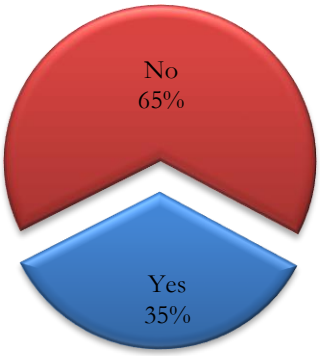
Is your job/internship service or community engagement related?



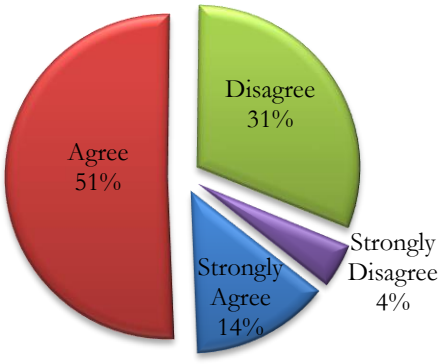
How would you describe your overall involvement in club and extracurriculars?



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 service and community engagement here at XYZ.



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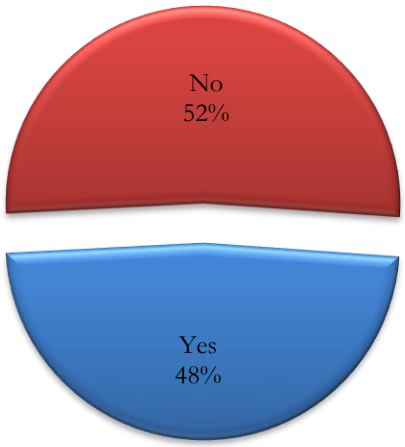
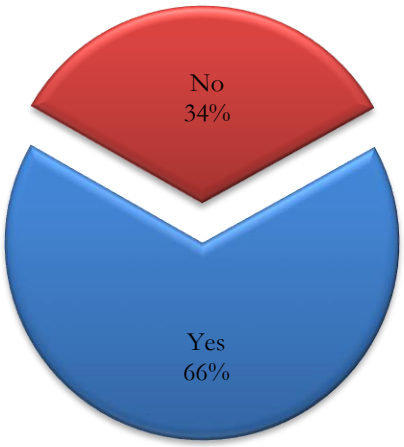
Further School Comparisons

From 2009 to 2018 thirty-one institutions (10,318 students), with enrollments of under 2,000 undergraduate students, have administered the NASCE. This page compares XYZ University students to students from these schools of similar size. XYZ students are excluded from the sample.

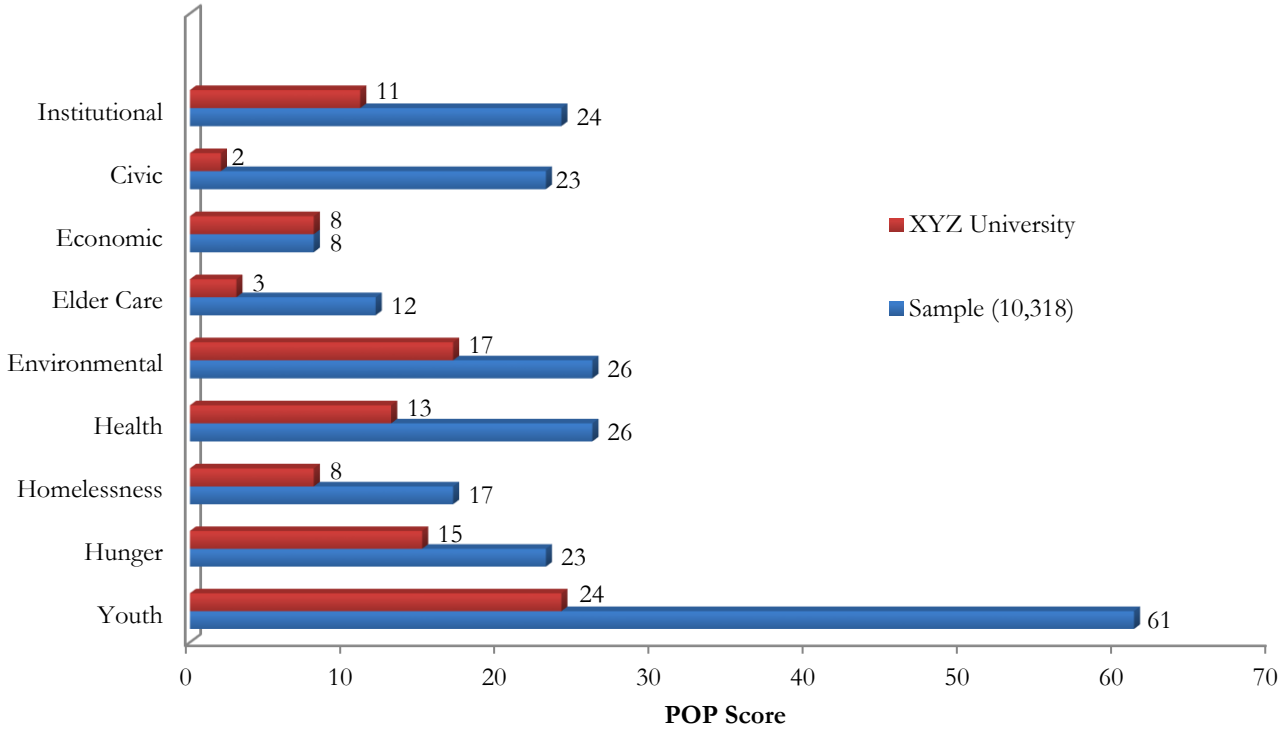
Do You Participate in Service and community engagement? (XYZ)



Do You Participate in Service and community engagement? (Sample)



POP Score Comparison



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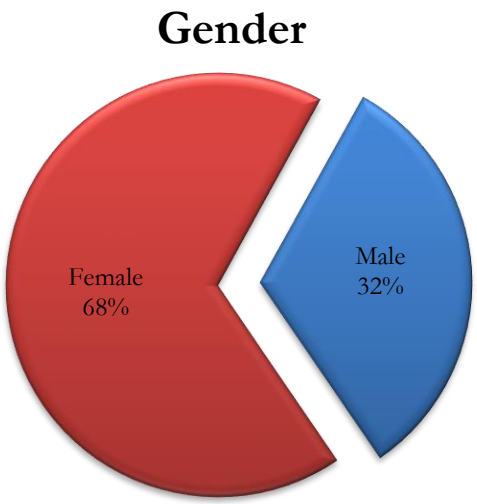
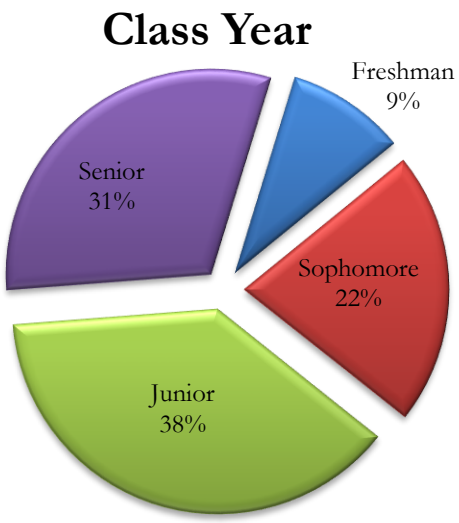
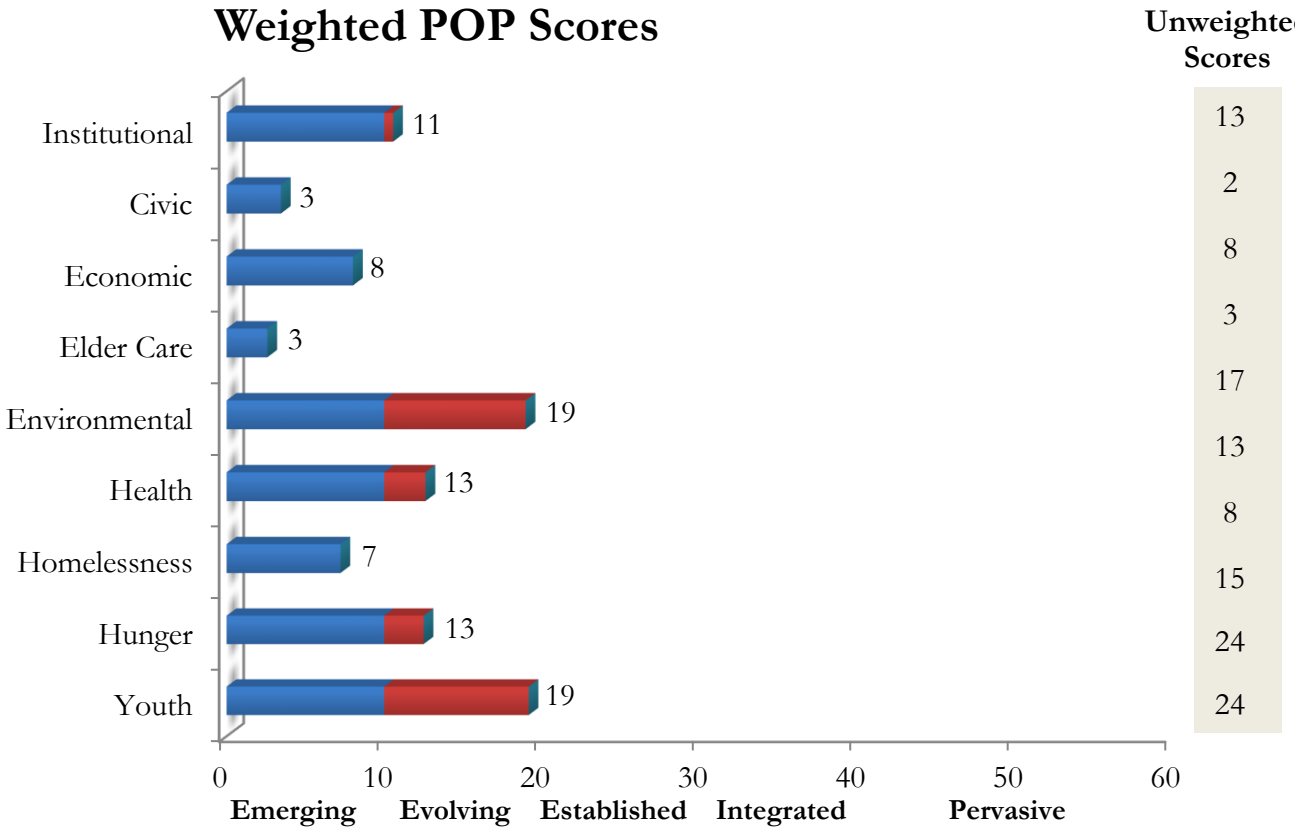
Demographics and Weighted Data







Since the gender distribution in XYZ'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 XYZ's enrolled undergraduate students (58% female and 42% 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.

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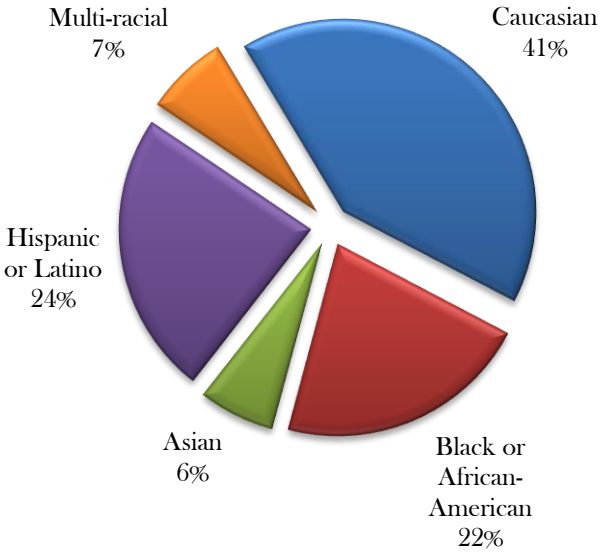
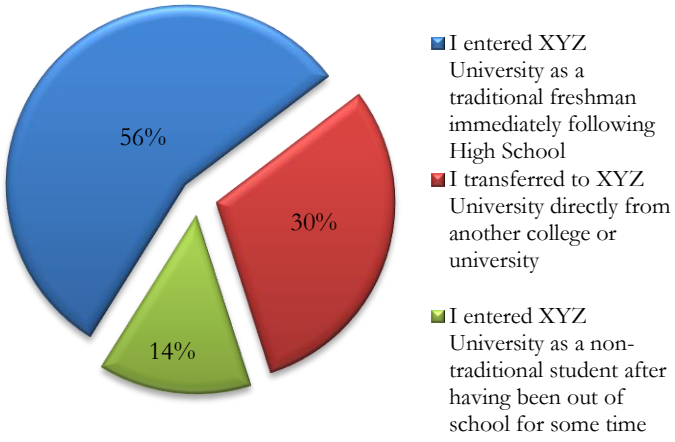
Average Age:	24	Average XYZ University GPA:	3.06

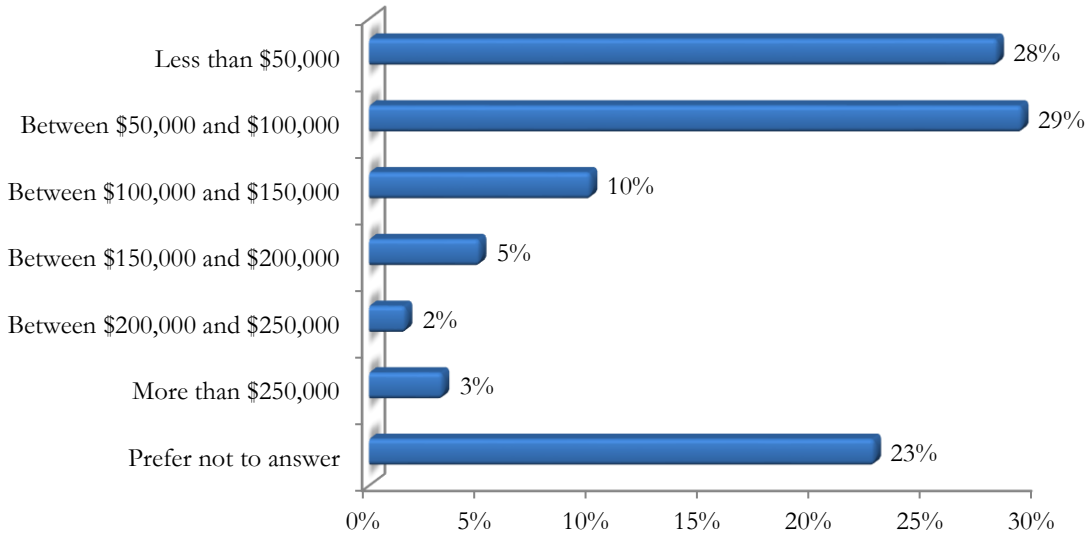
I would describe myself as:



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



I believe my family's total income last year (2018) was:



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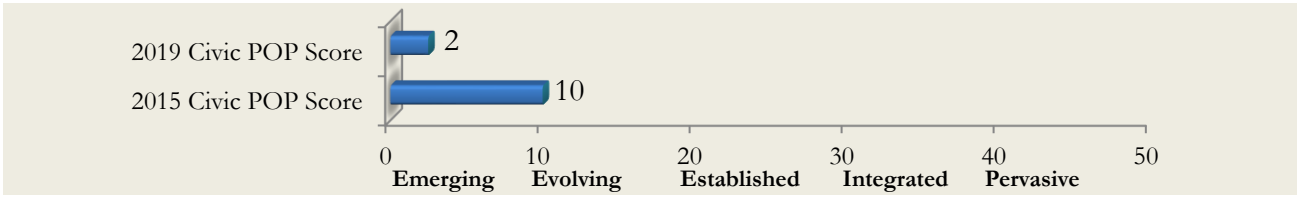
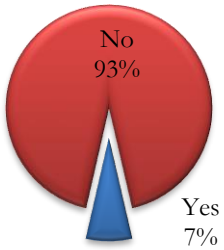
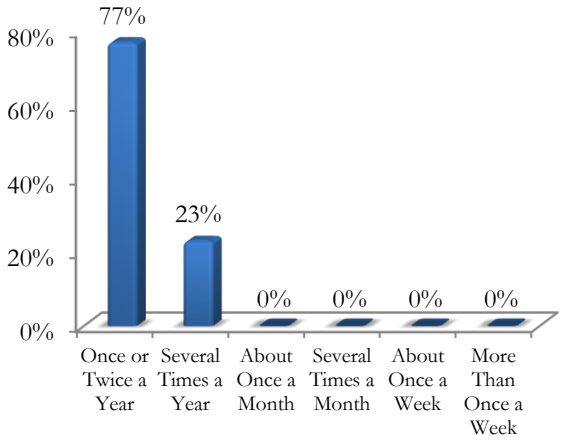
Civic Participation/Public Awareness



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



With what frequency?



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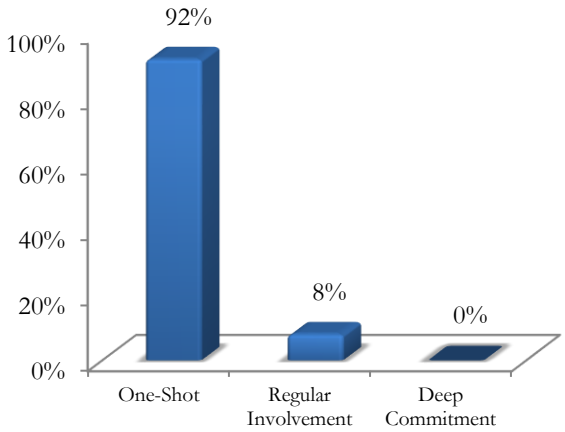
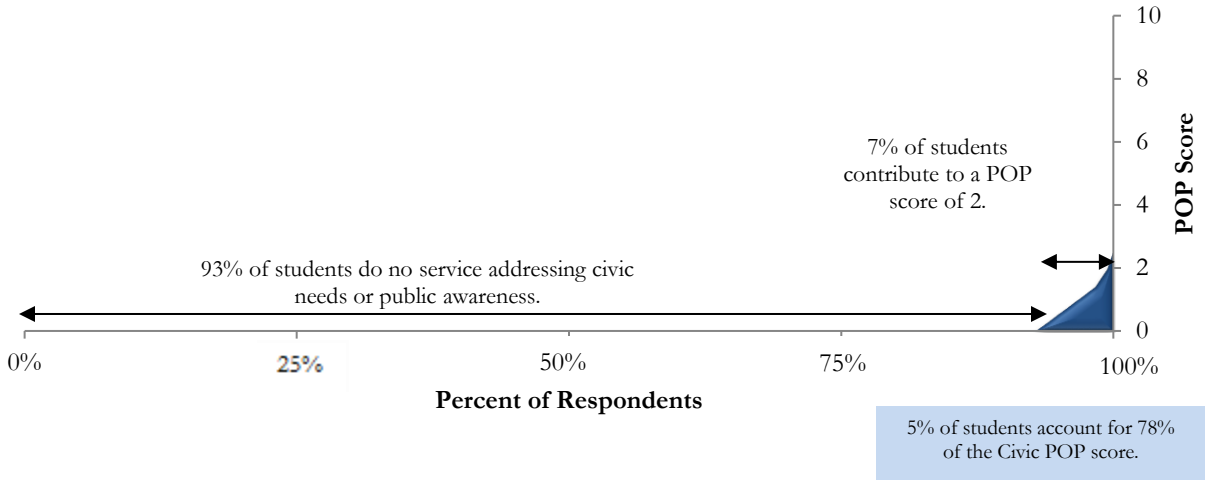


Capacity Contribution: Civic Participation



5% of students account for 78% of the Civic POP score.

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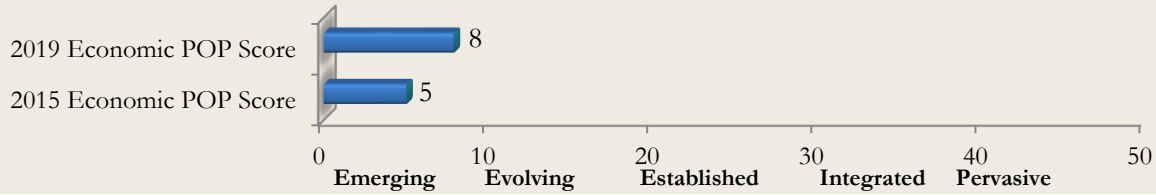
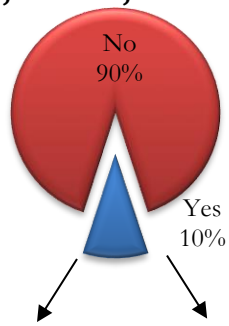
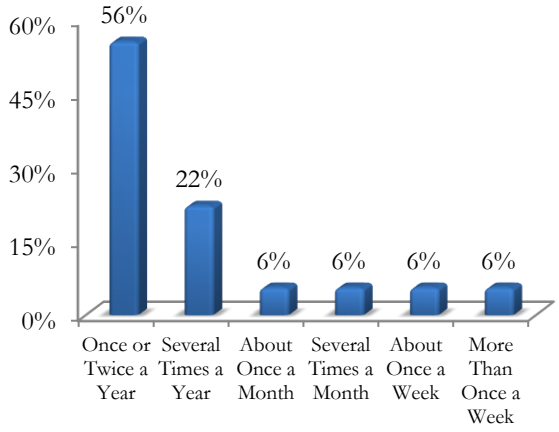
Economic Opportunity



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



With what frequency?



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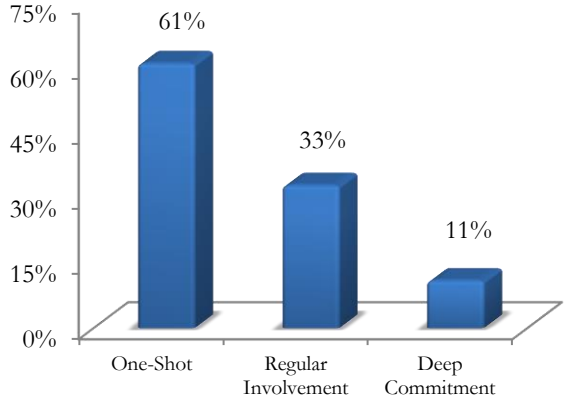
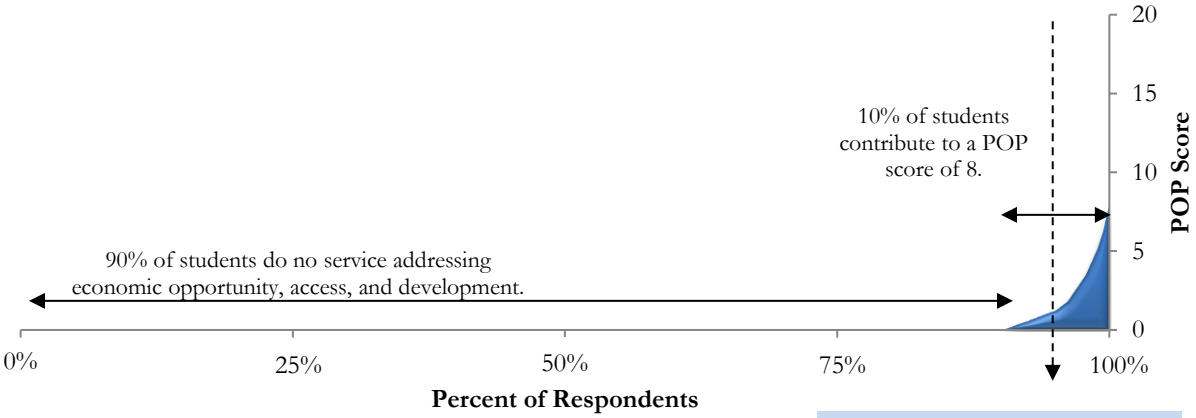


Capacity Contribution: Economic Opportunity



5% of students account for 84% of the Economic POP score.

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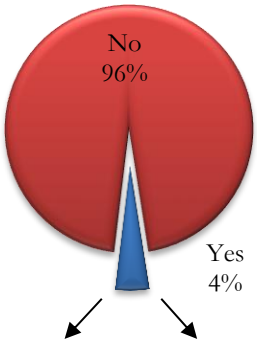
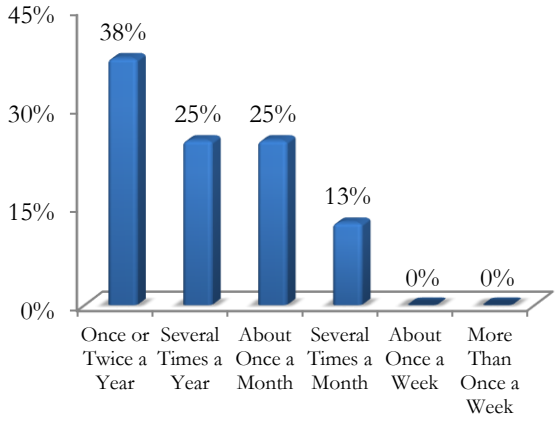
Elder Care

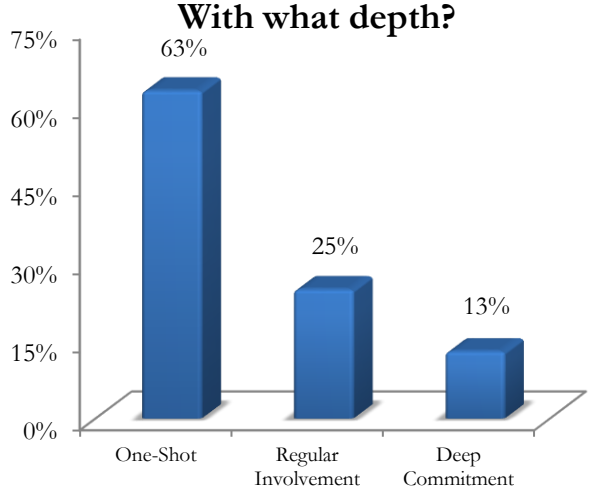
Do you participate in service addressing elder care?



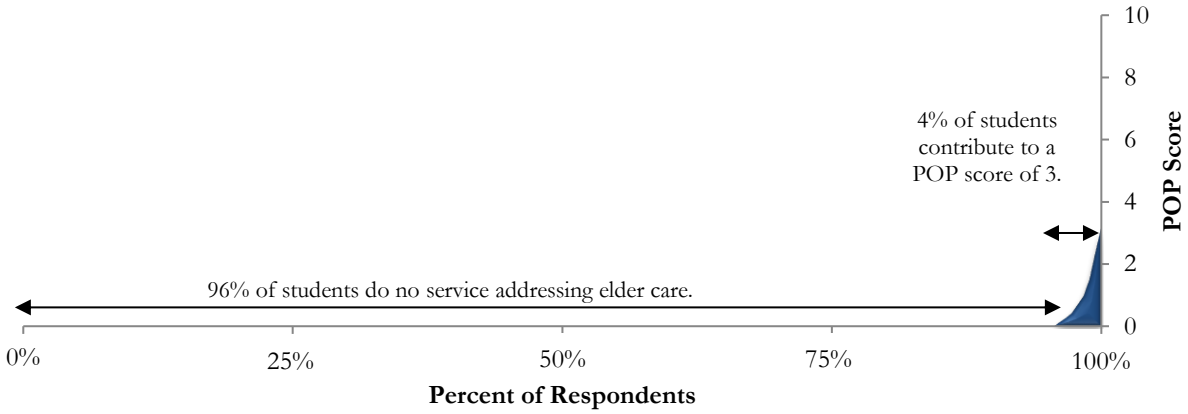
With what frequency?



With what depth?



Capacity Contribution: Elder Care



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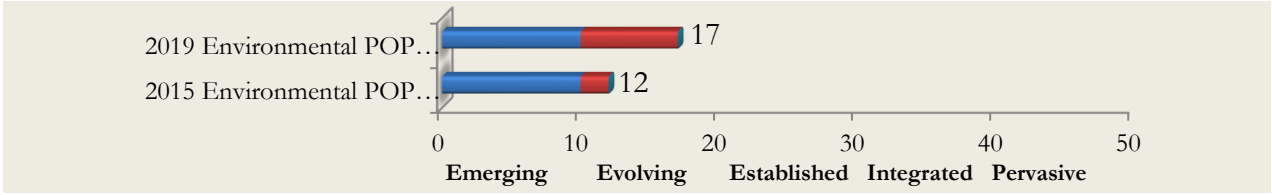
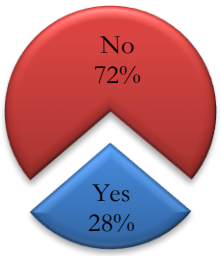
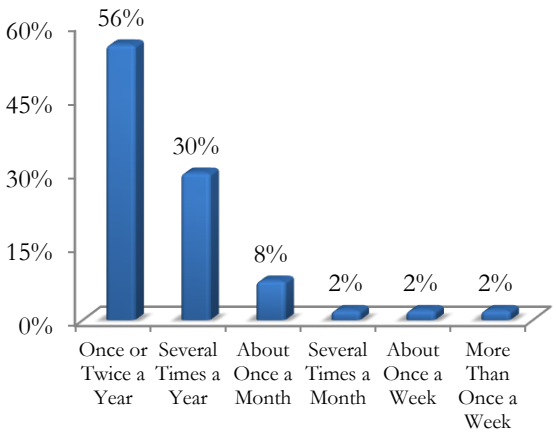
Environmental Efforts



Do you participate in service addressing environmental efforts?



With what frequency?



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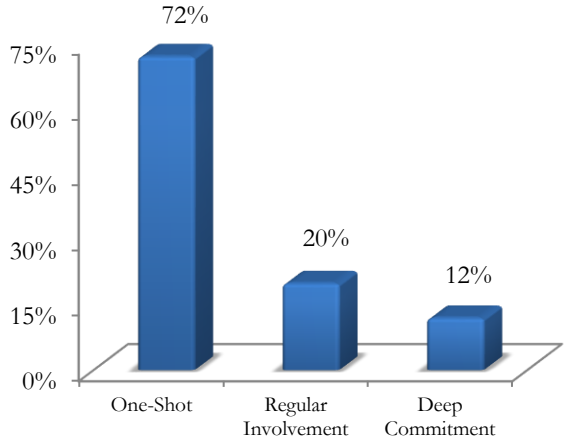
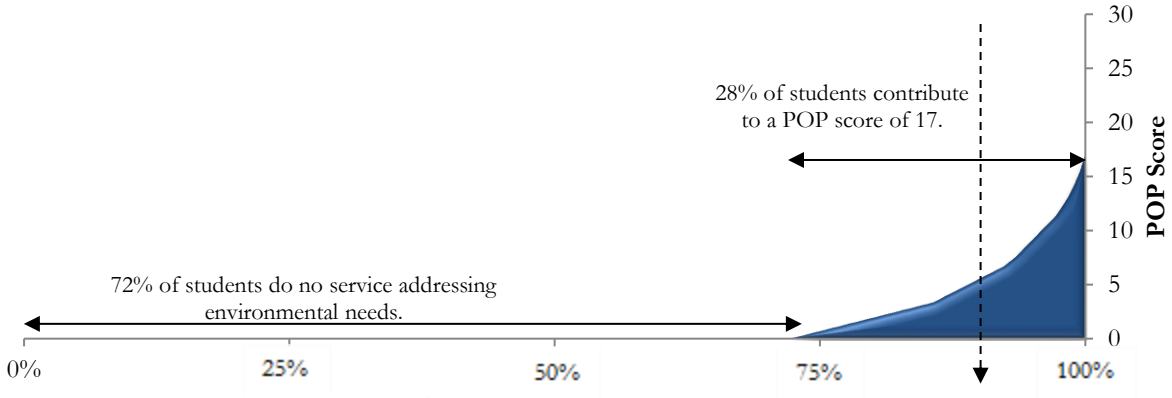


Capacity Contribution: Environmental



10% of students account for 67% of the Environmental POP score.

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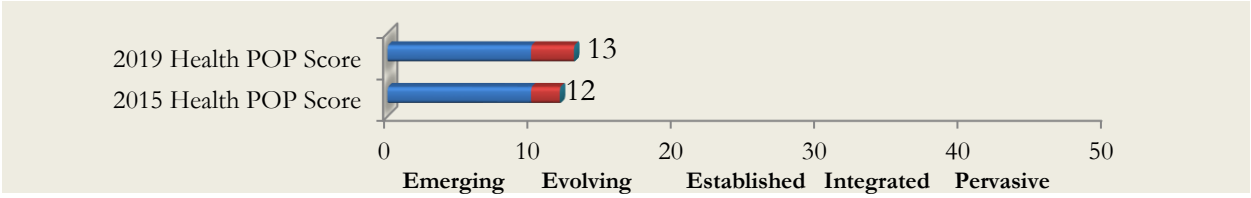
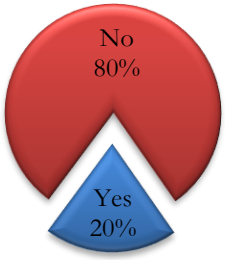
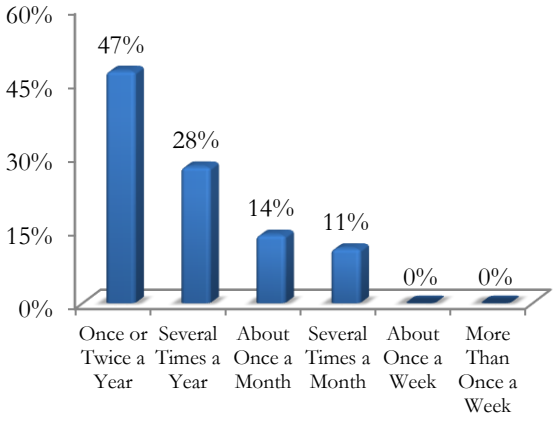
Health or Fitness Promotion



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



With what frequency?



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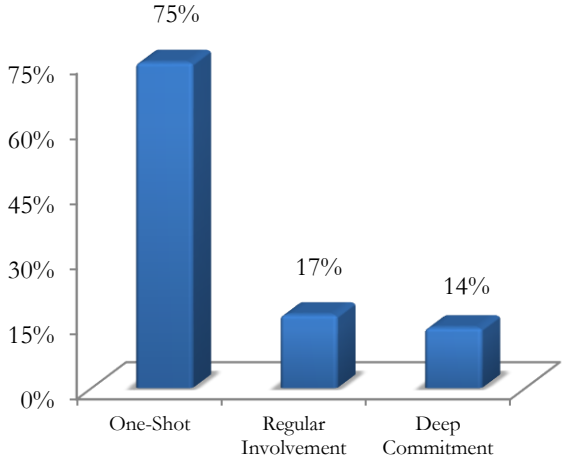
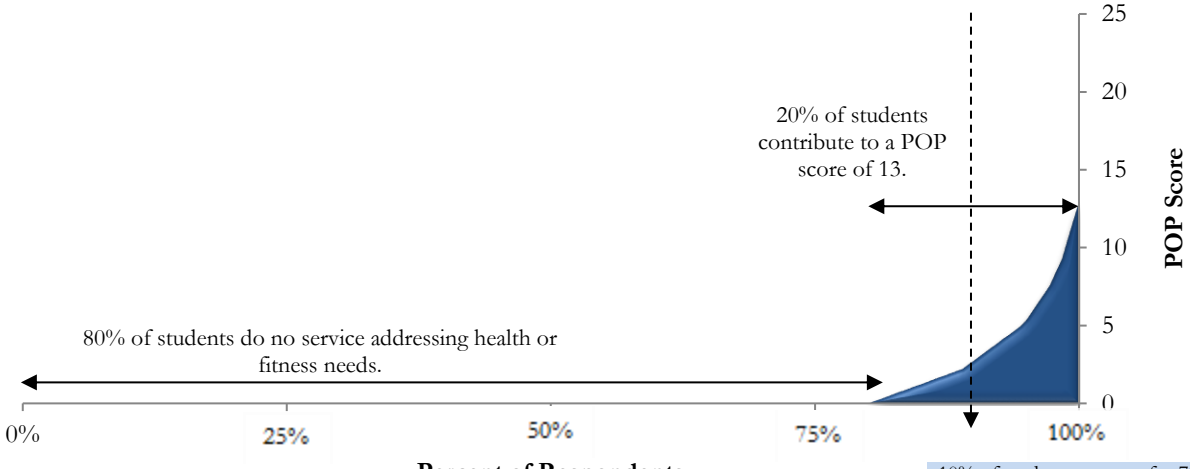


Capacity Contribution: Health



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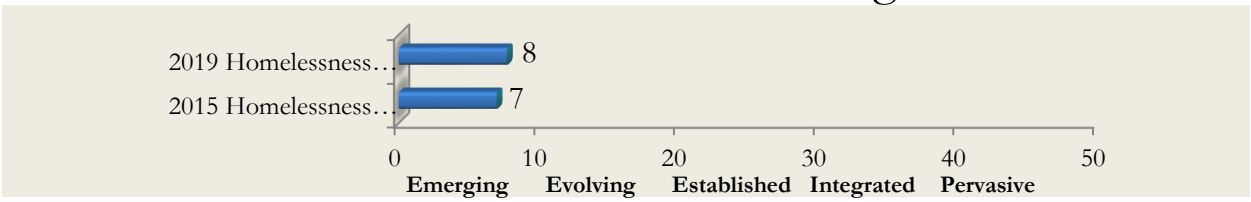
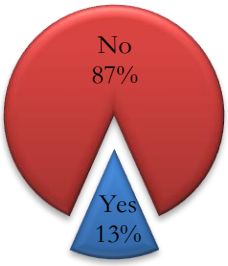
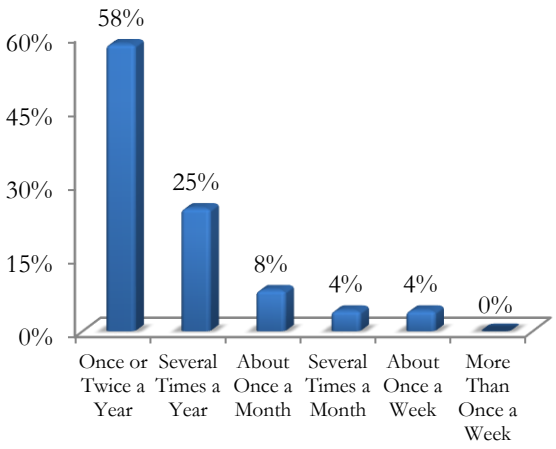
Homelessness or Housing



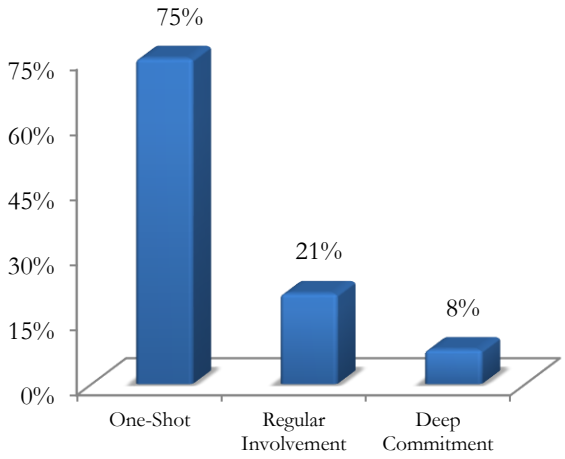
Do you participate in service addressing homelessness or housing?



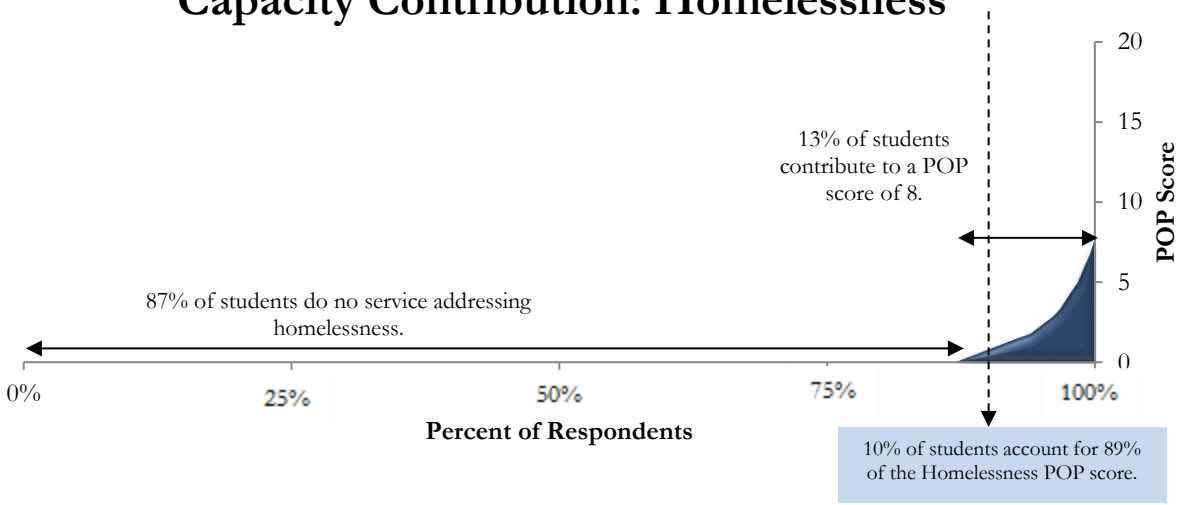
With what frequency?



With what depth?



Capacity Contribution: Homelessness



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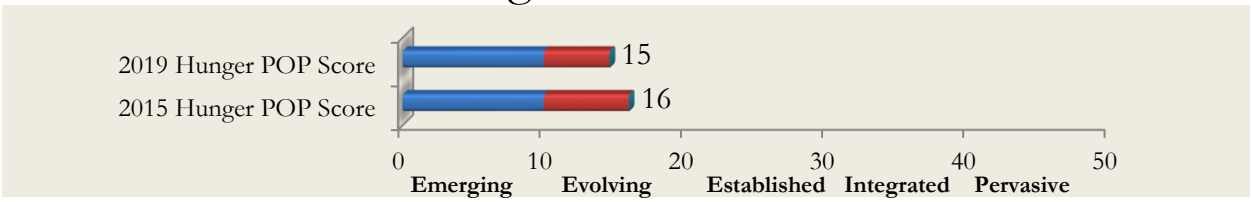
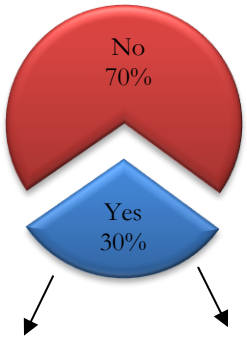
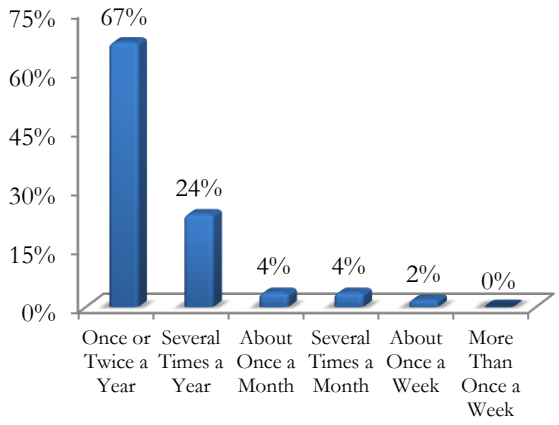
Hunger or Nutrition



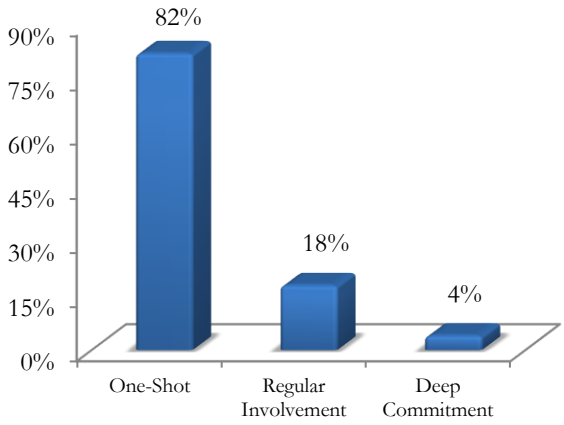
Do you participate in service addressing hunger and nutrition?



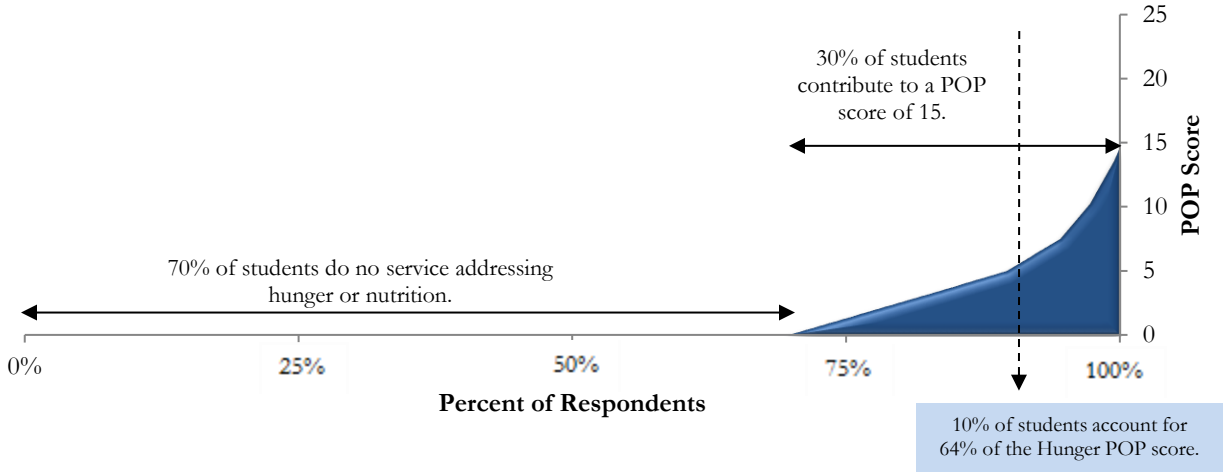
With what frequency?



With what depth?



Capacity Contribution: Hunger



10% of students account for 64% of the Hunger POP score.

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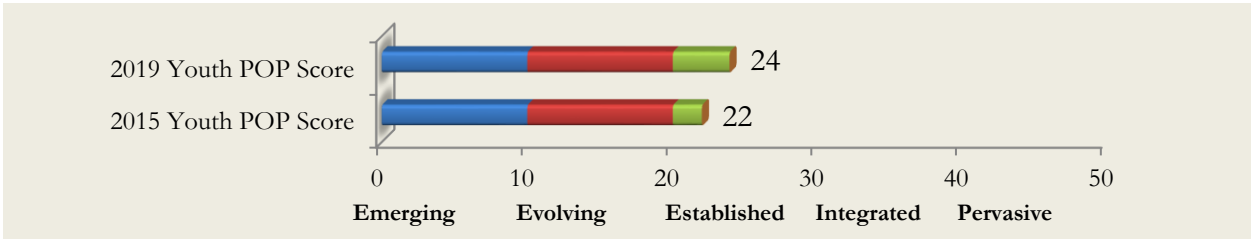
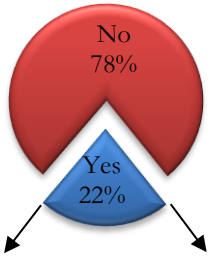
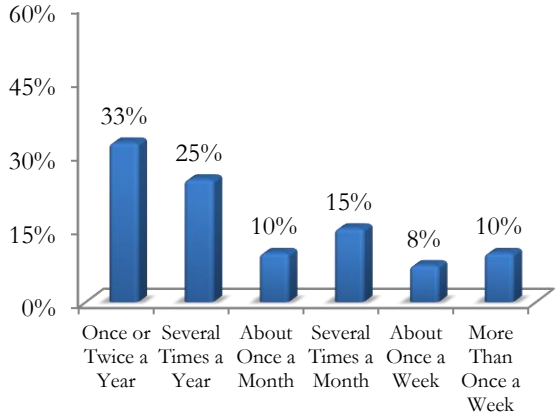
Youth Services



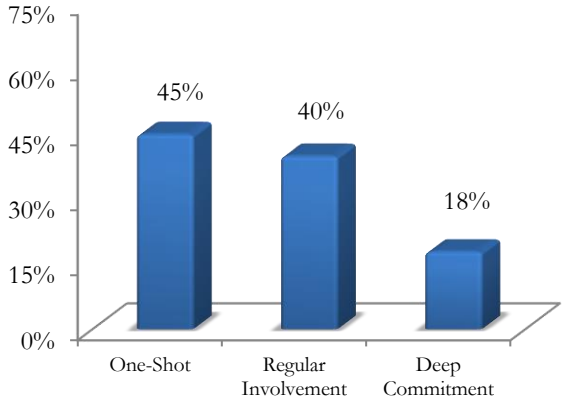
Do you participate in service addressing youth concerns?



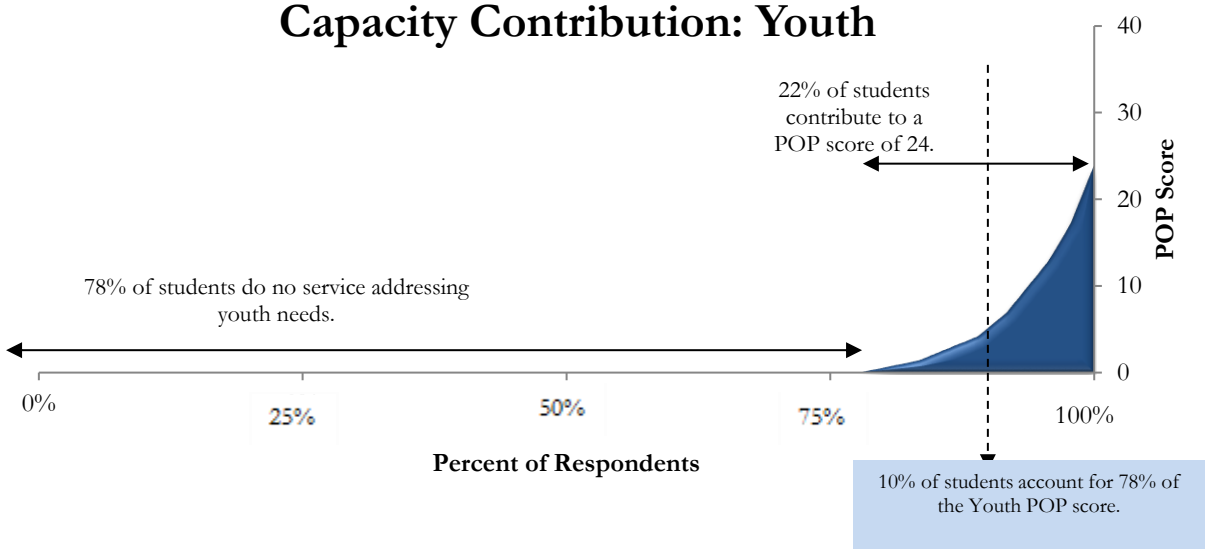
With what frequency?



With what depth?



Capacity Contribution: Youth



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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.

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

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.

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Appendix 2: POP Score Service Categories

41+ Pervasive	• **Pervasive**: **Service and culture are synonymous.** Most students are engaged in service at meaningful levels of depth and frequency across the 9 need areas. **Service is engrained in the student experience.**
31-40 Integrated	• **Integrated**: **Service is a focal point of your institution's culture.** Students serve frequently and deeply across several areas of need, and maintain substantive connections with service programs campus-wide.
21-30 Established	• **Established**: **Service is a significant component of your culture, but potential for greater contribution exists.** Full integration of community engagement requires campus-wide reflection and a greater commitment to deep service.
11-20 Evolving	• **Evolving: Service is prevalent but uneven.** Variations in student participation, frequency, and depth between the 9 areas present opportunities for improvement. **Data and the POP scores identify areas of opportunity.**
0-10 Emerging	• **Emerging**: **Service is not a main component of your culture, only taking place intermittently.** Service is performed at low levels, primarily taking the form of "one-shot" activities. **To enhance service contribution, data points the way.**

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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 College students.[2]

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

[2] 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.

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Appendix 4: Implementation Details

The National Assessment of Service and Community Engagement (NASCE) was administered at XYZ University in the Spring of 2020 by the Siena College Research Institute (SCRI), in conjunction with XYZ.

After confirmed participation in the NASCE, XYZ completed an individualization process. This process was used by SCRI to create the customized NASCE web-module for XYZ. XYZ University t-shirts were given away and as a material incentive to participate.

XYZ then provided SCRI with a complete list of current undergraduate student email addresses. Over twelve days, four successive email invitations (Monday, Thursday, Monday, and Wednesday) were sent from SCRI to each student, with a link to the web-based survey. Individual user names or passwords were not provided to students.

After the twelve 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 XYZ, 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 XYZ's case, 11 students chose "Other." To see what they said specifically, please refer to Q24l in the raw dataset.

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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)
- **Youth Services:** types of service addressing youth services (e.g. tutoring, coaching, working on a toy drive)

Appendix 6: The EGC Score

The Engaged Global Citizen (EGC) score is a measurement of the degree to which students' knowledge, skills, and behaviors demonstrate commitment to diversity, critical thought, political action and social justice. The EGC score indicates how these core institutional values are reflected in the student body, using self-reported value assessments by students. There are three components of the assessment: the institutional overall score, the value score and the area score. The value score asks students how much importance they place on each value (e.g., diversity, critical thought, political action, and social justice), while the component score asks students how engaged they are with that value in terms of their knowledge, demonstrated skills and behaviors. The institutional EGC score provides a summary statistic that is the combination of each component score.

In an attempt to help institutions situate themselves within the field, SCRI computed the top ten percent of EGC scores among engaged students across institutions. These EGC scores were then used to set an upper bound in order to set a feasible threshold of high levels of engagement. In this way, institutions can help engaged students become more deeply involved in their service and help less engaged or non-engaged students become involved in community engagement. The ultimate goal of these EGC scores is to encourage institutions of higher education to identify areas of growth.

Calculating the EGC Score

Based upon the Percent of the Possible service at an institution, EGC scores are meant to offer a quick and easily understood reference point for levels of knowledge, skills, and behavior. The measure includes self-reported indicators in each area, which are each scored from zero to ten.

Comparing the EGC Scores and Values Scores

Students generally report higher values than combined knowledge, skills, and behaviors for three of the four areas (diversity, political action, and social justice). The opposite is true for critical thought—students value critical thought at lower levels than expected, resulting in a gap between the value students place on critical thought and their commitment to it in action. This is an important area for institutions to invest in student growth: student have these values, and may not have the opportunity to actualize their values through engagement. If an area does not have a difference between the two, then we recommend assessing the value and component score for areas of growth.

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