

# NATIONAL ASSESSMENT OF SERVICE AND COMMUNITY ENGAGEMENT (NASCE)

## 2009 - 2024



[www.nasce.siena.edu](http://www.nasce.siena.edu)



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# ABOUT THE NASCE

Developed by Dr. Don Levy and Dr. Mathew Johnson, the National Assessment of Service and Community Engagement (NASCE) is a web-based survey that uses self-reported data to quantitatively measure an institution's overall levels of community engagement by evaluating the rate, frequency, and depth of community service activities across eight areas of human need – Homelessness, Hunger, Health, Civic Awareness, Environmental, Elder Care, Youth Services, and Economic Opportunity. From 2009 -2024, 89,989 undergraduate and graduate students from 90 colleges in 29 U.S. states were surveyed via the web.

The NASCE is an institutional assessment that measures actual action and involvement within a community, so as to generalize about an institution as a whole. The NASCE can be used not just to measure undergraduate student engagement, but also service pre-matriculation, post graduation, and among faculty, staff and administrators. The NASCE modules include:

- **NASCE Core** - comprehensively measures the rate, frequency and depth of student engagement among undergraduate and graduate students across the eight issue areas as well as student perceptions of institutional structures that affect service participation and student engagement in service learning and community engaged coursework.
- **Prematriculation** – measures engagement prior to the students attending the institution as well as basic level data about family of origin engagement.
- **Post-graduate** - measures engagement among graduate students or alumni as well as gauges graduate/alumni perception on the level of institutional support for service and community engagement.
- **Faculty, Staff, Admin** – measures engagement among faculty, staff and administrators (FSA) as well as gauges FSA perception on the level of institutional support for service and community engagement.
- **Engaged Global Citizen (EGC)** – measures the degree to which students' reported knowledge, skills, and behaviors demonstrate commitment to justice, inclusion, critical thought and political involvement and how that score lines up with students' reported values in those areas. The EGC is included with the NASCE Core unless an institution opts out.

# THE PERCENT OF THE POSSIBLE (POP) SCORE

The NASCE provides you with a unique measurement – the POP Score – for your entire institution as well as each of eight 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. 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:

## Service

### 1) Do you participate in service addressing Issue X?

- Yes (1)
- No (0)

## Frequency

### 2) How often would you say you did that type of service?

- Once a year (1)
- Several times a year – Once a month (2)
- Several times a month (3)
- Weekly or more (4)

## Depth

### 3) Which best describes your level of involvement?

- I would participate at an event or short-term drive. Usually, it was one-shot type involvement. (1)
- 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)
- 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)

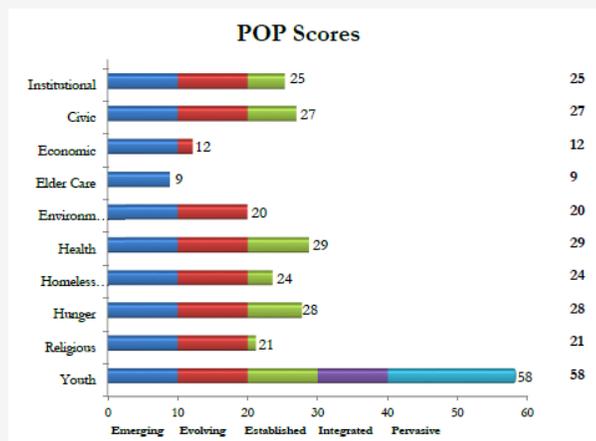
## Calculation of POP Score

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.

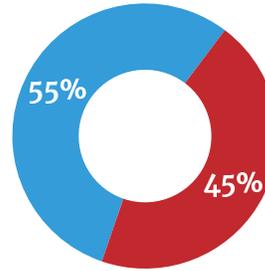
Both institutional and area scores are then normalized with .33 equaling a POP Score of 100.



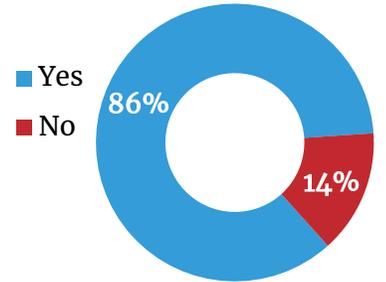
# NASCE EXECUTIVE SUMMARY

Did you participate in service and community engagement of any kind?

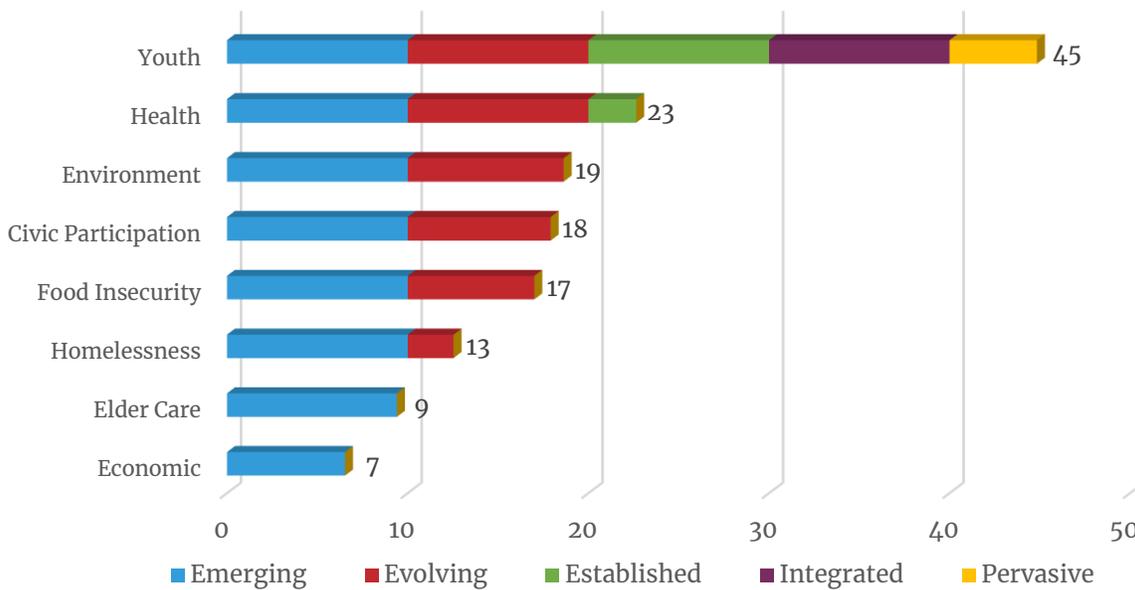
At College



Prior To College



## PERCENT OF THE POSSIBLE SCORES



**19**  
NATIONAL POP SCORE

## STUDENT OPINIONS

Overall, I would say that the college promotes 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



Overall, I am satisfied with my personal level of involvement in service and community engagement here at College

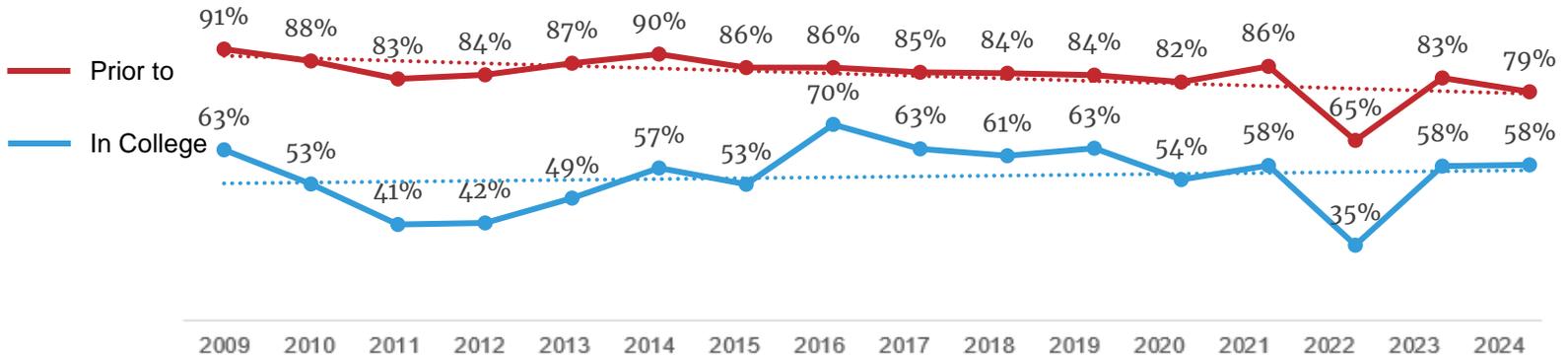


■ Student Opinions Strongly Agree & Agree  
■ Student Opinions Disagree & Strongly Disagree

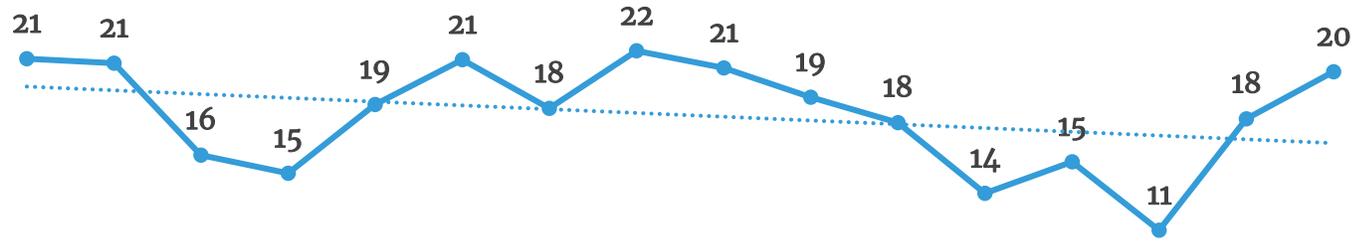
# SUMMARY OF FINDINGS

1. The percentage of students who engage in service at college is 31 points below service prior to college (55% versus 86%). Participation at college has trended slightly upwards over time and is currently 58%. Participation prior to college has trended slightly downwards over time and is currently at 79%. Engagement by class year increases then decreases post-baccalaureate. First-year students report the lowest levels of engagement at 42%.
2. The National POP Score is 19 which places it at the high end of the *Evolving* category, approaching *Established*. This indicates that service is prevalent but uneven among the national sample. This score has been trending downwards. Schools with enrollment below 5,000, religiously affiliated, or private tend to have higher POP scores.
3. The South earns higher POP scores at 23 overall, indicating that service is *Established* in this region, while the Northeast comes in lowest at 10, signifying service is *Emerging* there but not a main component of the culture. The West (18) and Midwest (15) are in the *Evolving* category.
4. Across all service areas, Youth Development (45) is the only area in the *Pervasive* category, demonstrating that most students are engaged in service in this area at meaningful levels of depth and frequency. Health or Medical (23) is in the *Established* category. Environmental (19), Civic Participation (18), Food Insecurity (17), and Homelessness (13) are in the *Evolving* category, while Elder Care (9) and Economic Access are in the *Emerging* category. See the POP Score Overview on pages 19-27 for a detailed look at the frequency and depth of service by needs area.
5. 55 percent of all students have **not** been asked by a fellow student, staff, or faculty member to volunteer in community engagement. Of those students who have been asked, 77 percent have participated. Clubs and organizations (62%), outside entities (53%), and school departments or offices (51%) are the top avenues for student engagement.
6. 32 percent of students have taken a service and community engagement course. Of those, 54 percent have taken only one course. There is a positive correlation between the number of courses a student has taken and the POP score. 75 percent of students who have taken service and community engaged courses reported using knowledge gained in their coursework during service and community engagement activities.
7. Nationally, students collectively score a 60 out of 100 possible points on the Engaged Global Citizen (EGC) scale. The EGC scores for Social Justice (57) and Political Action (53) are significantly lower than the scores for Diversity (65) and Critical Thought (65). The Values Scores for Diversity (82), Social Justice (78), and Political Action (70) are significantly higher than the EGC scores for these three areas. Students value Critical Thought (65) the least out of the four EGC component areas and the Values Score for Critical Thought matches the EGC score at 65.

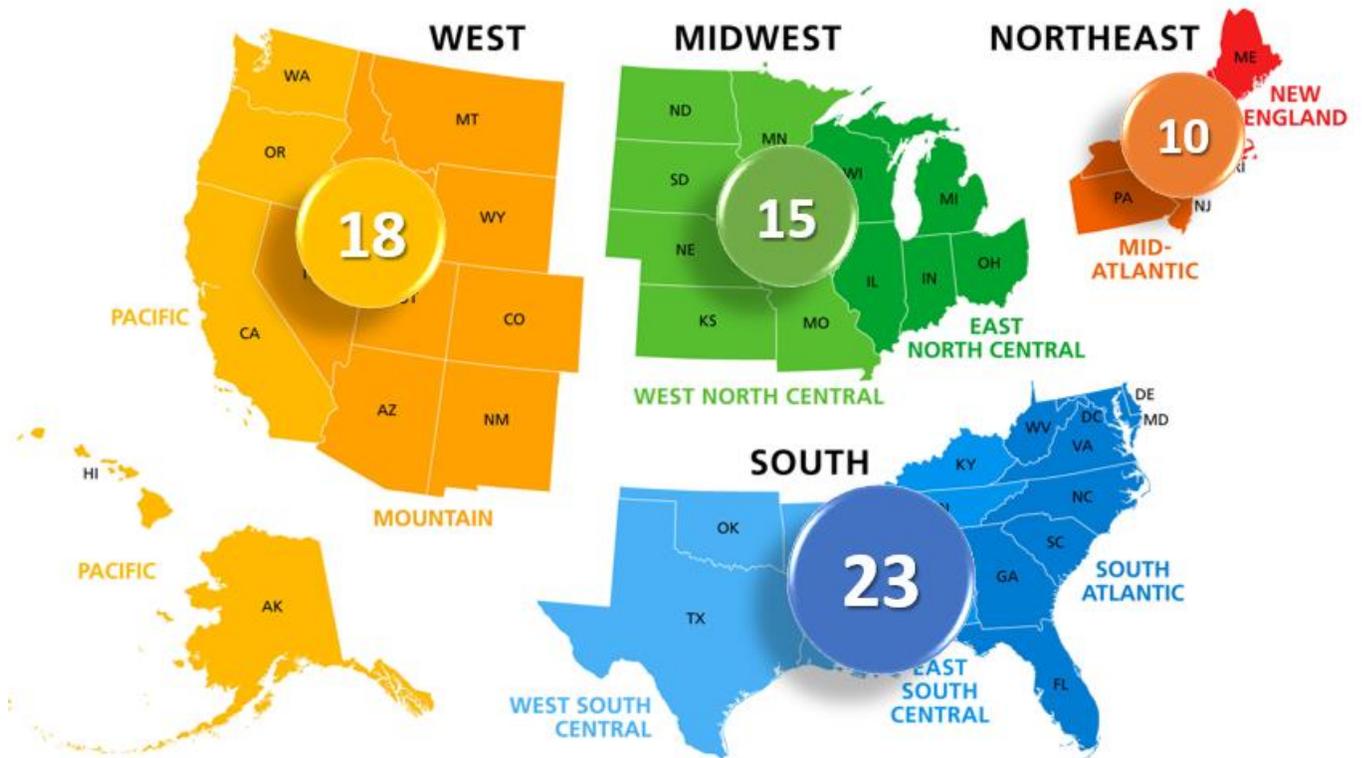
# Percentage of Students Reporting Service and Community Engagement



NATIONAL POP OVER TIME



## Regional POP Scores

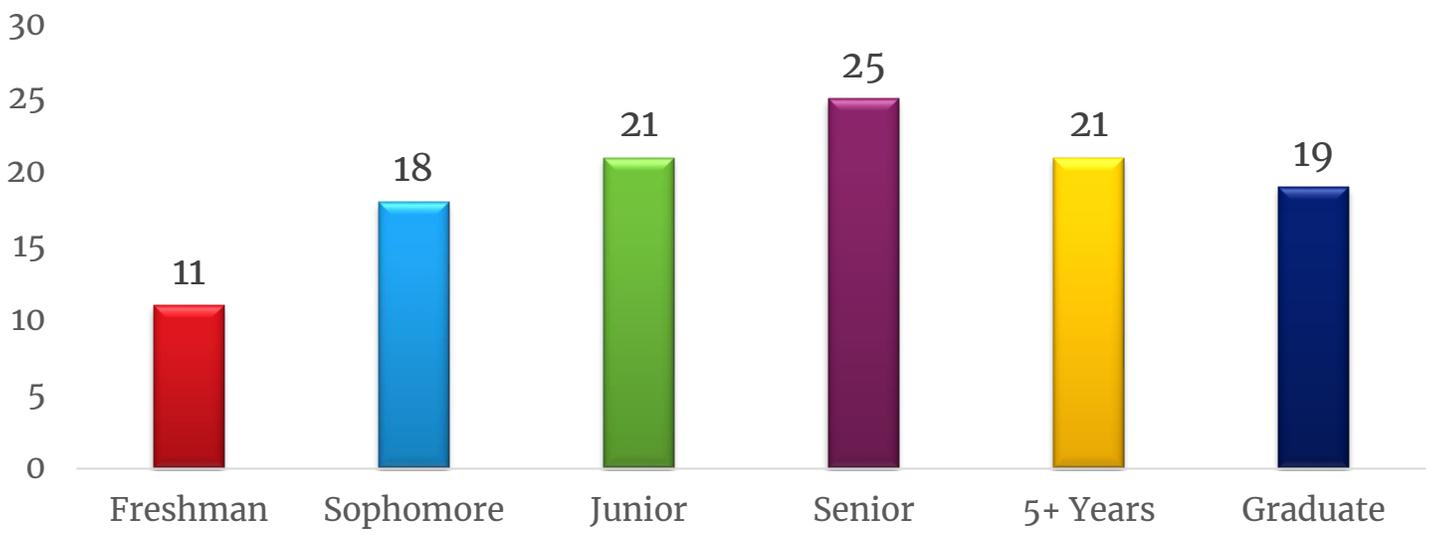


# ENGAGEMENT BY CLASS YEAR

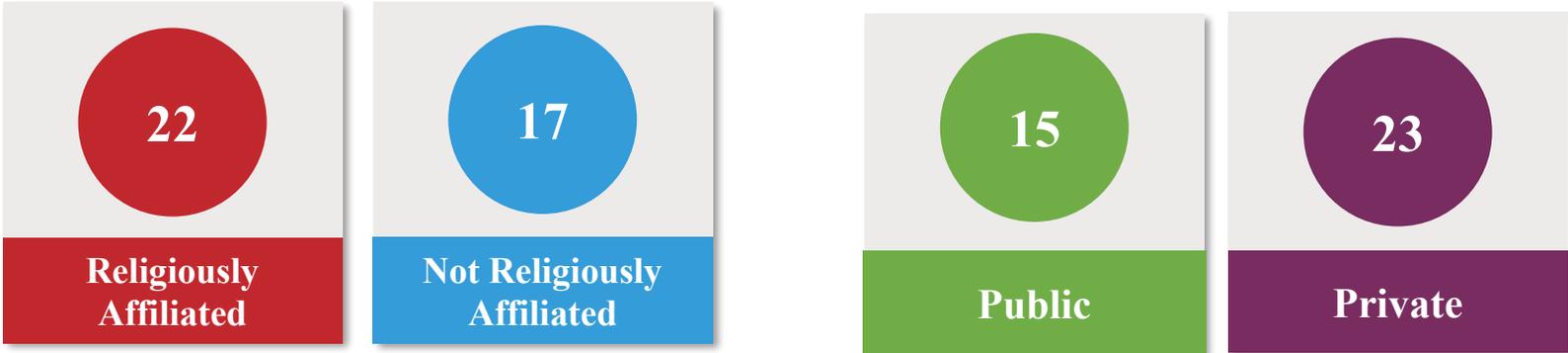
Have you engaged in service as a student at your college or university?



Overall POP Score by Class Year:



# NATIONAL POP SCORE BY SCHOOL TYPE



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## Overall POP Score by Enrollment:



# AVENUES FOR STUDENT COMMUNITY ENGAGEMENT

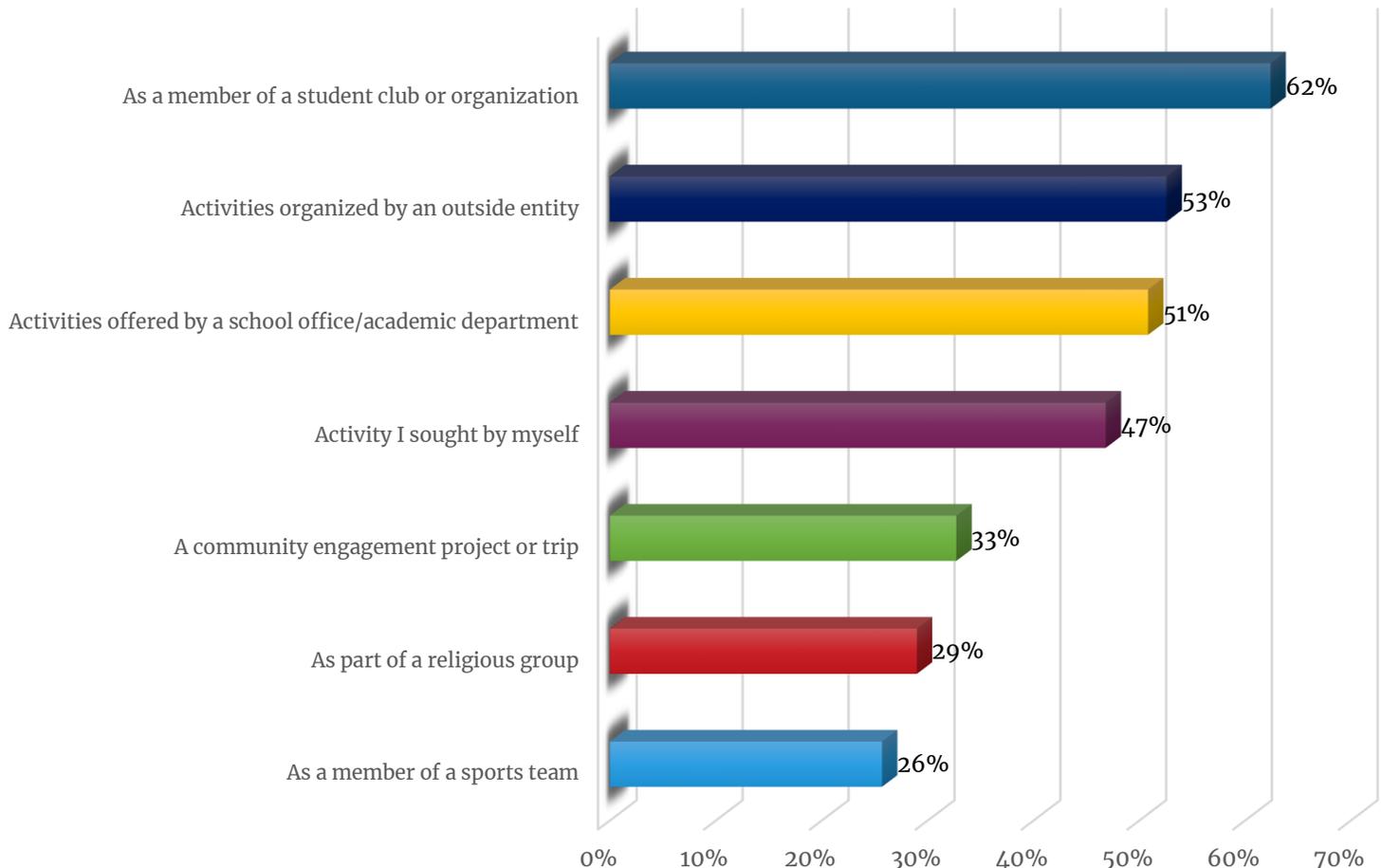
77%

Of those who were asked in the last month to participate in community engagement have engaged while at College

In the last month, **55%** have not been asked by a fellow student, staff, or faculty member to volunteer in community engagement.



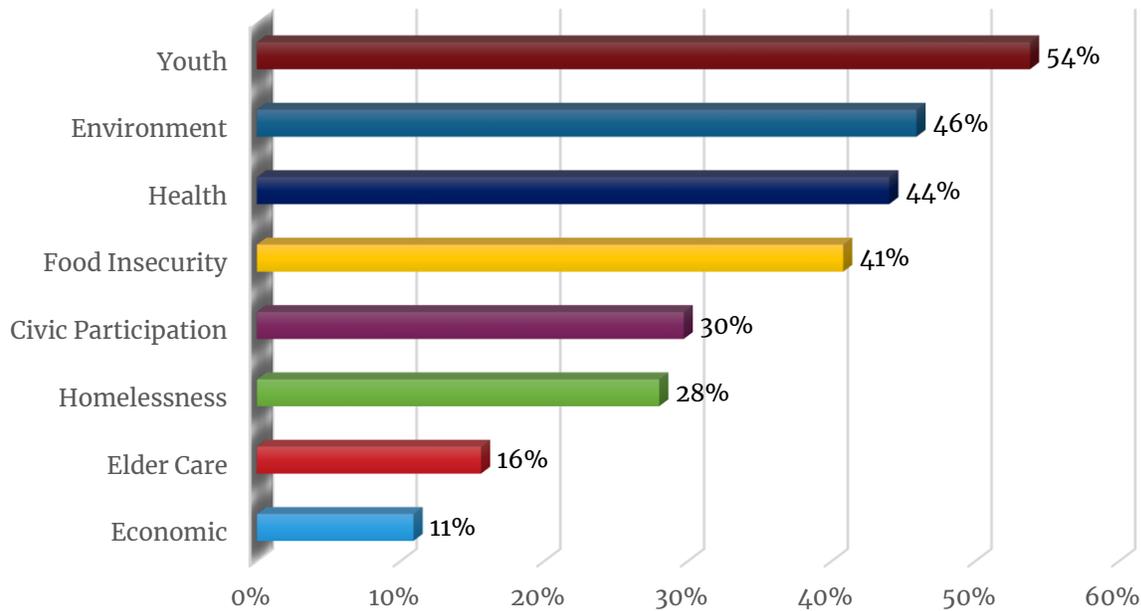
Now thinking about all the service and community engagement in which you have participated while a student at College, in which of the following ways have you been involved in service and community engagement?



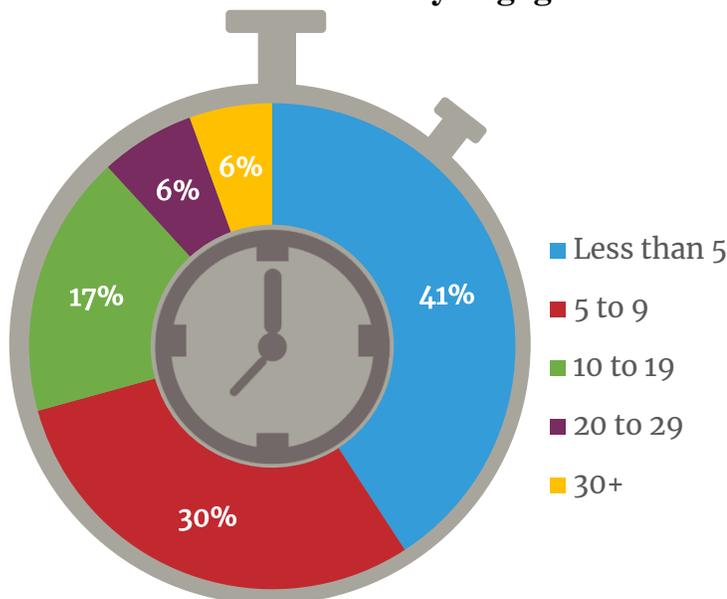
Of the  
**55%**  
who served:

# OVERALL STUDENT ENGAGEMENT

In which of the following areas of service and community engagement have you participated while a student at College?



On average, how many hours a month do you engage in service and community engagement?



More students engage more frequently and in greater depth in the area of need:



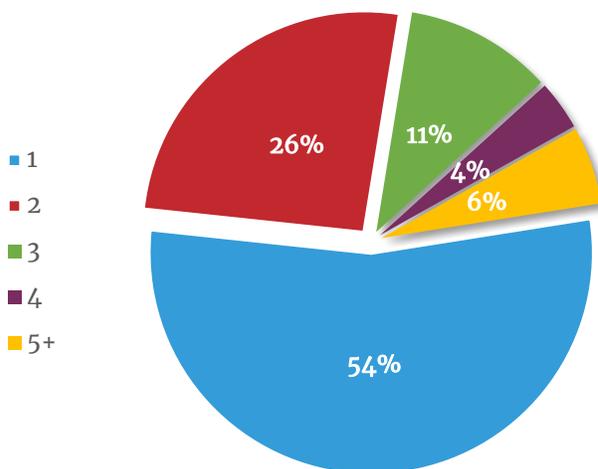
## Youth Development

# SERVICE AND COMMUNITY ENGAGEMENT COURSES

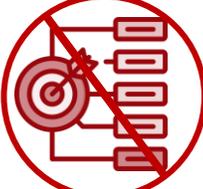
**32%**

Have participated in a service and community engaged course at College

How many service and community engagement courses have you taken?

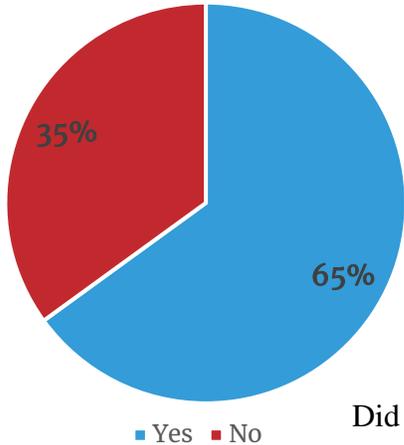


## Components Included in Community Engagement Course(s)

|   |   |                   |
|---|---|-------------------|
|   | <p>Adequate reflection time, that is, time to research, analyze, write about, and discuss the projects in order to better understand the community engagement in terms of both its relationship to the community and to your personal development</p> | <p><b>75%</b></p> |
|  | <p>Organized community engagement that enhanced the meaning of course texts and lectures</p>  | <p><b>73%</b></p> |
|  | <p>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</p>   | <p><b>57%</b></p> |
|  | <p>Intermittent community engagement project(s) that seemed to lack integration into the course's objectives</p>  | <p><b>37%</b></p> |

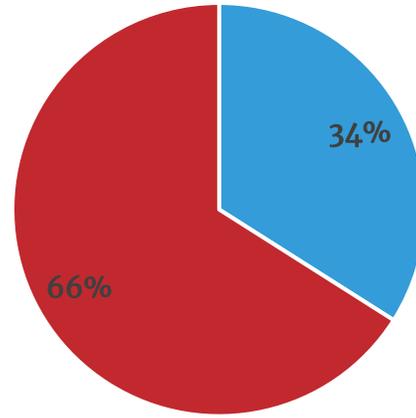
# IMPACT OF SERVICE AND COMMUNITY ENGAGEMENT COURSES

To your knowledge, does your college have any academic pathways for service and community engagement?



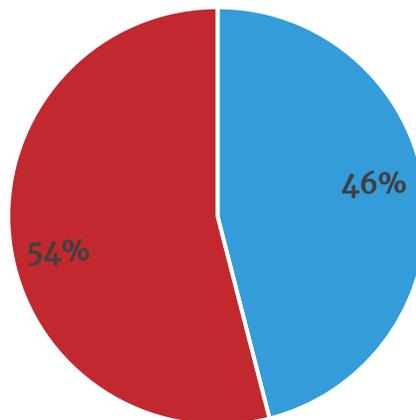
■ Yes ■ No

Have you selected or declared an academic pathway for service and community engagement?



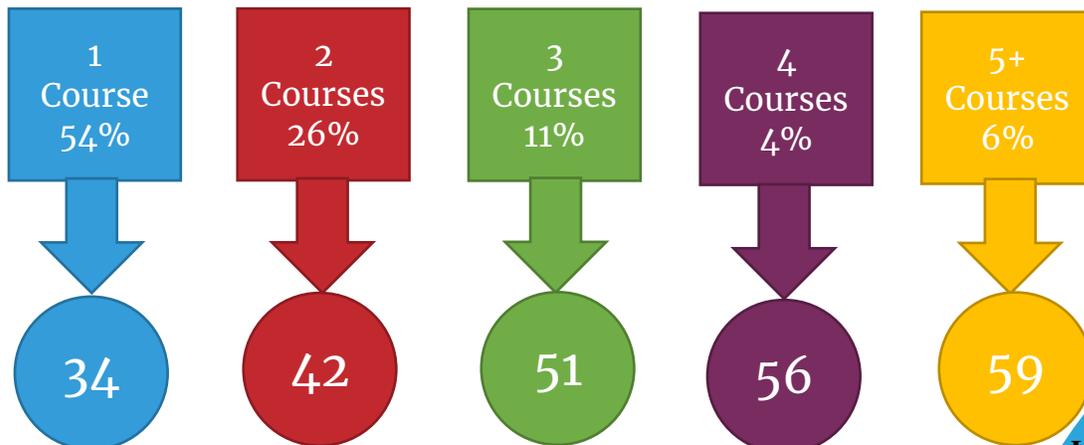
■ Yes ■ No

Did the service and community engagement in which you participated influence your choices of courses or topics to study?



■ Yes ■ No

## POP Scores by Service Learning Courses



**75%**

Used knowledge gained in their coursework during service and community engagement activities

# THE ENGAGED GLOBAL CITIZEN (EGC)

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.

## The EGC Score

Based upon the Percent of the Possible (POP Score) 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. The top ten percent of EGC scores among engaged students across institutions were calculated and 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.

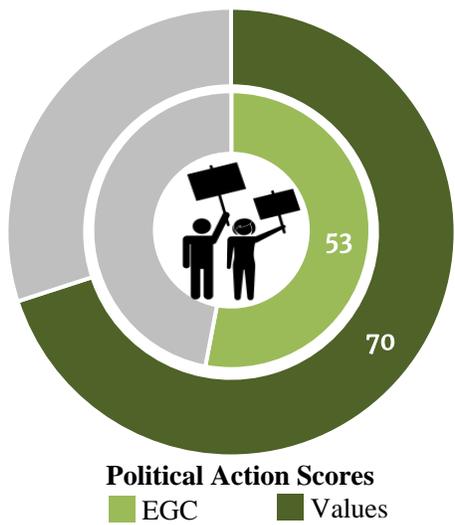
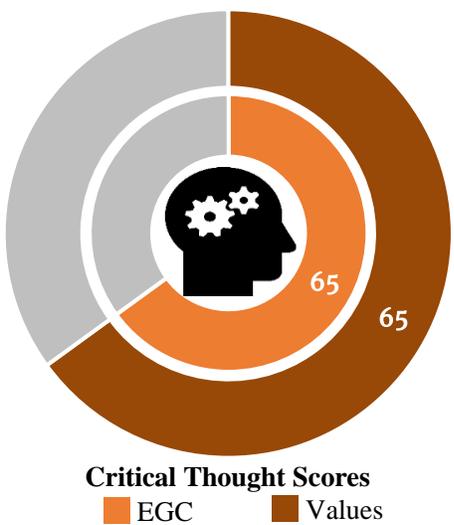
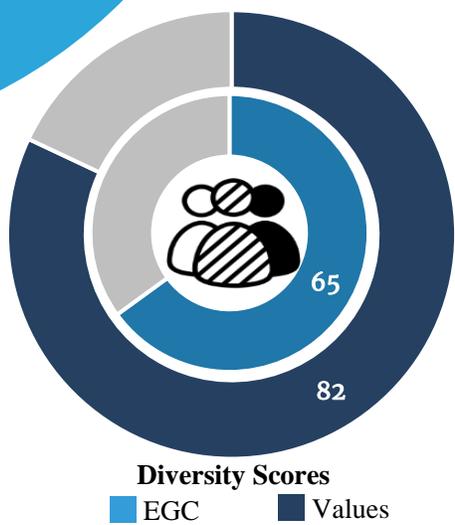
## Comparing the EGC Scores and Values Scores

If Values Scores are higher than EGC scores, this indicates that students have these values, but may not have the opportunity, training or instruction to actualize their values through engagement. If EGC Scores are higher than Values Scores, students' knowledge exceeds their values for that area. If an area does not have a difference between the two, it is recommend that an institution assess the value and component score for areas of growth.

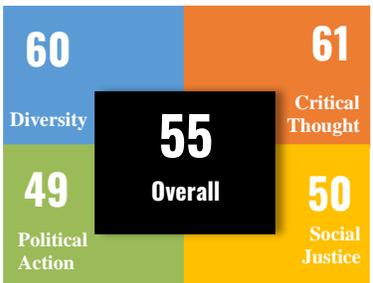
# 60

## NATIONAL EGC SCORE

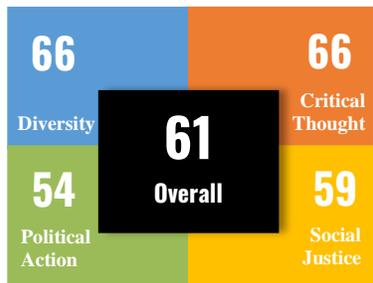
# NATIONAL ENGAGED GLOBAL CITIZEN SCORES



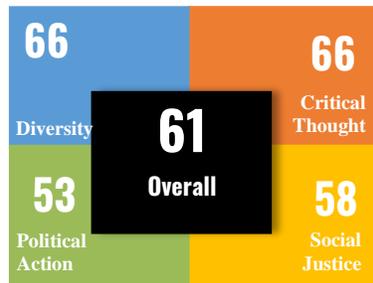
### Midwest



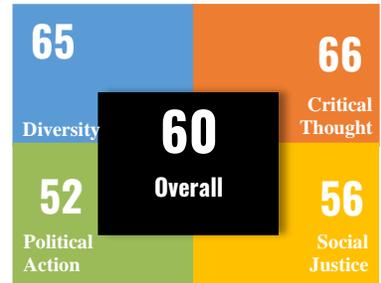
### Northeast



### South

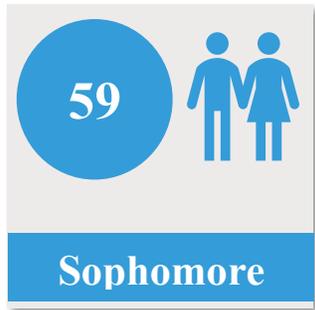
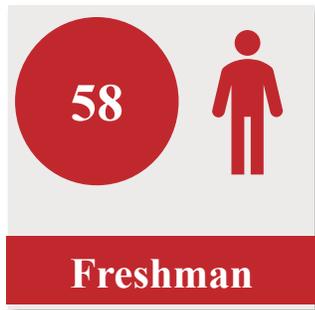


### West



# NATIONAL ENGAGED GLOBAL CITIZEN SCORES

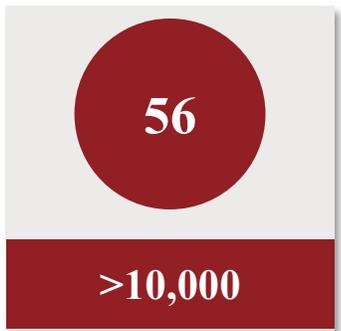
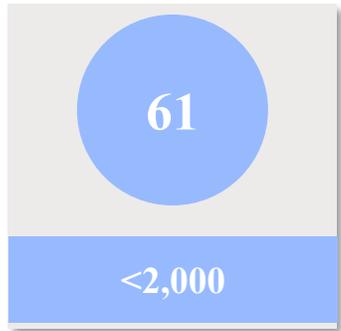
## Overall EGC Score by Class Year:



## Overall POP Score by School Type:



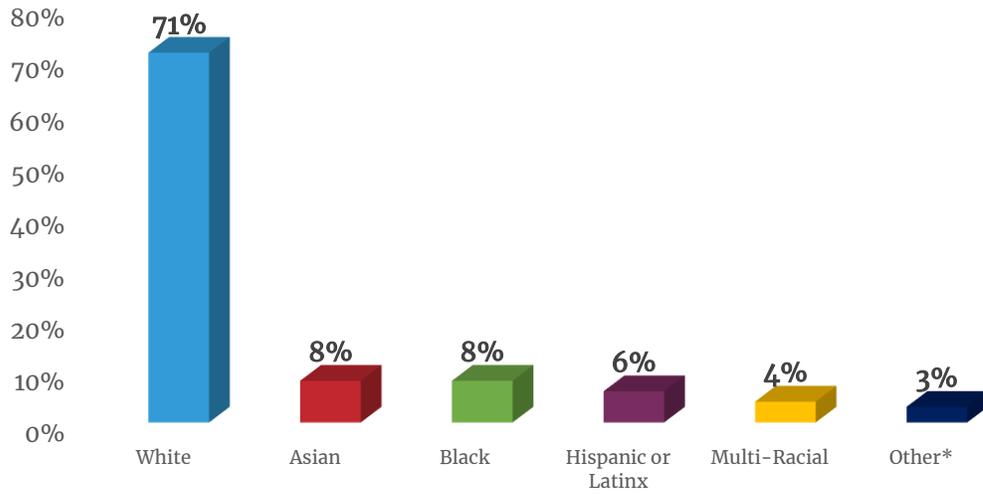
## Overall POP Score by Enrollment:



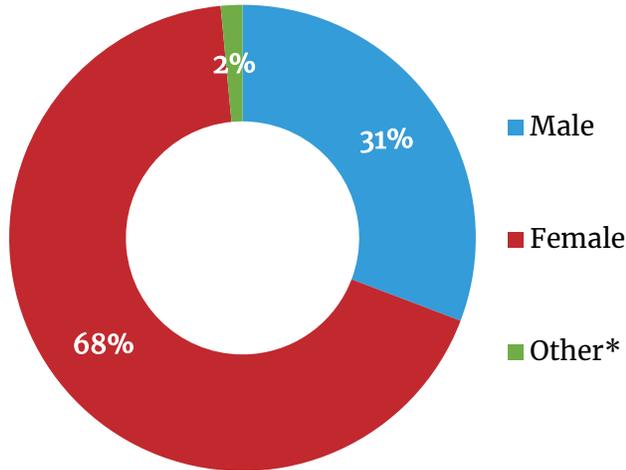
# DEMOGRAPHICS

Mean GPA  
**3.35**

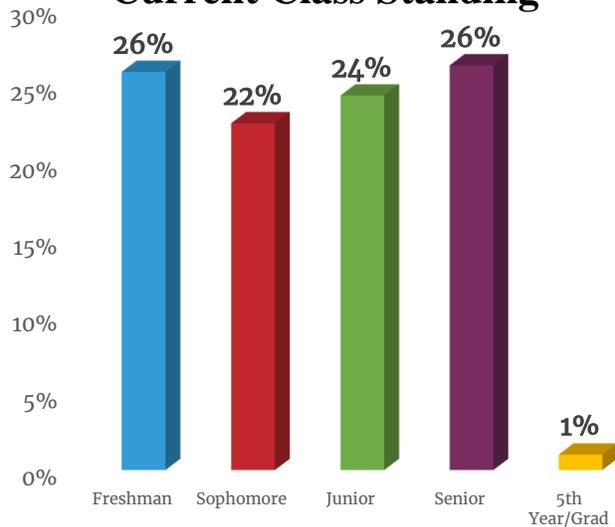
## Race/Ethnicity



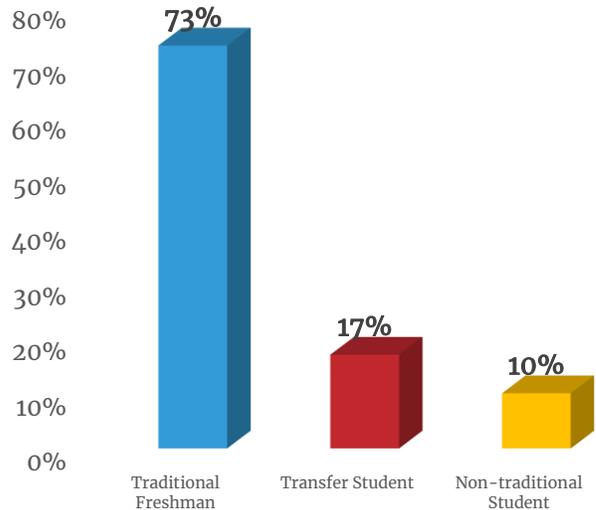
## Gender



## Current Class Standing

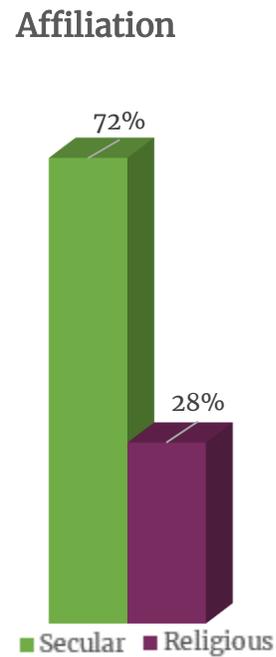
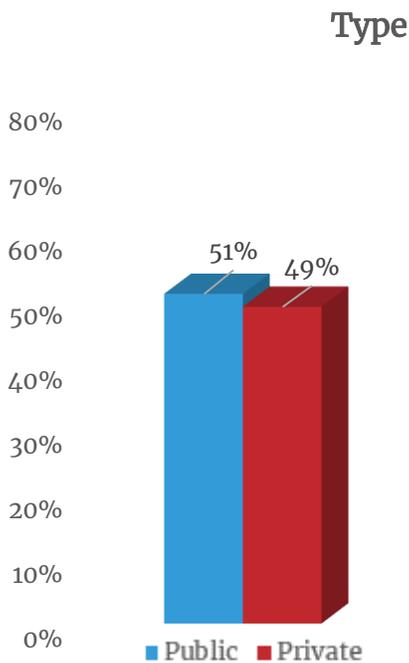
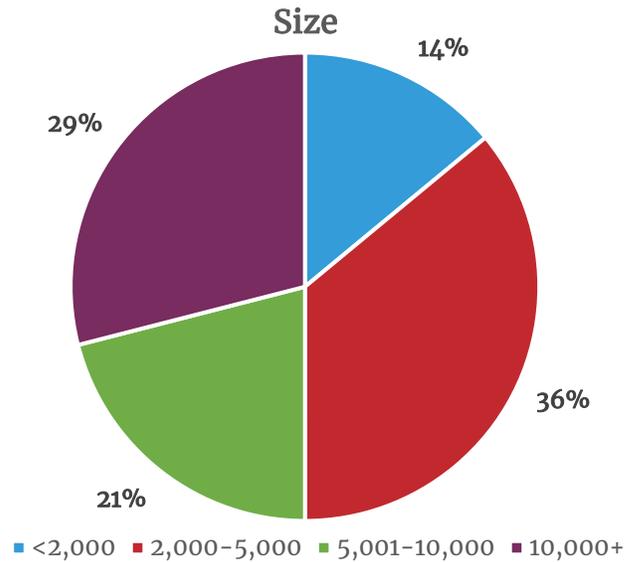
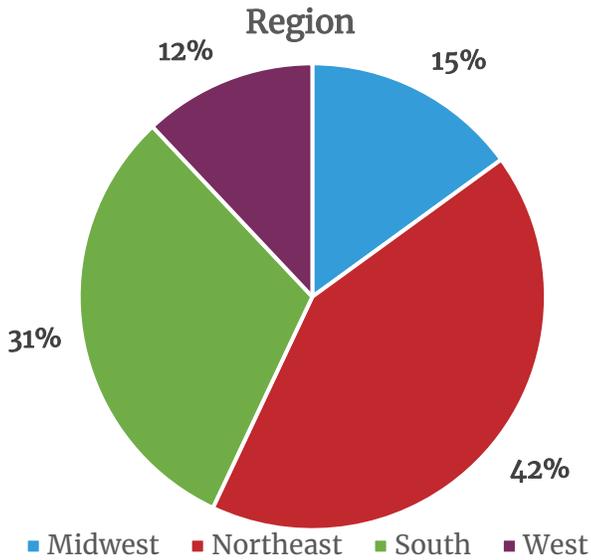


## Type of Student



# NATURE OF THE SAMPLE

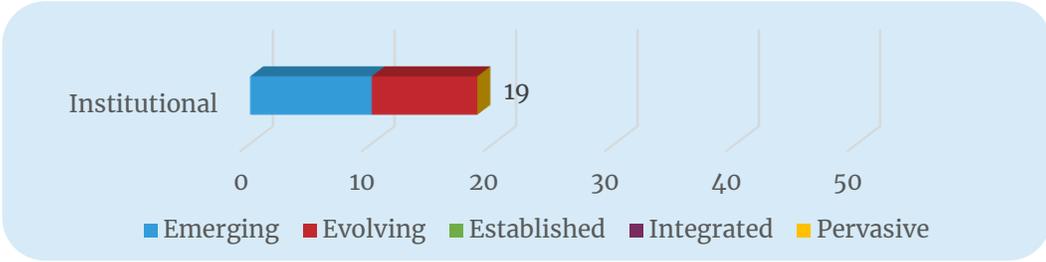
From 2009 -2024, 89,989 undergraduate and graduate students from 90 colleges in 29 U.S. states were surveyed via the web.



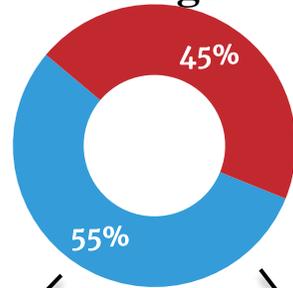
# NATIONAL: ALL AREAS

POP Score

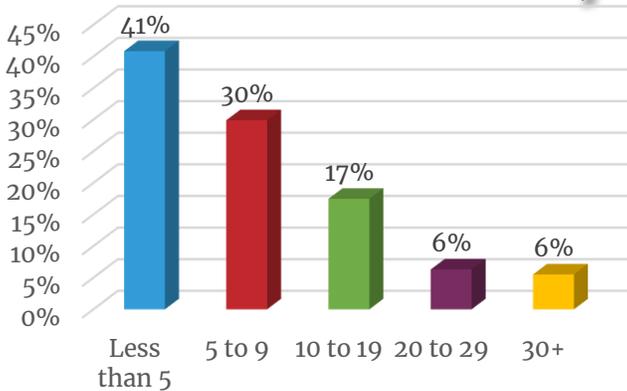
# 19



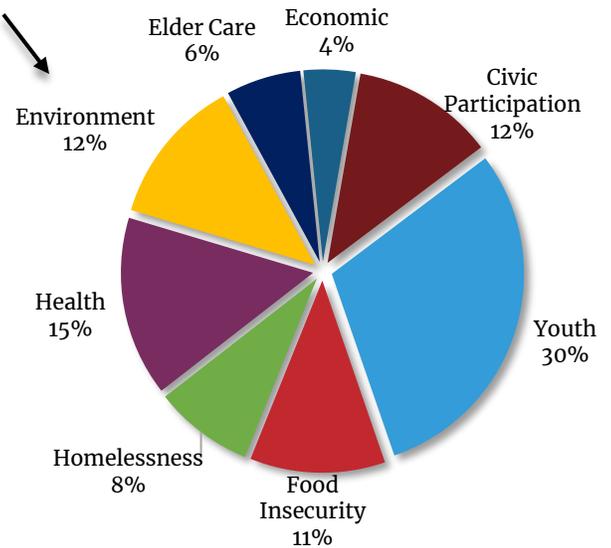
## Did you participate in service and community engagement here at college?



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

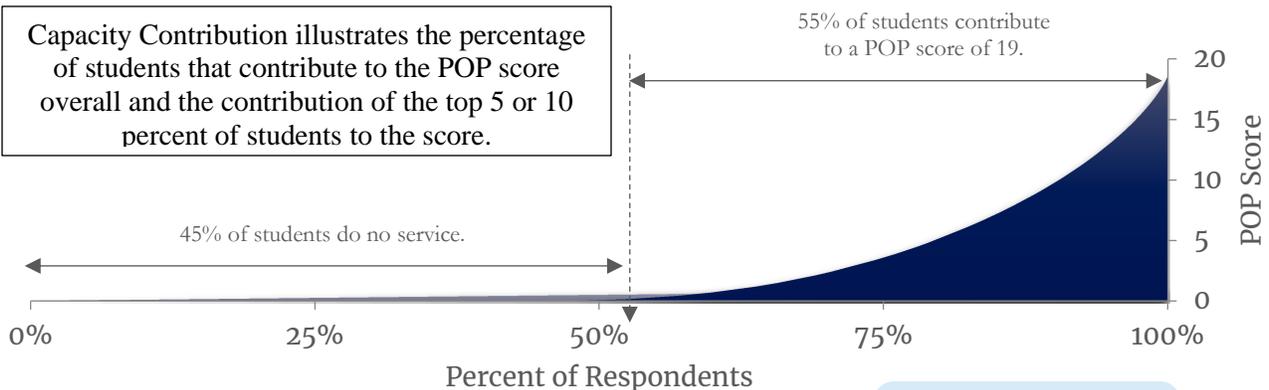


### Total Service by Needs Area



## Capacity Contribution: Institutional

Capacity Contribution illustrates the percentage of students that contribute to the POP score overall and the contribution of the top 5 or 10 percent of students to the score.

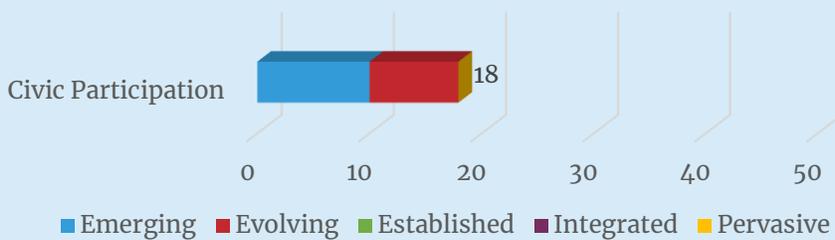


10% of students account for 48% of the overall POP Score.

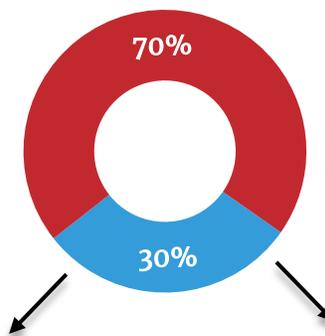
# CIVIC PARTICIPATION

POP Score

18

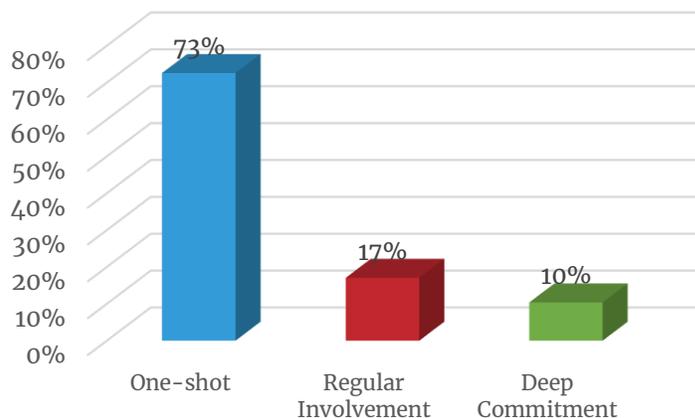
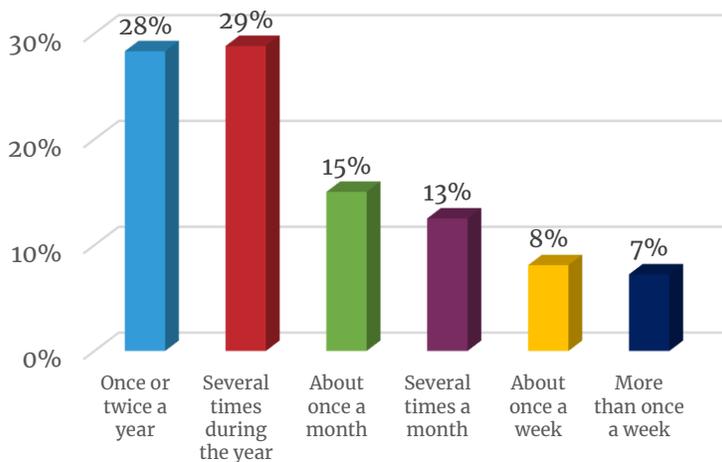


## Do you participate in service promoting civic participation or public advocacy?

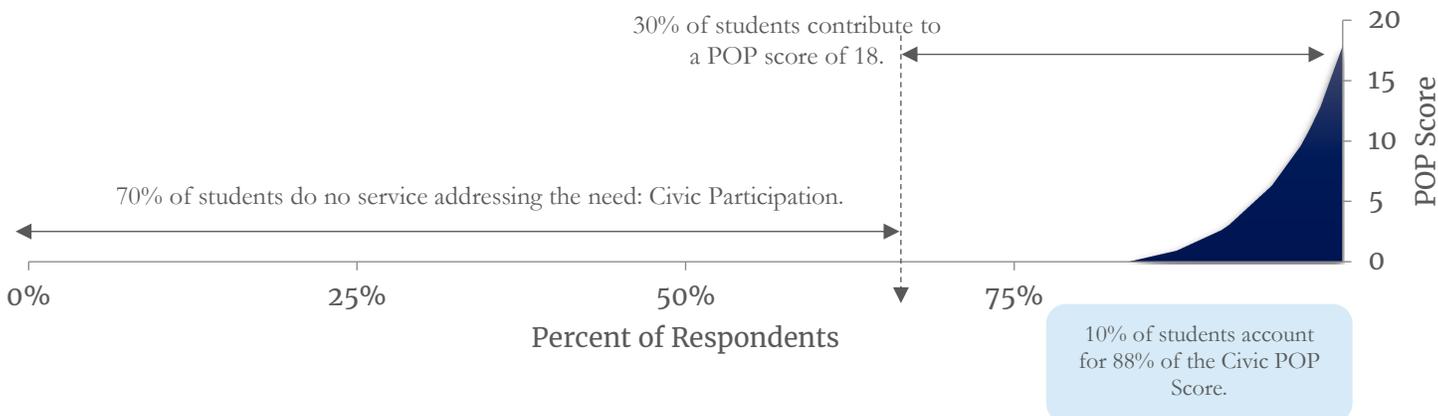


With what frequency?

With what depth?



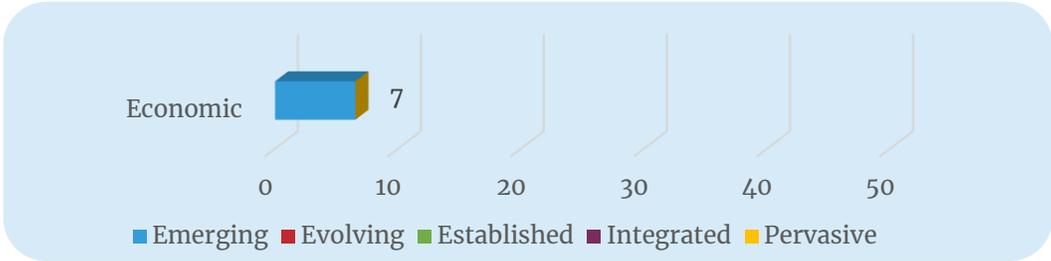
## Capacity Contribution: Civic Participation/Public Advocacy



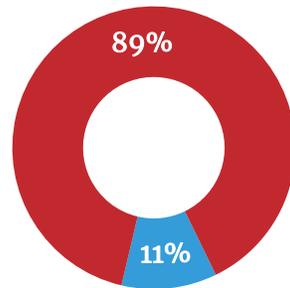
# ECONOMIC ACCESS

POP Score

7

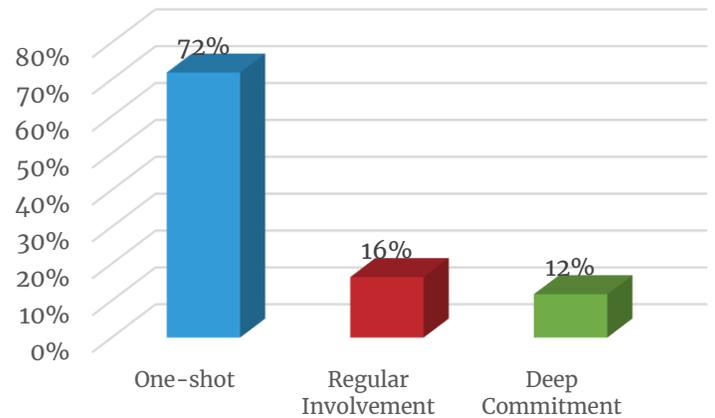
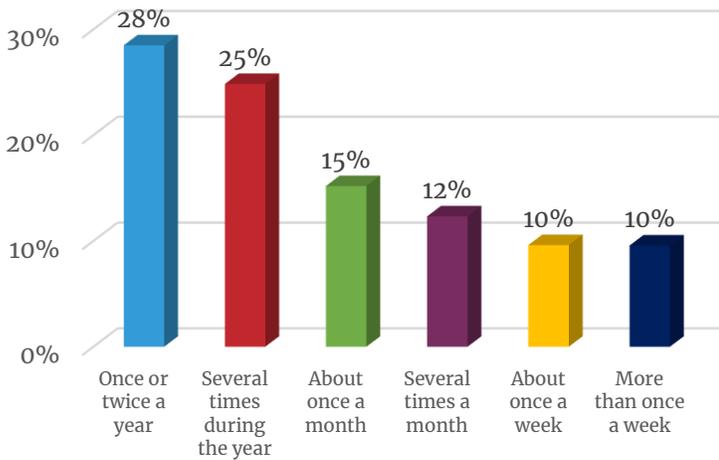


## Do you participate in service promoting economic access and development?

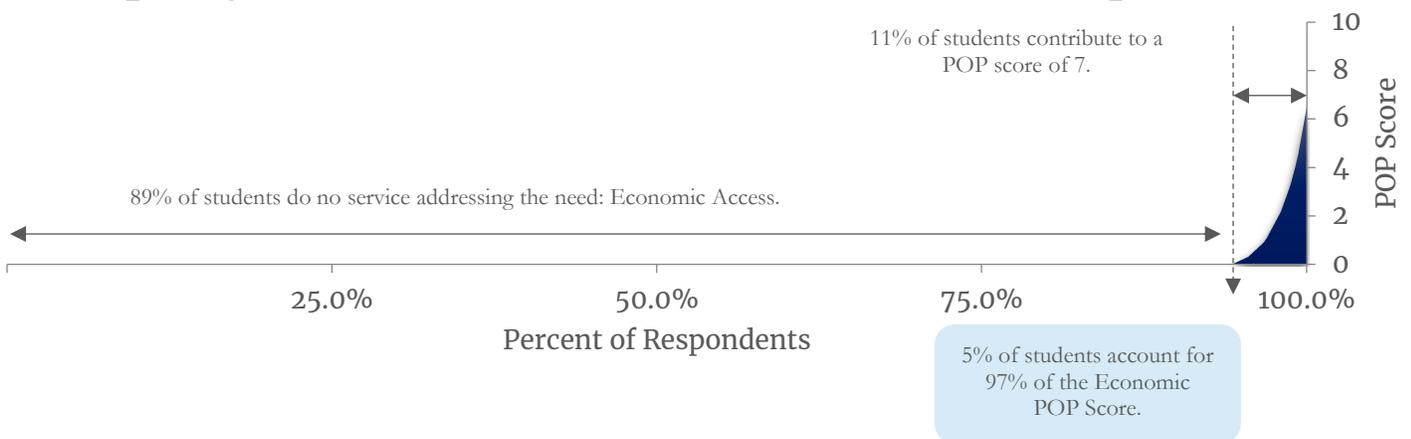


With what frequency?

With what depth?



## Capacity Contribution: Economic Access & Development



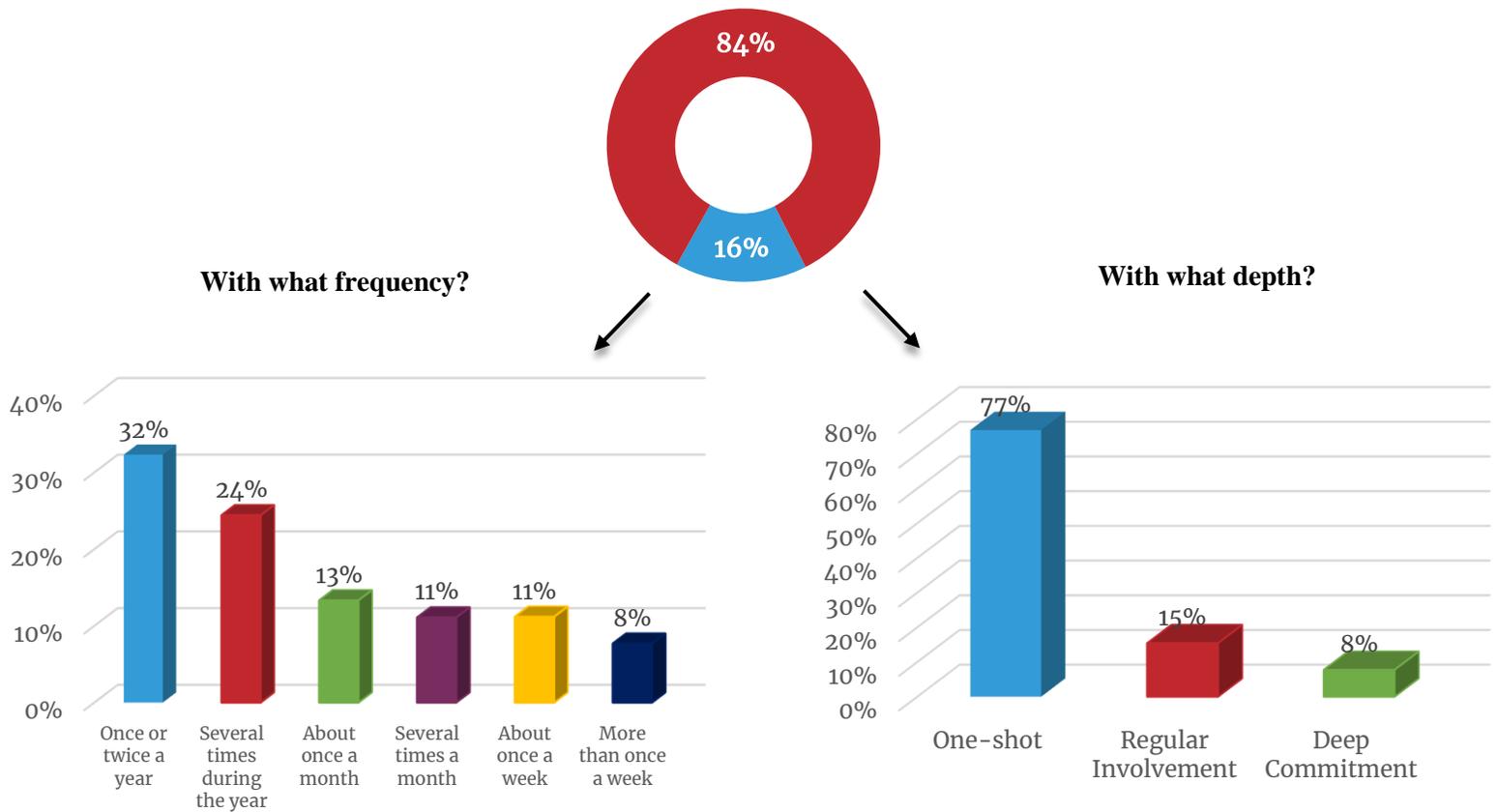
# ELDER CARE

POP Score

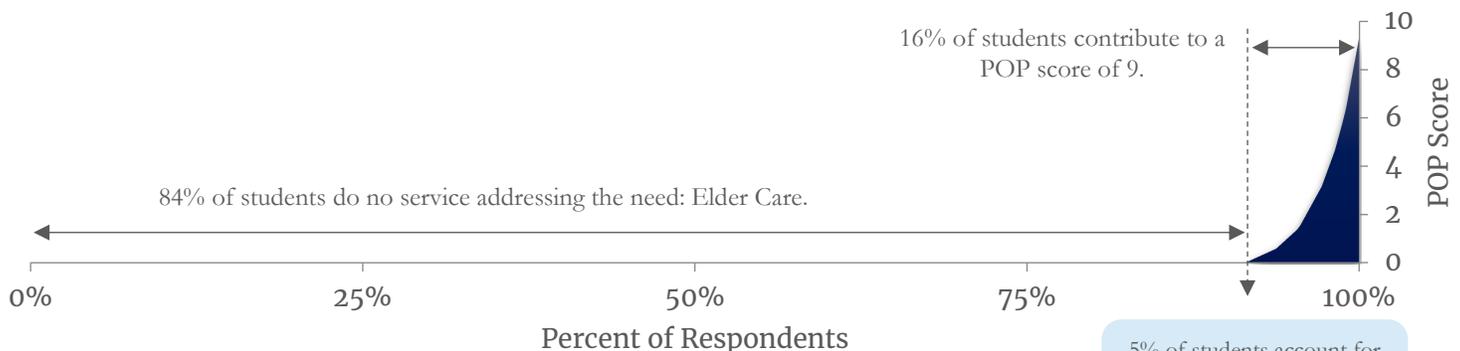
9



## Do you participate in service addressing elder care?



## Capacity Contribution: Elder Care



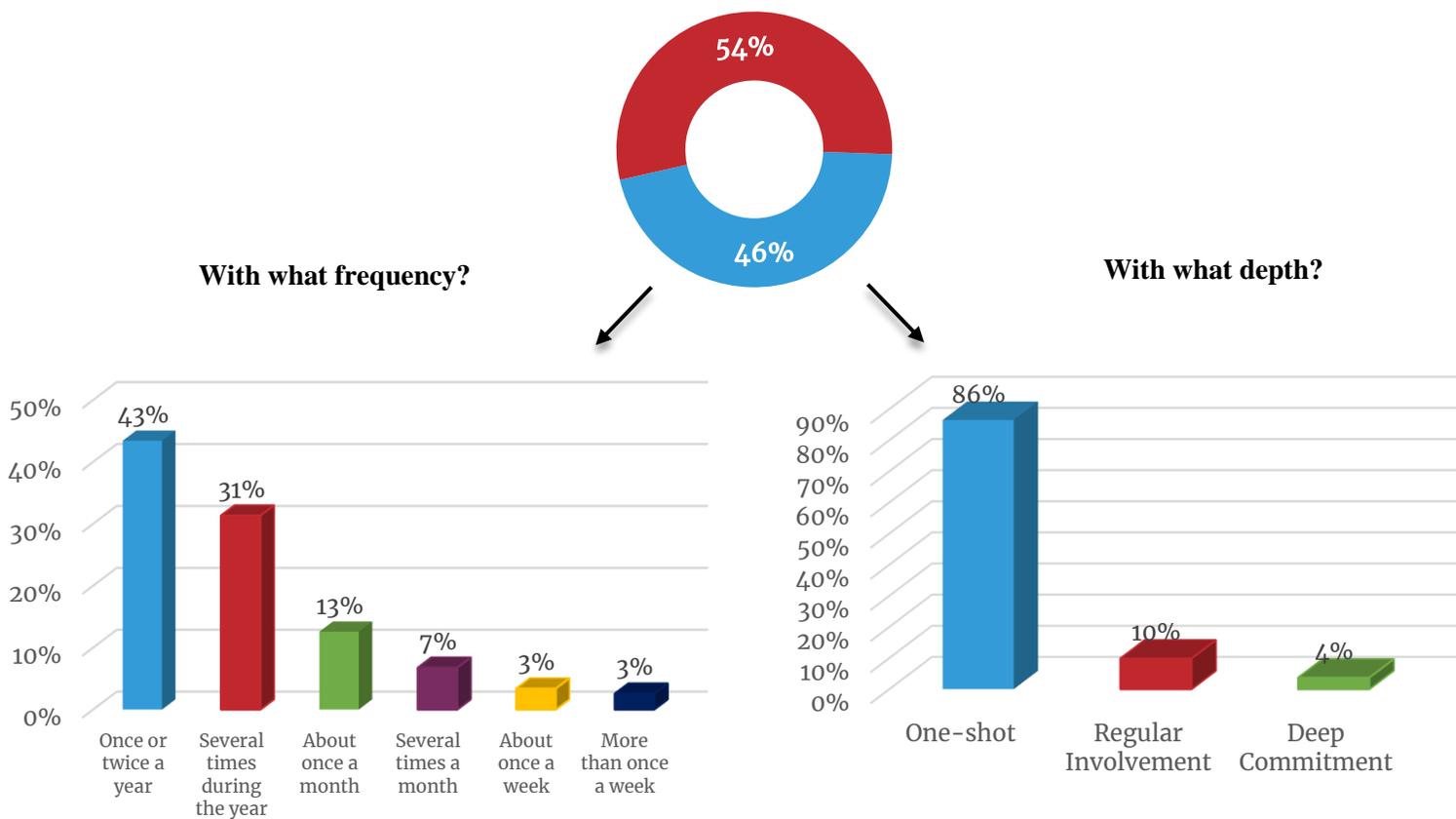
# ENVIRONMENTAL EFFORTS

POP Score

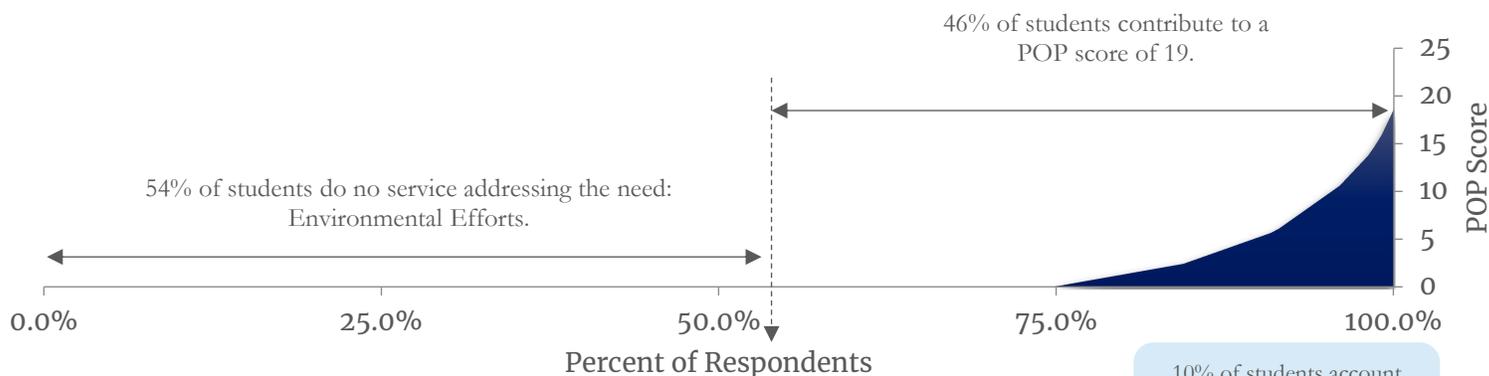
# 19



## Do you participate in service addressing environmental efforts?



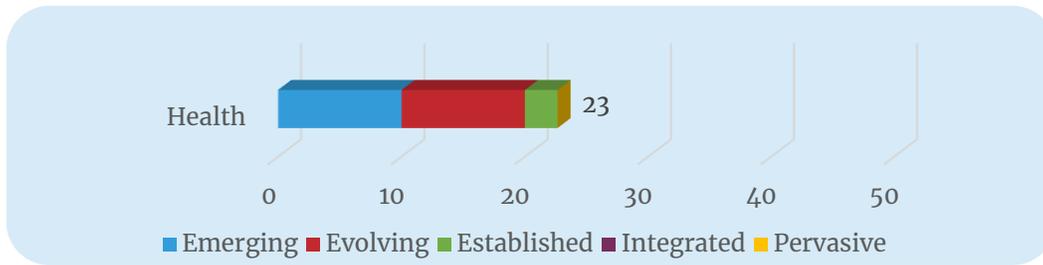
## Capacity Contribution: Environmental Efforts



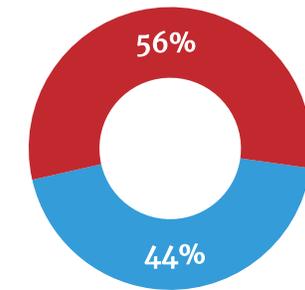
# HEALTH/MEDICAL

POP Score

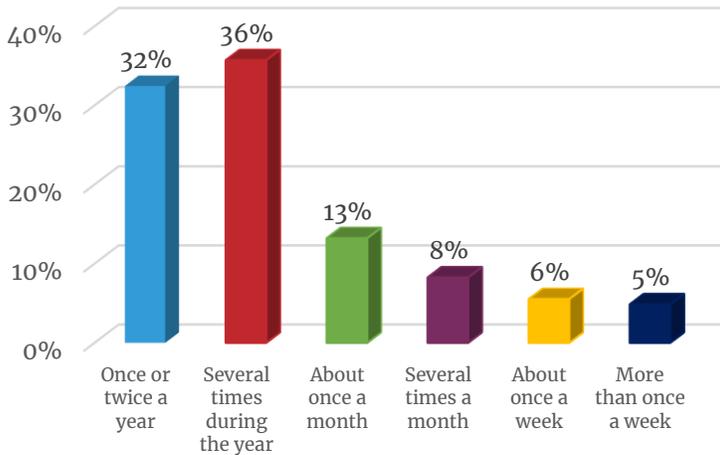
23



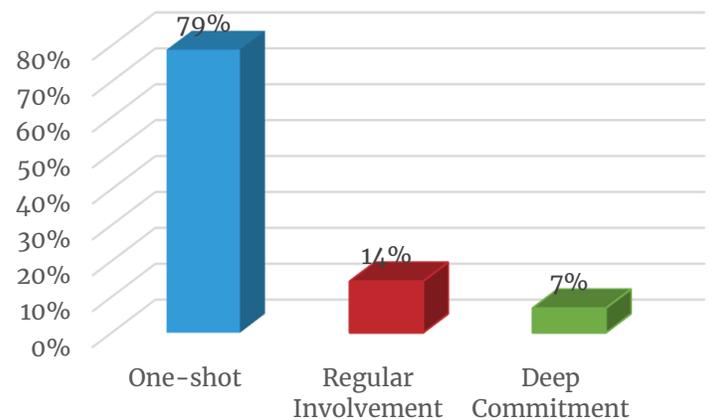
## Do you participate in service working to promote health?



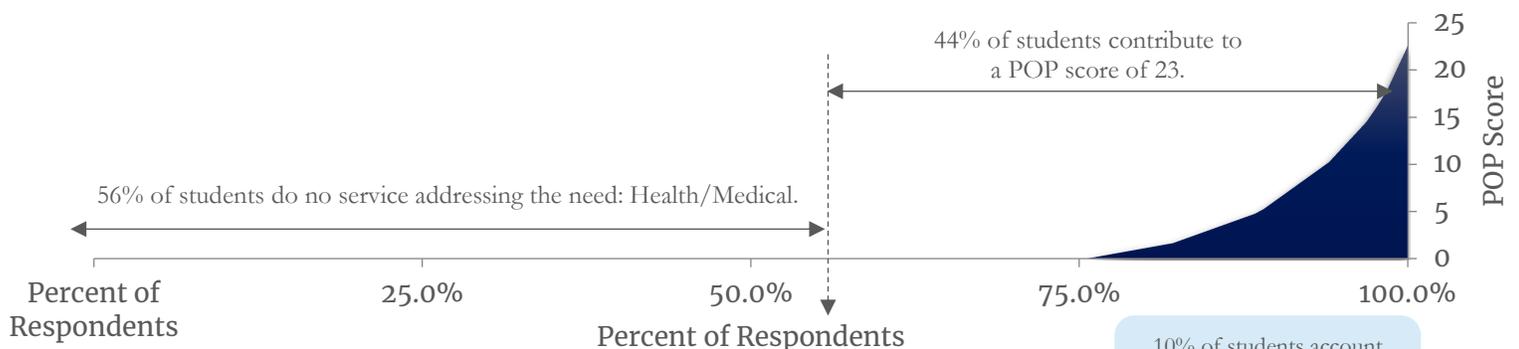
### With what frequency?



### With what depth?



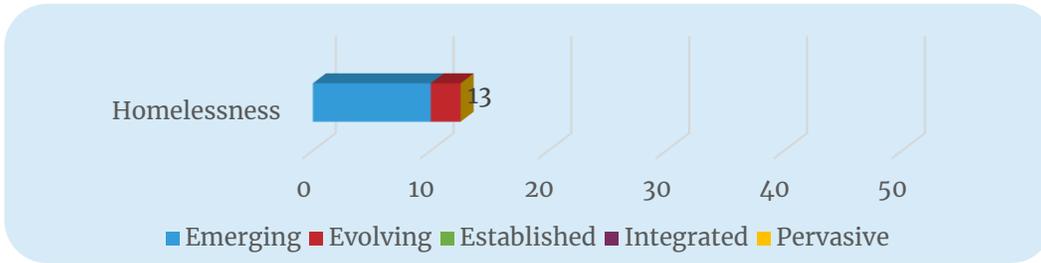
## Capacity Contribution: Health/Medical



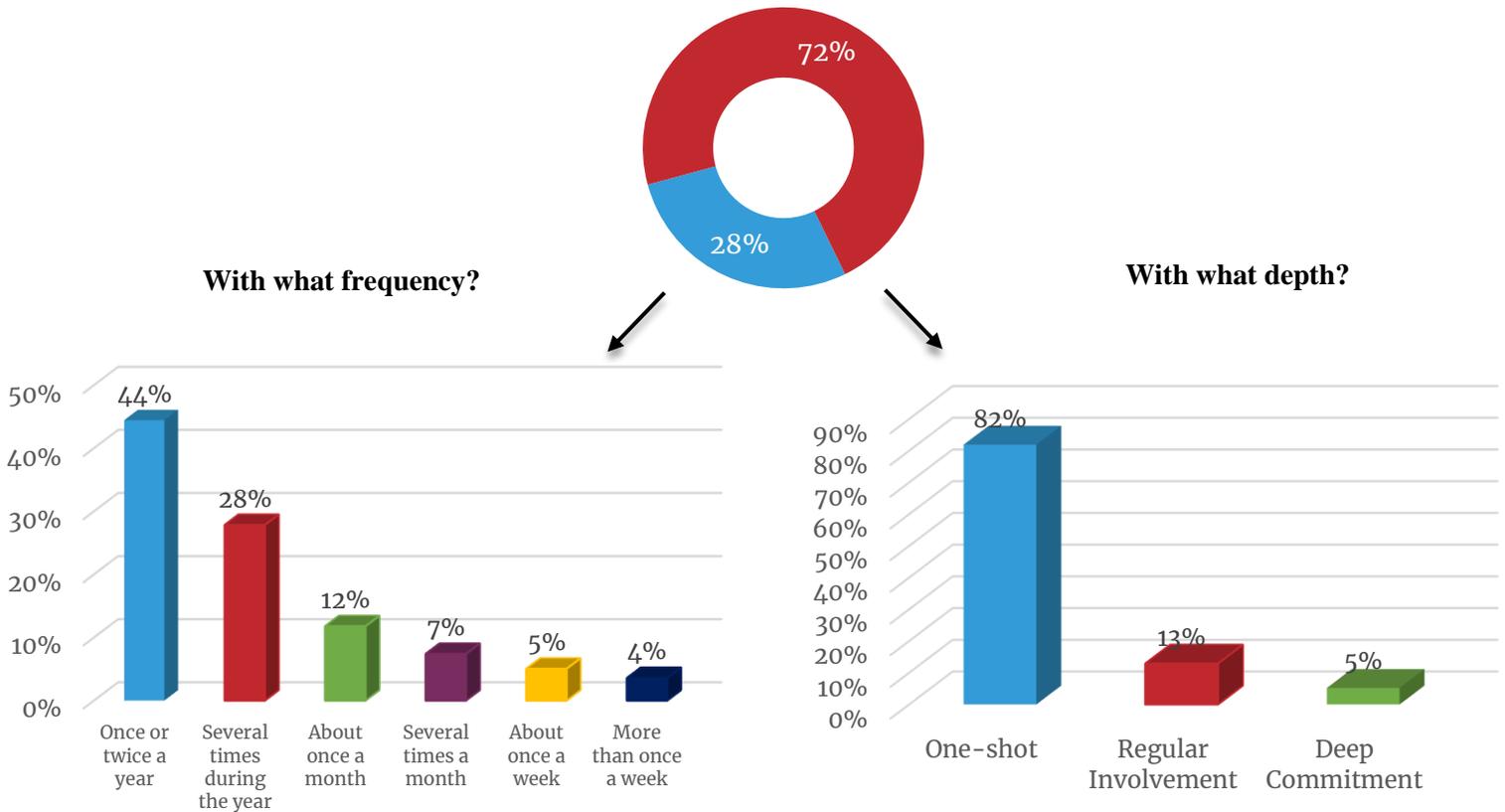
# HOMELESSNESS/HOUSING

POP Score

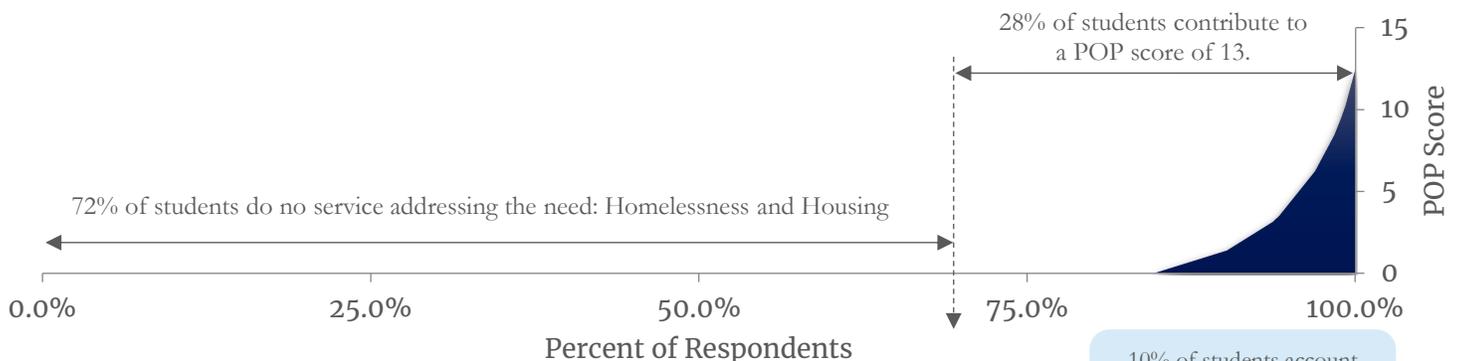
13



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



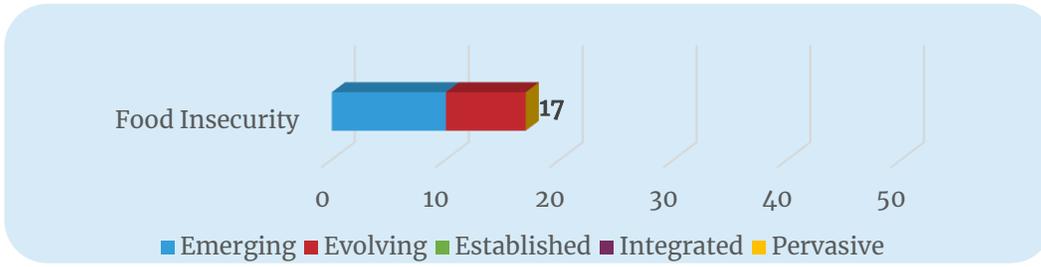
## Capacity Contribution: Homelessness/Housing



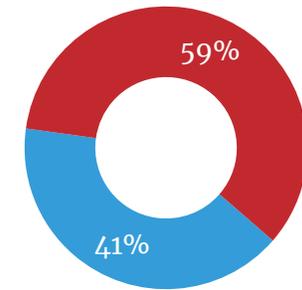
# FOOD INSECURITY/NUTRITION

POP Score

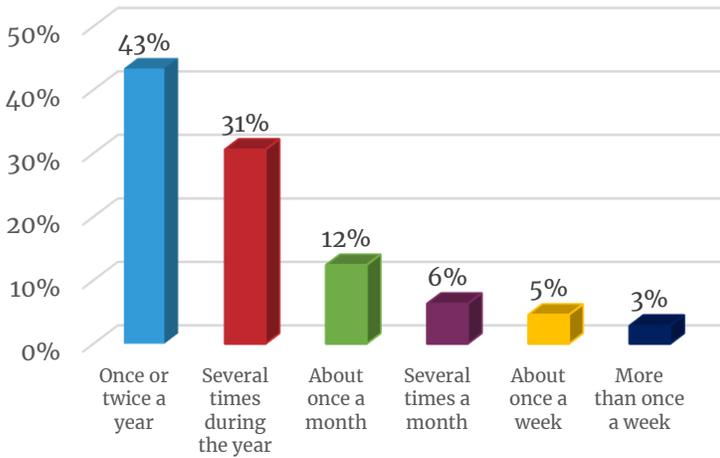
17



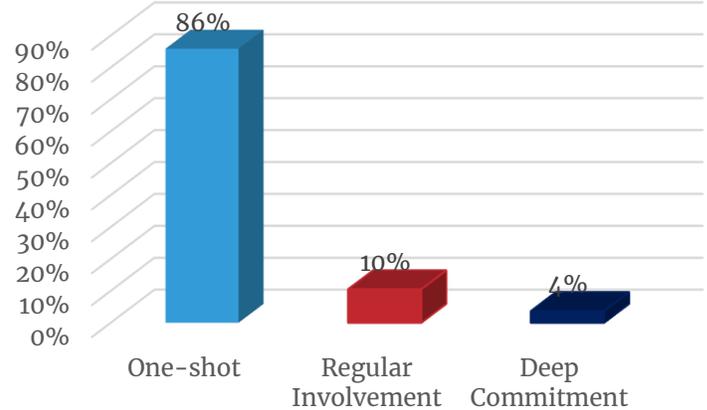
## Do you participate in service addressing food insecurity and nutrition?



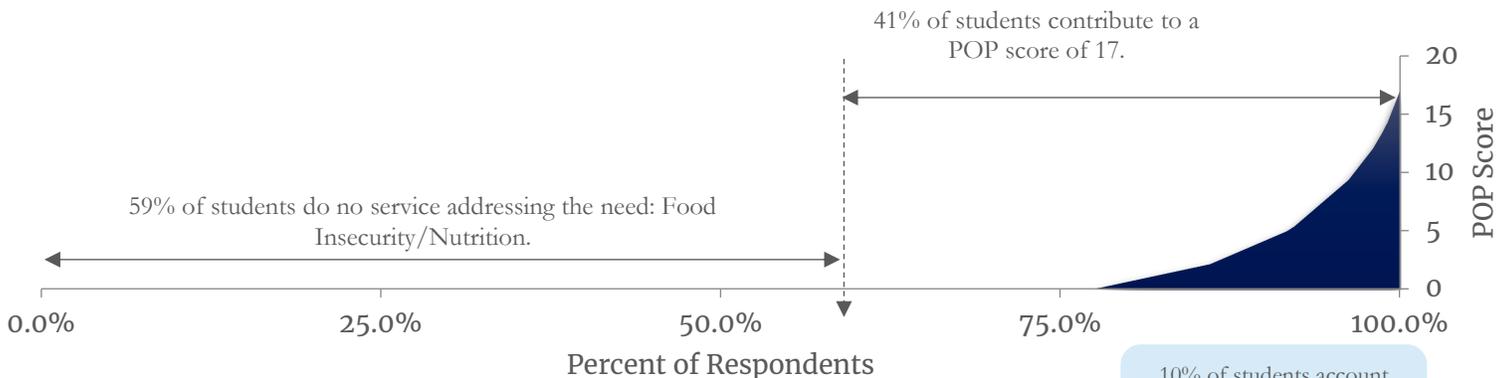
With what frequency?



With what depth?



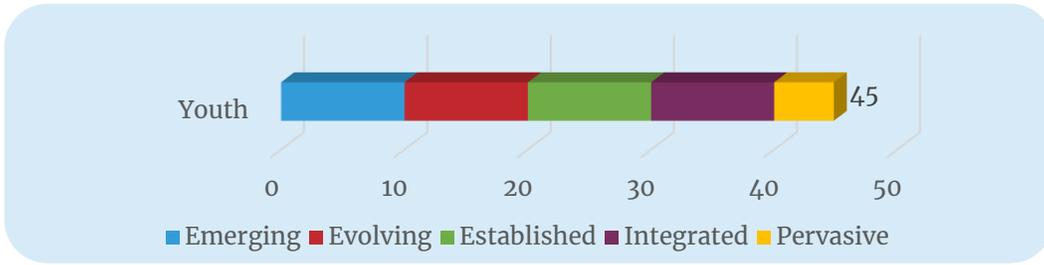
## Capacity Contribution: Food Insecurity/Nutrition



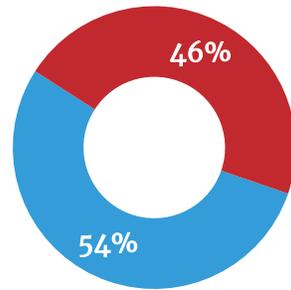
# YOUTH DEVELOPMENT

POP Score

45

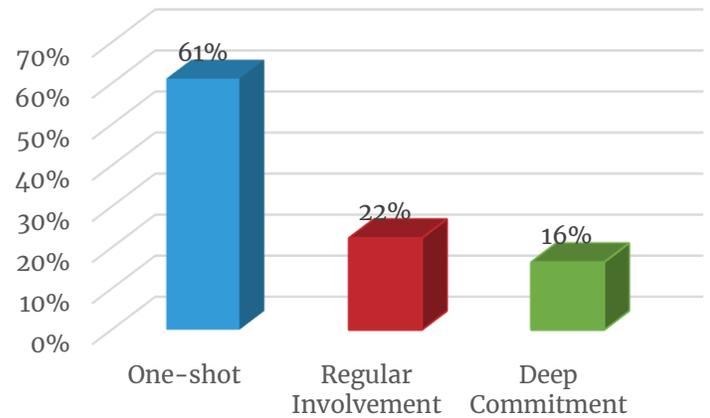
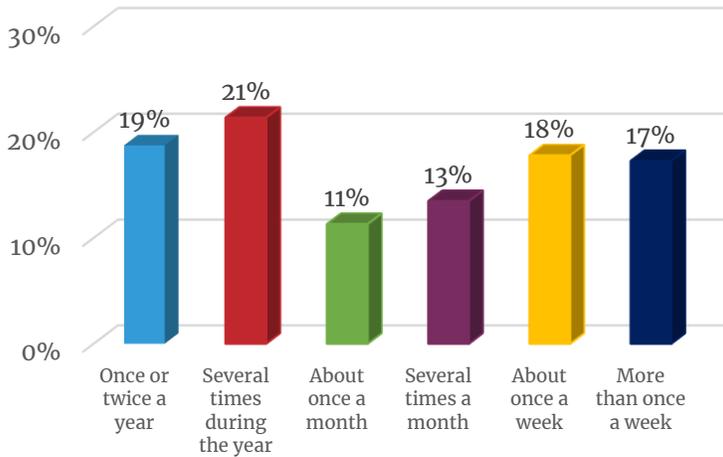


## Do you participate in service addressing youth concerns?

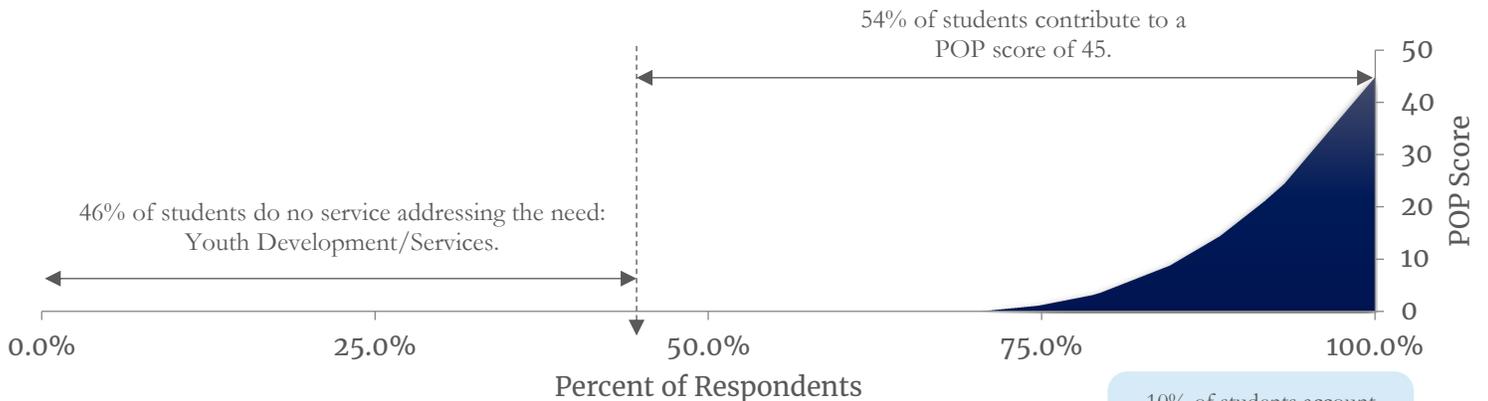


With what frequency?

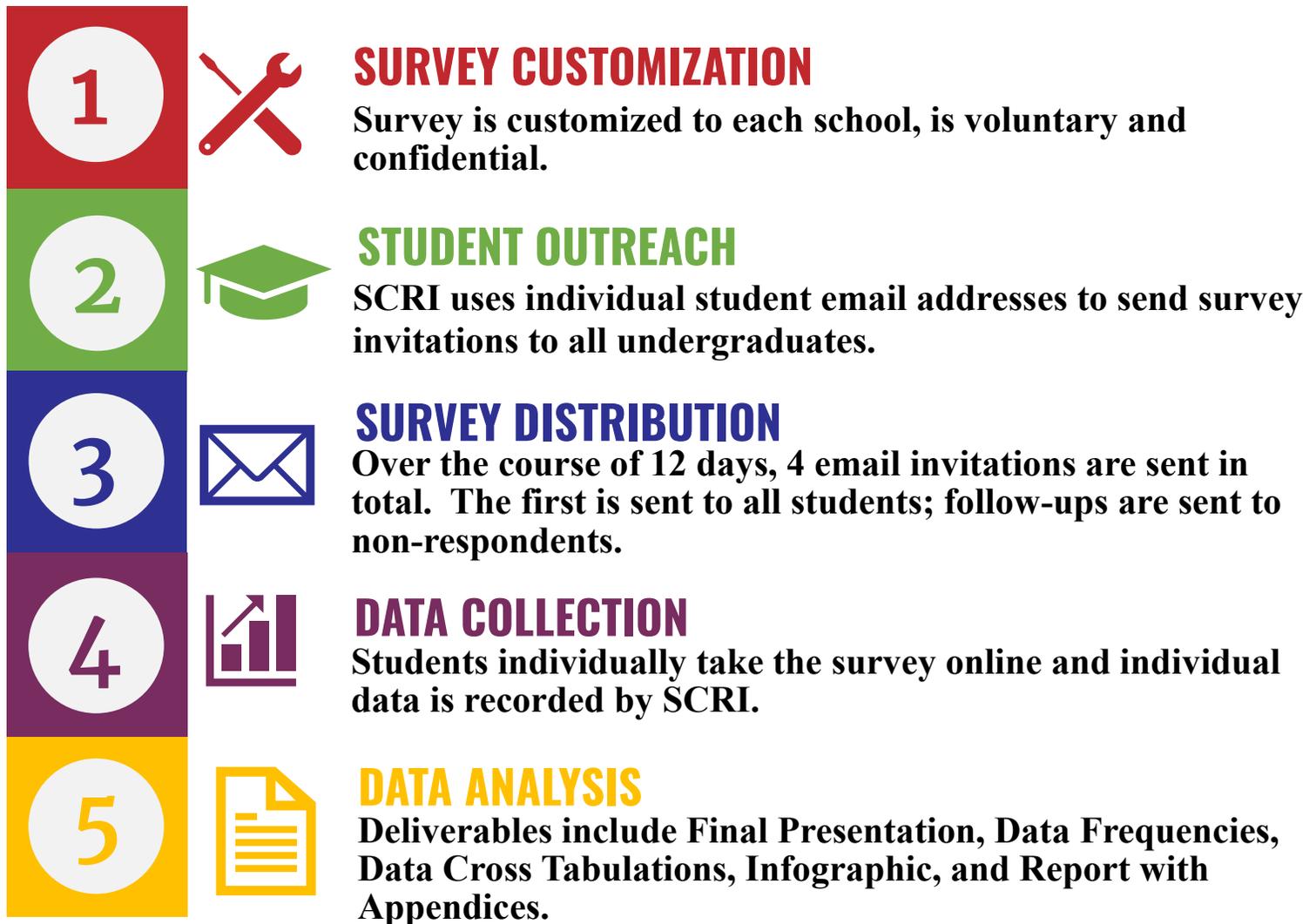
With what depth?



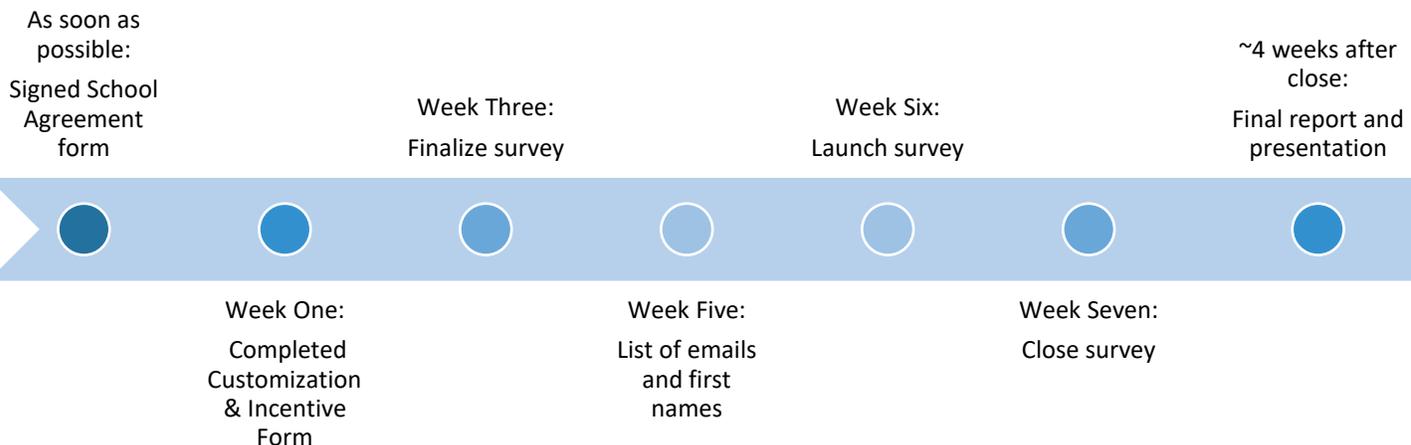
## Capacity Contribution: Youth Development/Services



# NASCE ADMINISTRATION

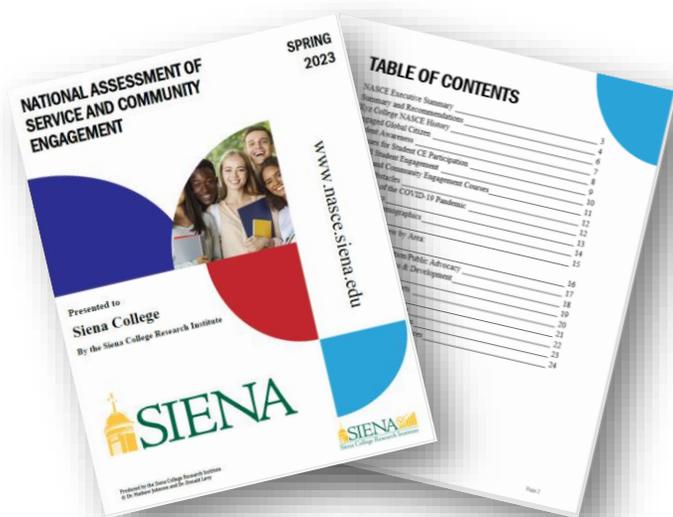


## Timeline



# DELIVERABLES

- Presentation of the data
- Crosstabulations
- Frequencies
- Full report (with Appendices)
- Infographic



## Pricing

| Enrollment   | NASCE Core | Core +1 Module | Core +2 Modules | Core +3 Modules |
|--------------|------------|----------------|-----------------|-----------------|
| <2,000       | \$2,000    | \$2,750        | \$3,500         | \$4,250         |
| 2,000-4,999  | \$3,000    | \$4,250        | \$5,500         | \$6,750         |
| 5,000-10,000 | \$4,000    | \$5,500        | \$7,000         | \$8,500         |
| >10,000      | \$5,000    | \$6,750        | \$8,500         | \$10,250        |