

National Assessment of Service and Community Engagement (NASCE) 2015 summary

The Office of Institutional Research and Assessment (OIRA) recently completed the administration of the National Assessment of Service and Community Engagement (NASCE) survey to help Oakland University (OU) assess their community engagement and service learning opportunities and activities.

In order to reach as many undergraduate students as possible to take the survey, OIRA partnered with the Center for Student Activities and Leadership Development (CSA). The CSA provided support through student volunteers, event coordination at the OC, marketing material distribution and strategic planning to administer the survey. Through our combined efforts, 2,491 students (16% of the total undergraduate population) was surveyed.

The results of the NASCE were revealing regarding student attitudes and perceptions of service learning at OU. In addition to the results that are available in the comprehensive NASCE results report provided by Siena University, several recommendations are also made. Per the final report, 33% of OU students participate in some type of service learning. Students who report they do not participate in service learning are primarily commuters (71%), are not members of an academic student club or organization (79%) and work 20 or more hours per week (69%). This information is helpful in determining future strategies to implement the recommendation to incorporate student learning and work opportunities as well as incorporate creative solutions to engage working and commuter students.

In addition to the results, a Percentage of Possible (POP) score for OU has been generated by the Siena Research Institute. The POP score represents opportunities available, number, and depth of service by OU students. (Details on the calculation of the POP score can be seen in Appendices 1 and 2 of the NASCE report.

One particular area that could be developed is the use of service learning as part of required course work. Only 19% of students report having participated in service learning as part of a course at OU and this is a potential untapped resource that per the final report and recommendations, could significantly improve not only participation but awareness of service learning opportunities on campus. Integrating service learning in to more courses would increase participation of a large portion of OU students in some capacity, resulting in an improvement in the Percentage of Possible (POP) score.

One finding and recommendation that was persistent across all students was the awareness of opportunities for service learning. NASCE results recommend that communication begin in the classroom and with 54% of students reporting this is where they heard of opportunities, this is again – a resource that could be developed to encourage service learning at OU.

May 26, 2015

Office of Institutional Research and Assessment
Cassandra Barragan, Ph.D.

2015 National Assessment of Service and Community Engagement (NASCE)

Presented to Oakland University
By the Siena College Research Institute (SRI)
May 1, 2015



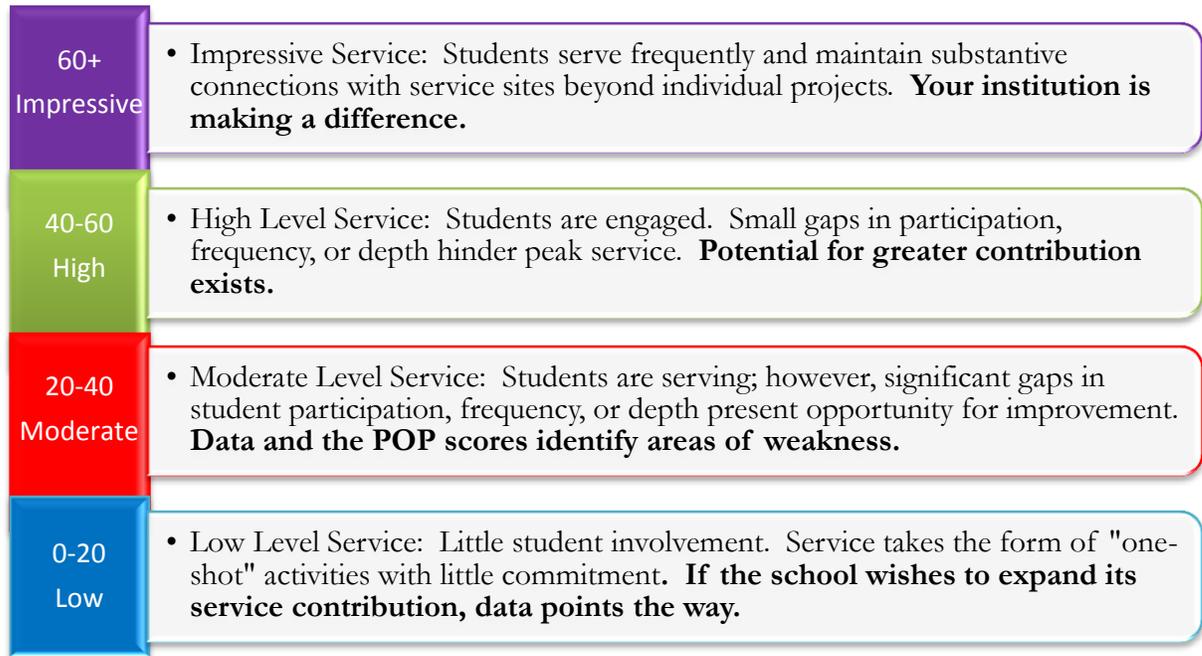
515 Loudon Road
Loudonville, NY 12211

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Guide to Your *NASCE* Report

1. 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.



A more complete explanation of POP score development and interpretation can be found in Appendices 1 and 2.

2. The NASCE also gives you a visual measure of students' Capacity Contribution. The graphic, found in the overview and in each individual need area breakdown (pages 6-15) represents the cumulative percent of the total service score across your student population. A severe curve points to disproportional service by a select few students while a line approaching flat indicates equal participation among those students who serve, a "culture of service". Additionally, the Capacity Contribution curve shows the percentage of students not involved in service.
3. The report highlights frequency data for service performed, and attitudes towards service on pages 16-22. Comparative POP Scores to similar institutions is included on Page 23.
4. A general summary and recommendations informed by the data are available on page 24 and additional analysis of certain customized questions is included as Appendix 5.

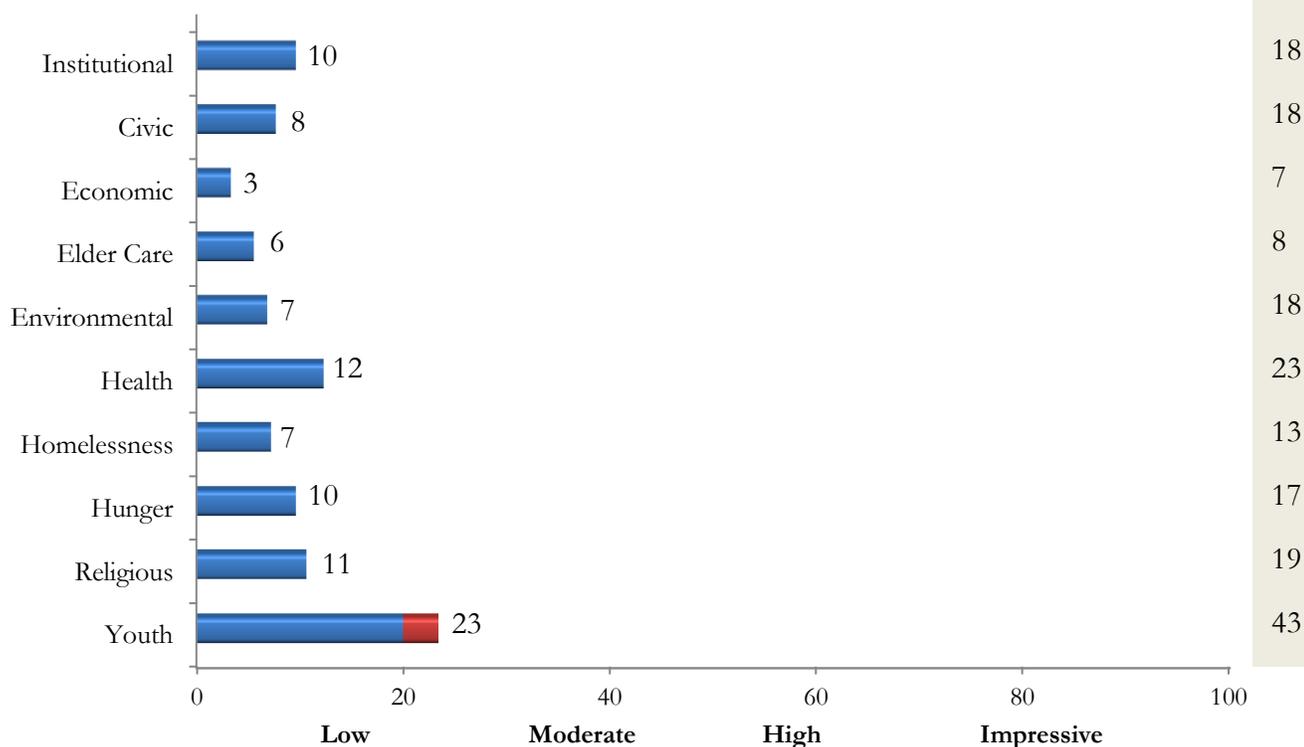
All data cross tabulated by multiple student demographics is attached as a separate document.

2015 *NASCE* Quick Facts¹

Oakland University

	<u>OU</u>	<u>SAMPLE</u>
Percentage of Students Reporting Service in College	33%	49%
Percentage of Students Reporting Service Prior to College	81%	87%
Change from High School (percentage points)	48	38

POP Scores



18
18
7
8
18
23
13
17
19
43

Student Opinions (Agree or Strongly Agree):

Overall, I would say that Oakland University promotes community service among the student body.	70%	85%
I think the college does an appropriate job of informing students of all the ways they can be engaged in the community.	65%	74%
Overall, I am satisfied with my personal level of involvement in community service here at Oakland University.	52%	60%

¹ The column labeled "Sample" contains data from 38,071 students at colleges and universities from 2009-2014. The economic data reflects only 35,090 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 University students are excluded from this data.

Piloted in 2006 and fully implemented in 2009, the National Assessment of Service and Community Engagement (NASCE) has grown over the past 5 years into a widely used and respected assessment tool for measuring and expressing community engagement among U.S. colleges and universities. Today, more than 40,000 undergraduates from nearly 70 distinct institutions across 16 states have completed the NASCE survey. The data continues to be used as a functional and strategic tool, as new participant institutions are incorporating NASCE baseline data into their strategic plans and campus-wide engagement goals. Institutions that have completed their first iteration of the survey and used the data to guide implementations are now re-assessing for the second or third time to measure any and all progress towards their objectives. We are pleased to add Oakland University to our growing list of participants.

While the data and wider literature suggest that we still have a ways to go before high-impact community engagement practices become staples at institutions of higher education, many schools using the NASCE demonstrate quantified progress. In order to fulfill our missions to enhance, facilitate, and support community engagement, institutions need data upon which to act, beyond simply logging hours or counting participants. Service should be performed *purposefully* – for this reason, we developed the POP score, a product of students' self-assessed frequency and commitment to each of 9 areas of need. Instead of treating community involvement as hours to be logged, the NASCE's unique measurement is making a significant contribution to the current discourse on undergraduate service by re-conceptualizing community engagement as an expression of an institution's total capacity contribution to its community, to understand how, where and why students are performing service, and how institutions themselves are promoting and facilitating that service among their student bodies.

In February, 2015 Oakland U. administered the NASCE. Two thousand four hundred ninety-one students participated in the survey, representing 16% of OU's total undergraduate enrollment (for implementation details see Appendix 3). These students reported service patterns as detailed through this report.

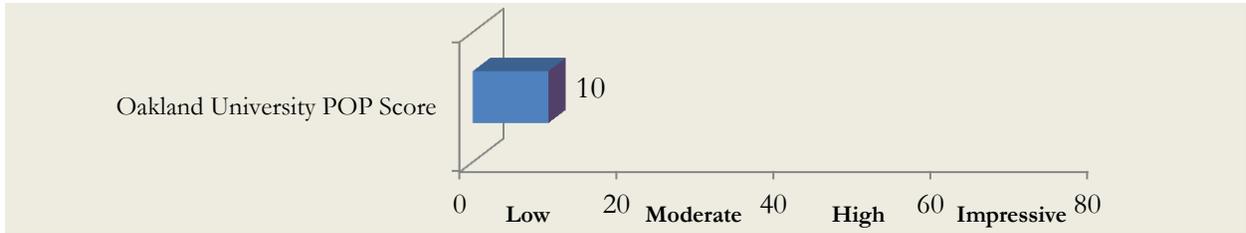
NASCE Quick Facts (on the previous page) offers a brief summary of the survey findings. Thirty-three percent of Oakland University students report participating in some type of service while in college, a decline of 48 percentage points from high school levels. Measured via the NASCE-unique POP score (POP combines service, frequency, and depth into one score), Oakland University demonstrates moderate service addressing Youth needs, and low service addressing the remaining eight areas. When compared to scores from 38,071 college students collected from 2009-2014 (see page 5), Oakland University students performed the same or higher than other students in three of nine areas. Overall, 70% of students agree that the college promotes service and 65% agree that Oakland University does a good job at informing the student body of service opportunities, lower than the national average. Seventy percent of students report having a job or internship during their time at OU, significantly higher than the national sample (59%); of those, 88% work more than 10 hours per week (and more than half work more than 20 hours per week). Fifty-two percent of students are satisfied with their personal level of involvement in community service at Oakland, indicating that nearly 5 out of 10 students would like to serve more.

Because Oakland University's NASCE dataset had a disproportionately high number of female respondents (see page 16), we also weighted the data to reflect Oakland University's actual gender distribution of enrolled undergraduate students (59% female, 41% male) and to reflect an equal distribution of students between each undergraduate cohort (25% each). The weighted POP Scores for each area and overall are included on page 16. Comparative data to similar institutions is on page 23, and certain customized data is in Appendix 5.

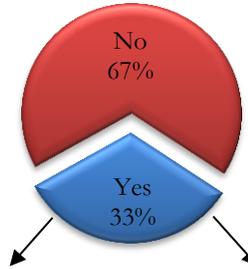
Thank you for participating in the 2014 NASCE. We hope you find the data and analysis in this 2014 NASCE Report helpful in both assessing and understanding service at Oakland University and in your strategic planning process as you move forward. We look forward to continuing to assist you in your efforts to enhance Oakland University's overall community contribution.

Dr. Mathew Johnson and Dr. Don Levy

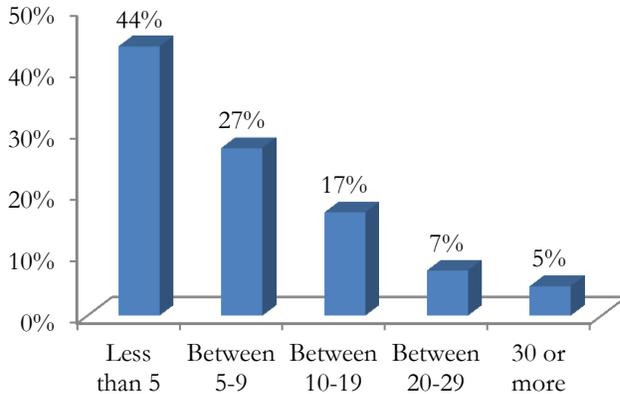
Institutional: All Service / All Areas



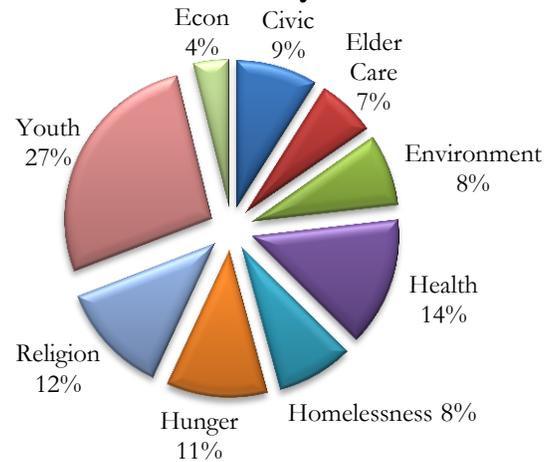
Do you participate in community service here at Oakland University?



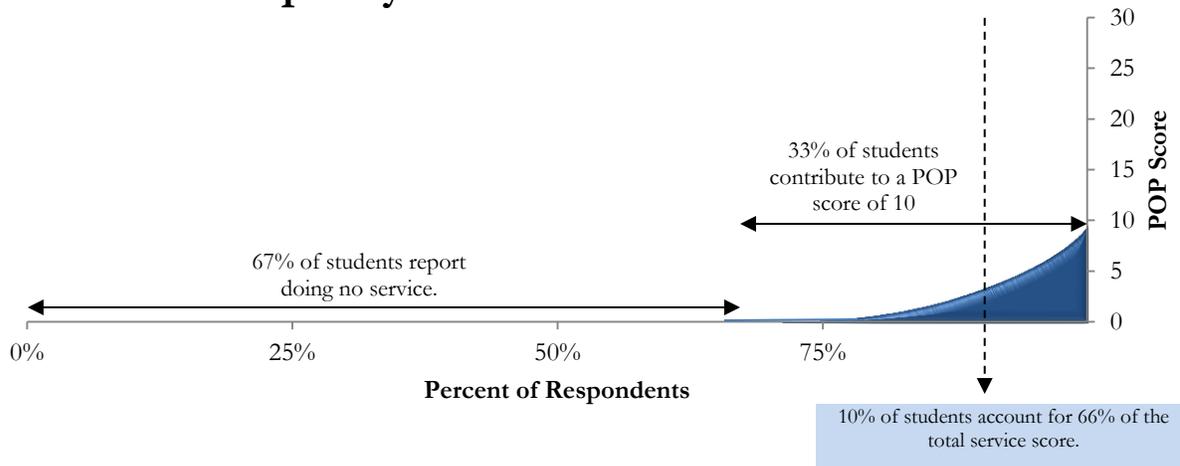
How many hours per month do you engage in community service?



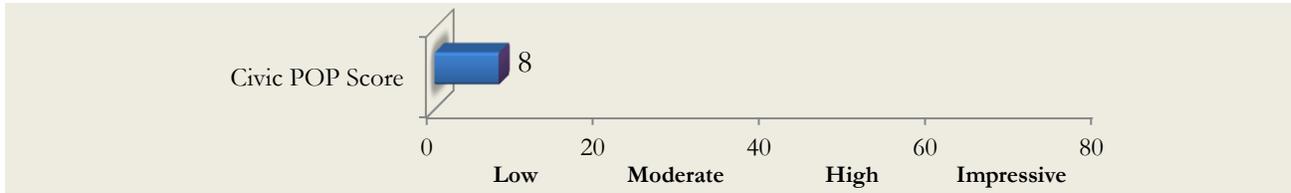
Total Service by Needs Area



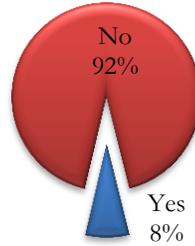
Capacity Contribution: Institutional



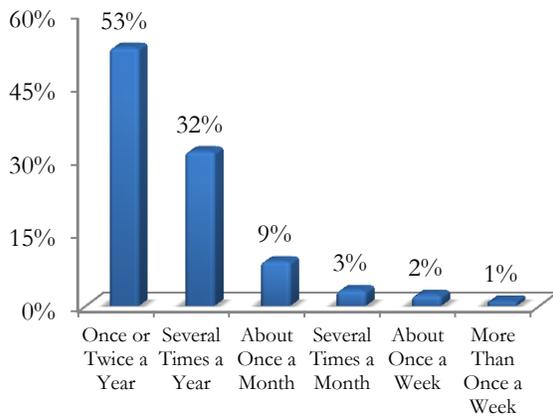
Civic Participation / Public Awareness



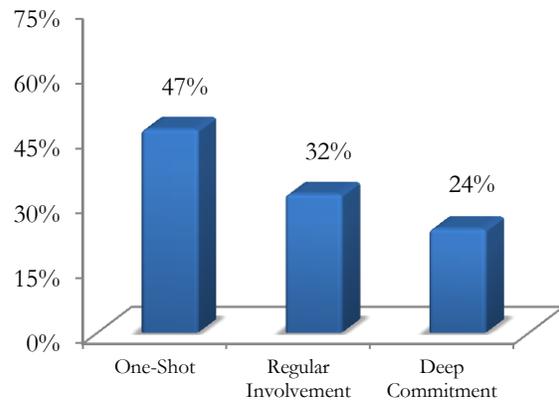
Do you participate in service promoting public awareness or civic participation?



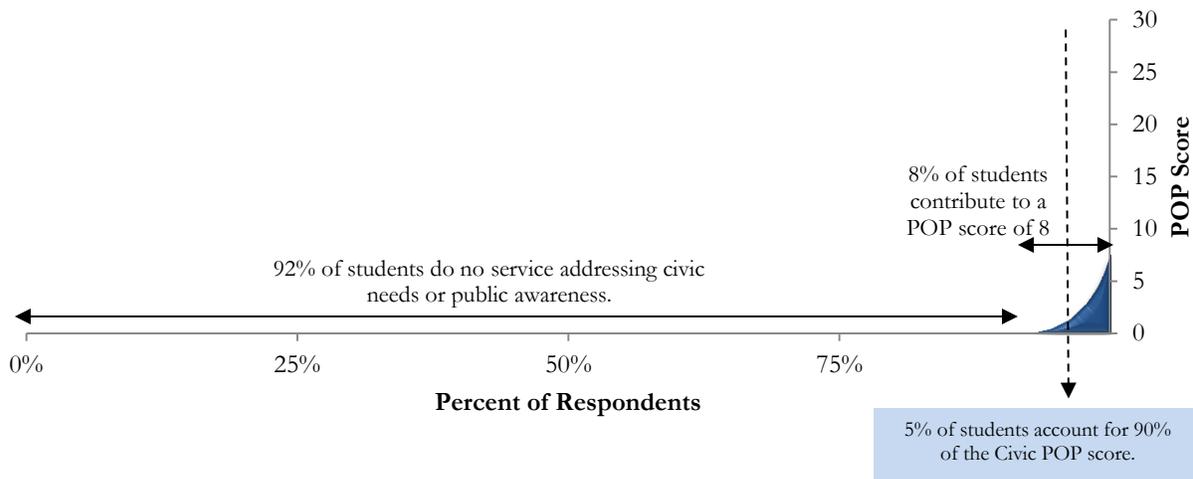
With what frequency?



With what depth?



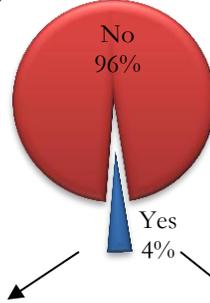
Capacity Contribution: Civic Participation



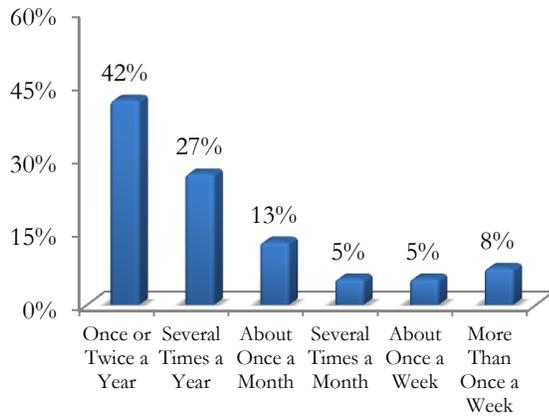
Economic Opportunity



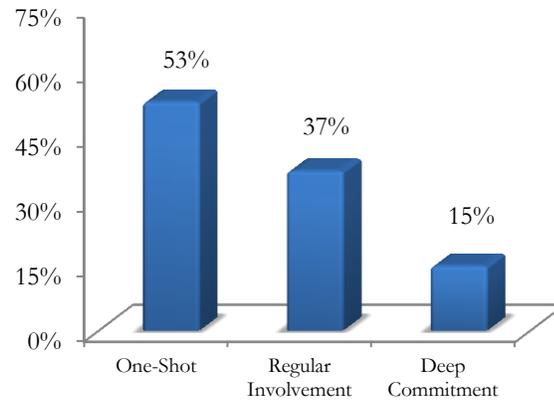
Do you participate in service addressing economic opportunity, access, or development?



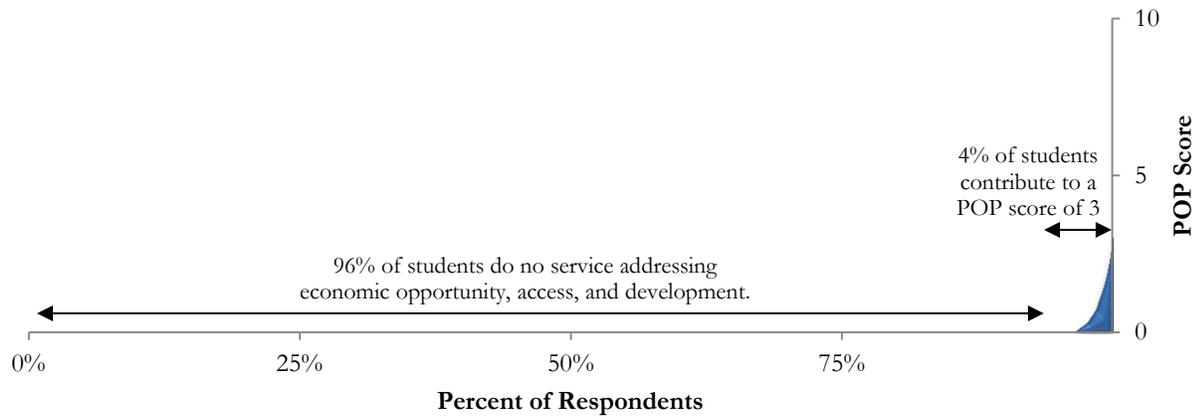
With what frequency?



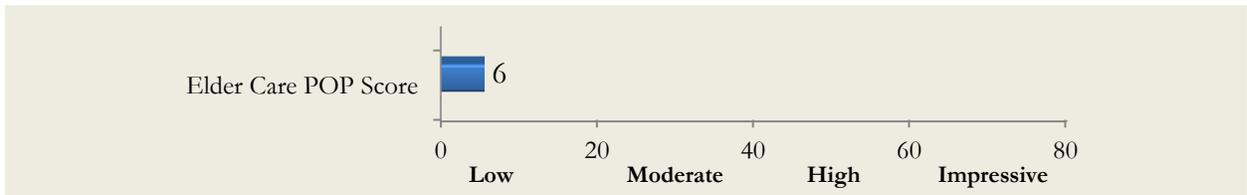
With what depth?



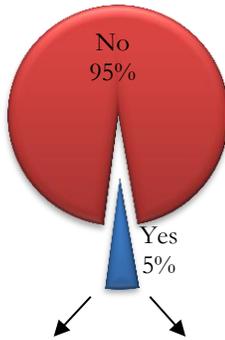
Capacity Contribution: Economic Opportunity



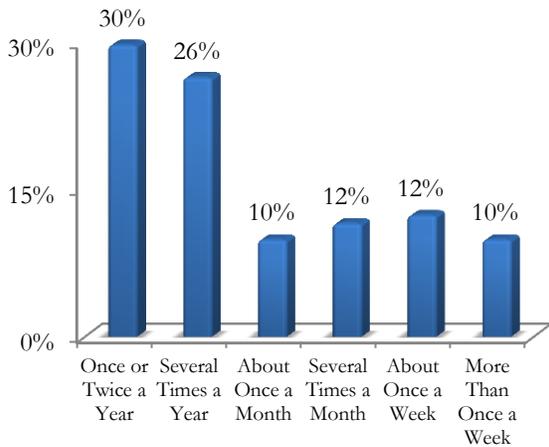
Elder Care



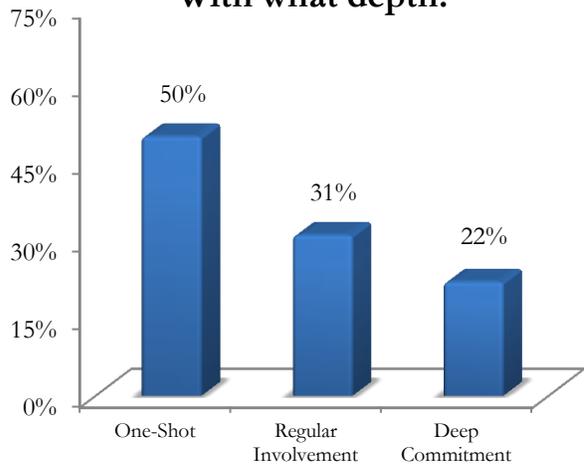
Do you participate in service addressing elder care?



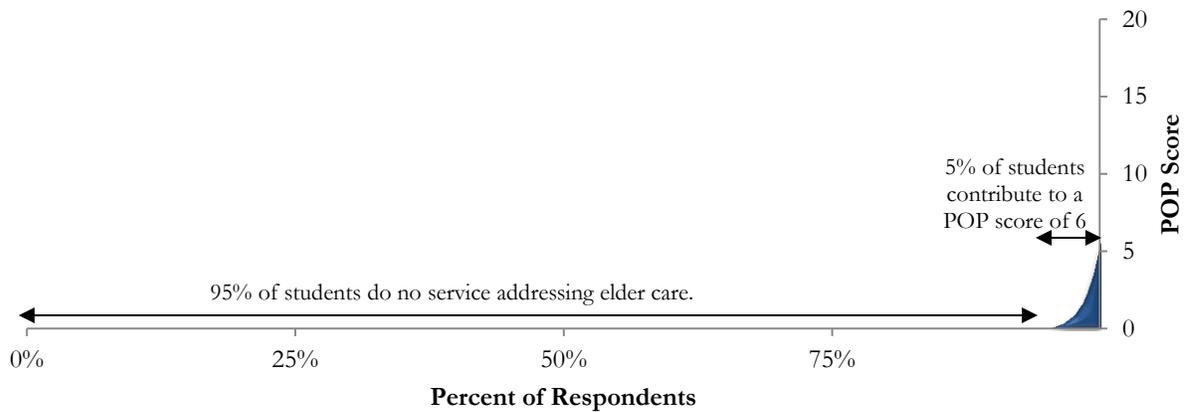
With what frequency?



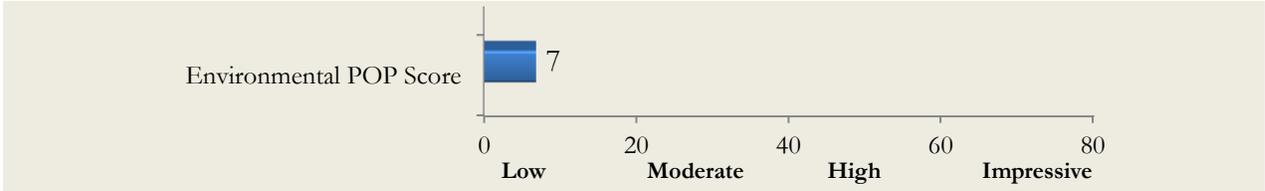
With what depth?



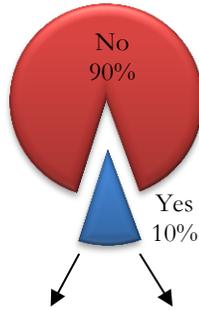
Capacity Contribution: Elder Care



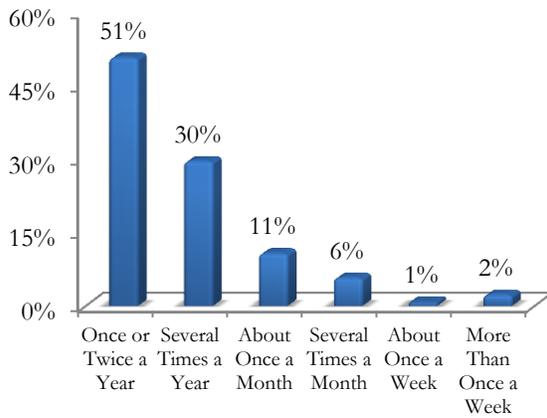
Environmental Efforts



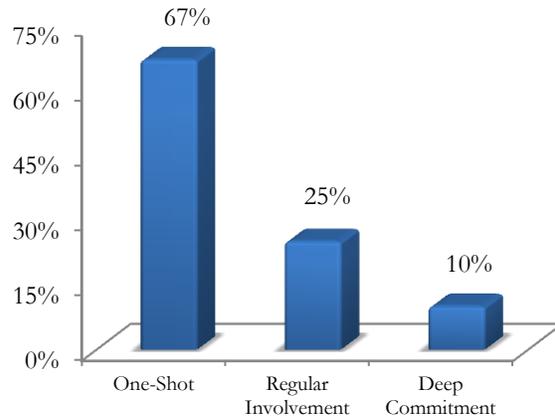
Do you participate in service addressing environmental efforts?



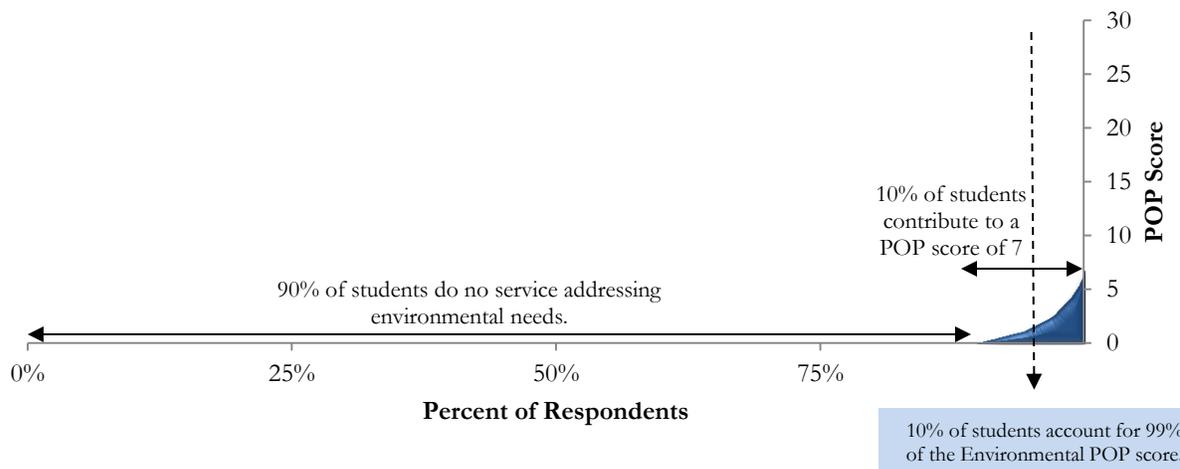
With what frequency?



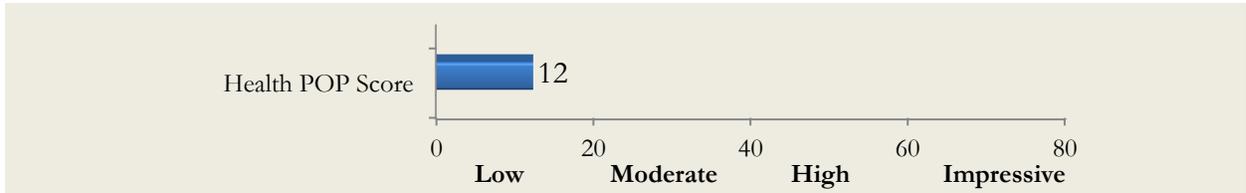
With what depth?



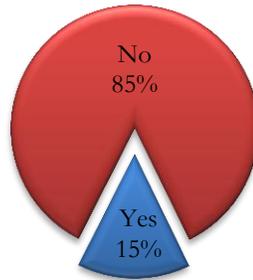
Capacity Contribution: Environmental



Health or Fitness

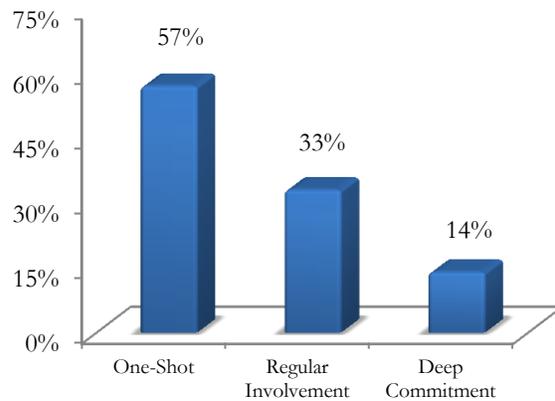
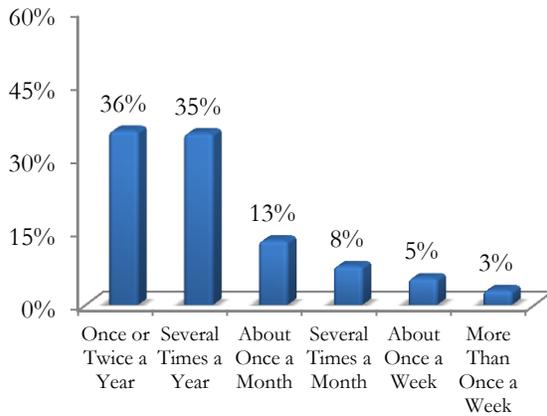


Do you participate in service working to promote health or fitness?

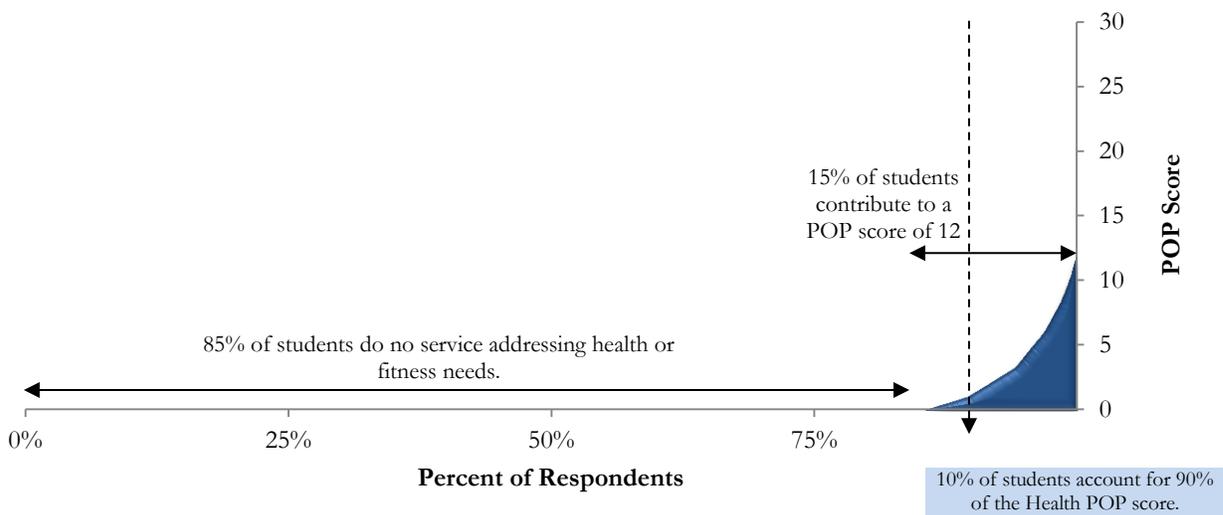


With what frequency?

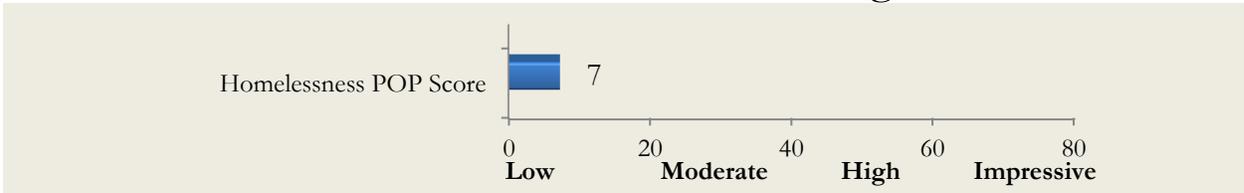
With what depth?



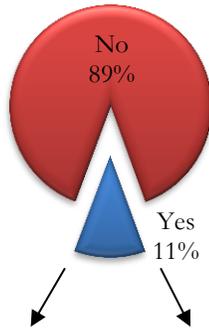
Capacity Contribution: Health



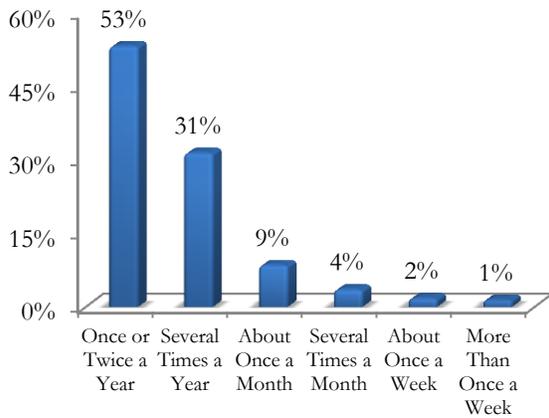
Homelessness or Housing



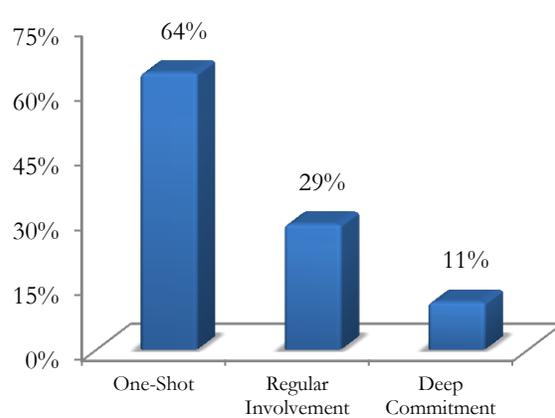
Do you participate in service addressing homelessness or housing?



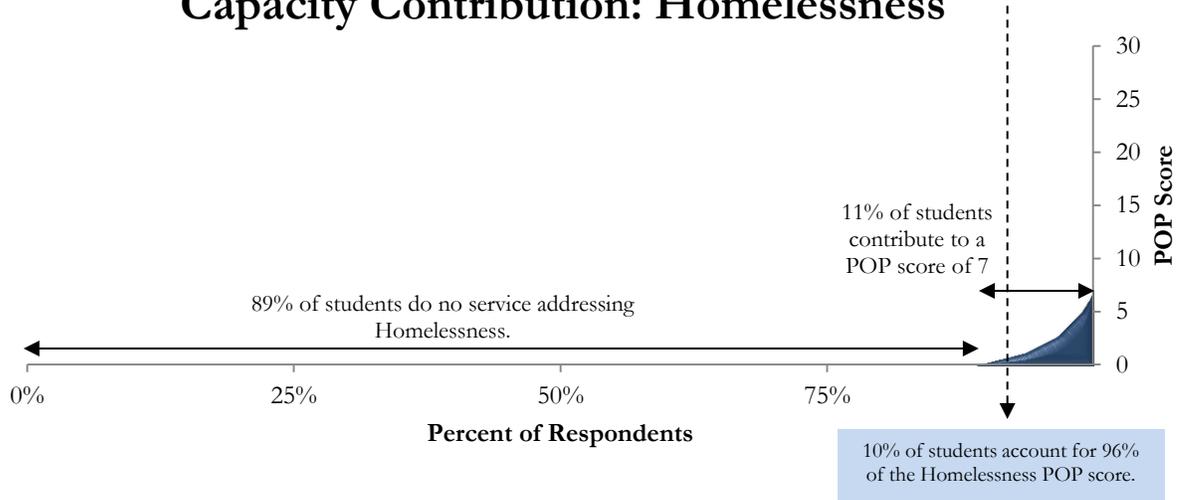
With what frequency?



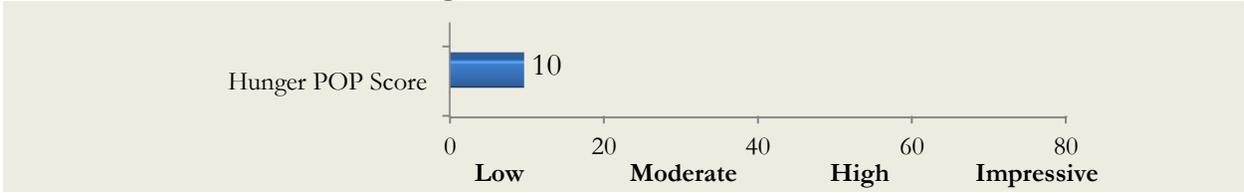
With what depth?



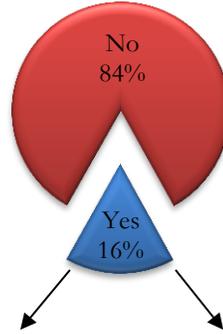
Capacity Contribution: Homelessness



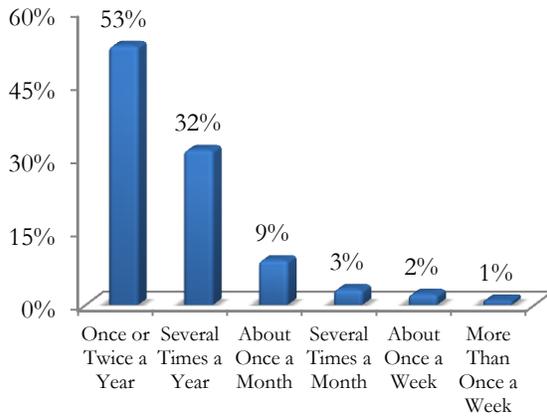
Hunger or Nutrition Issues



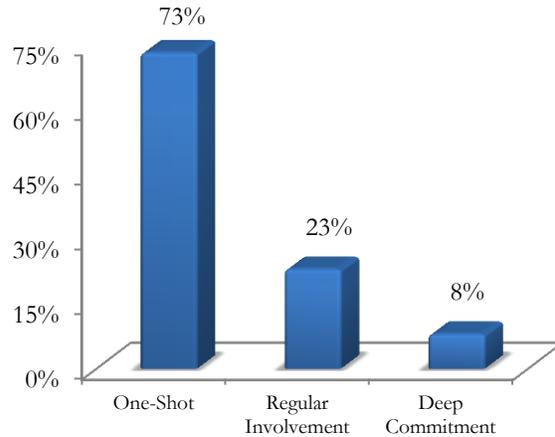
Do you participate in service addressing hunger and nutrition?



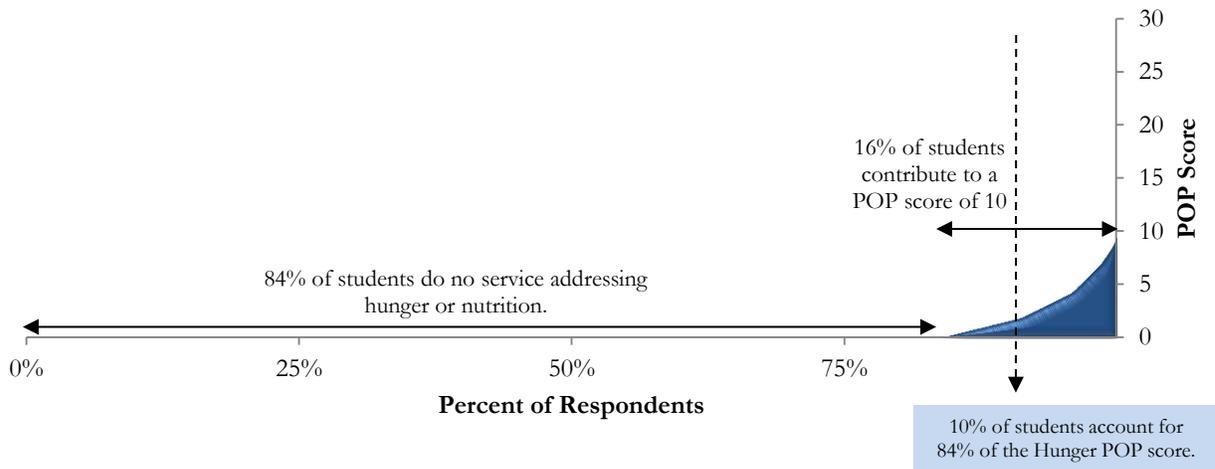
With what frequency?



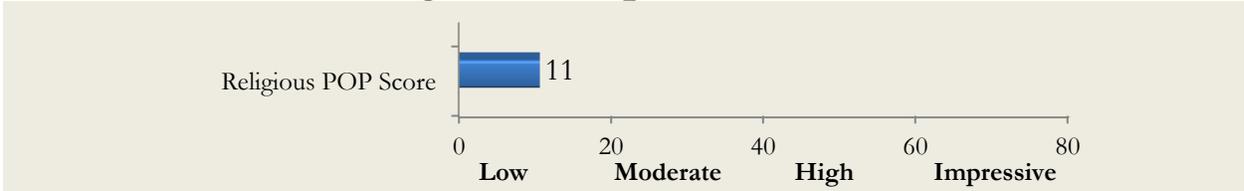
With what depth?



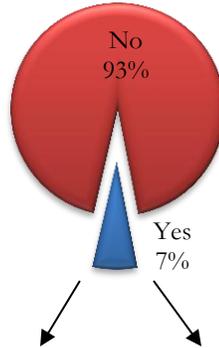
Capacity Contribution: Hunger



Religious or Spiritual Needs

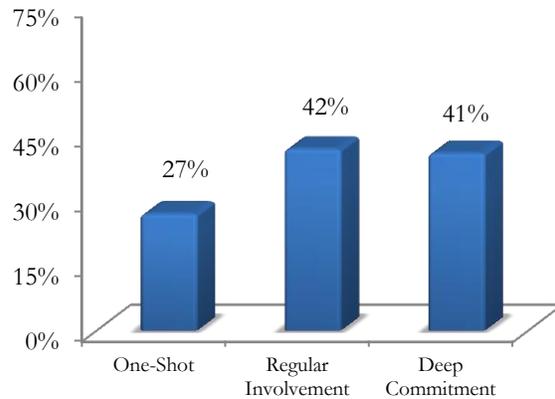
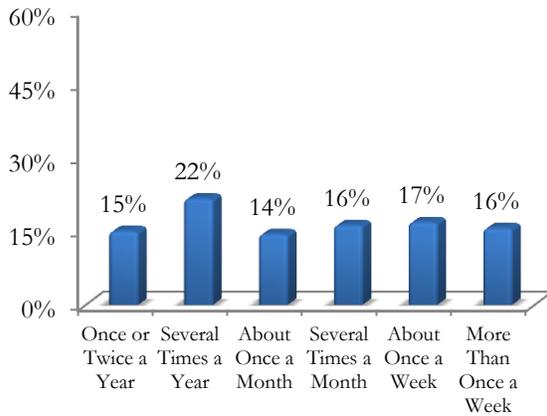


Do you participate in service addressing religious or spiritual needs?

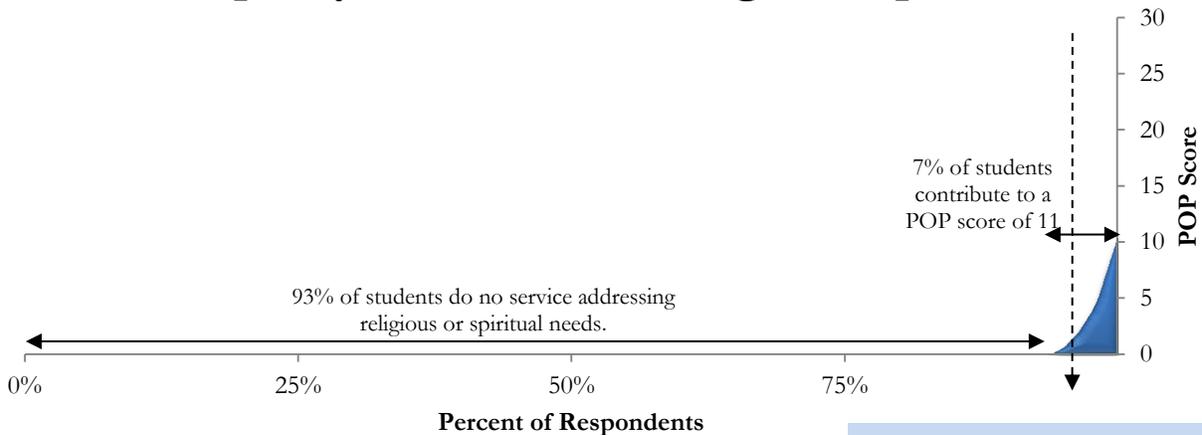


With what frequency?

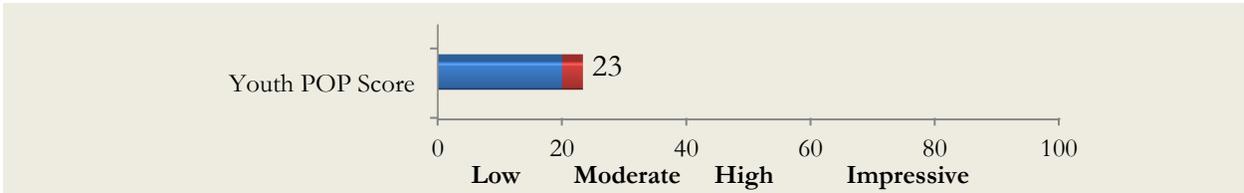
With what depth?



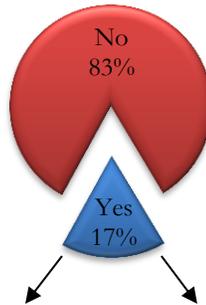
Capacity Contribution: Religious/Spiritual



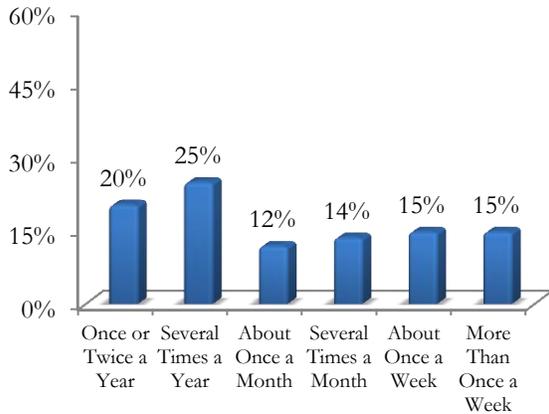
Youth Services



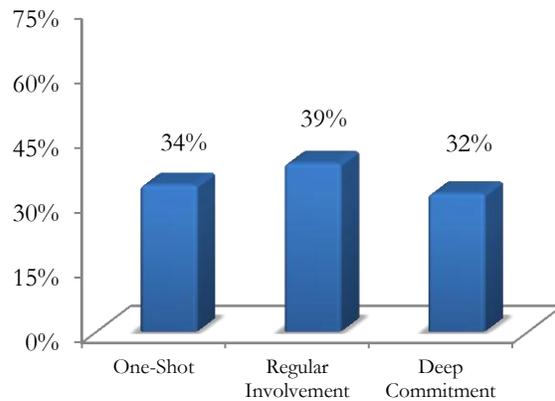
Do you participate in service addressing youth concerns?



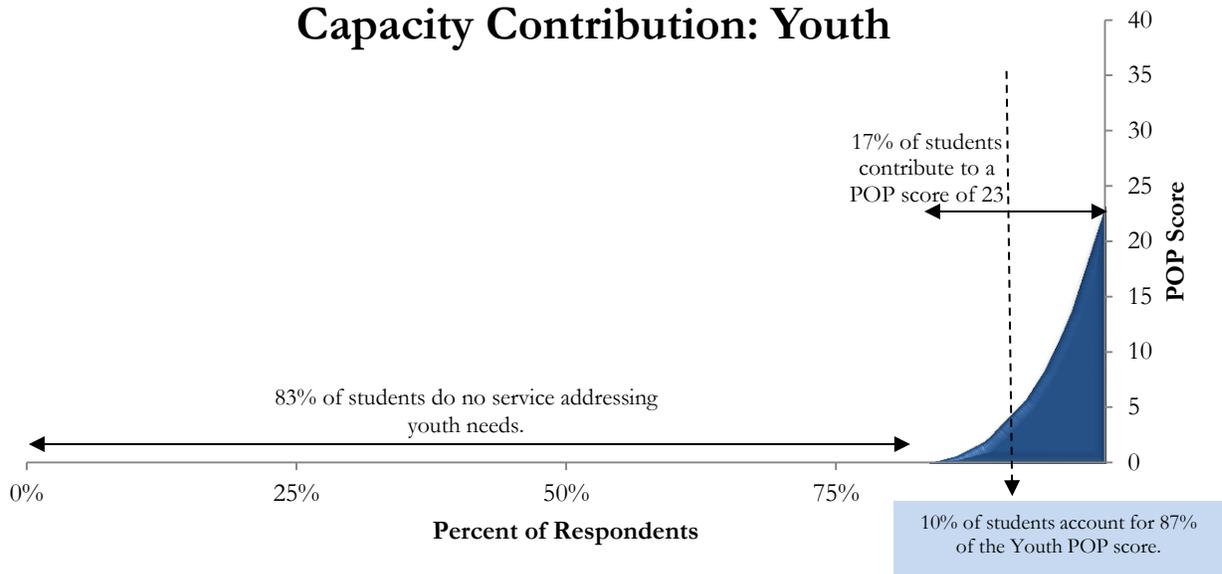
With what frequency?



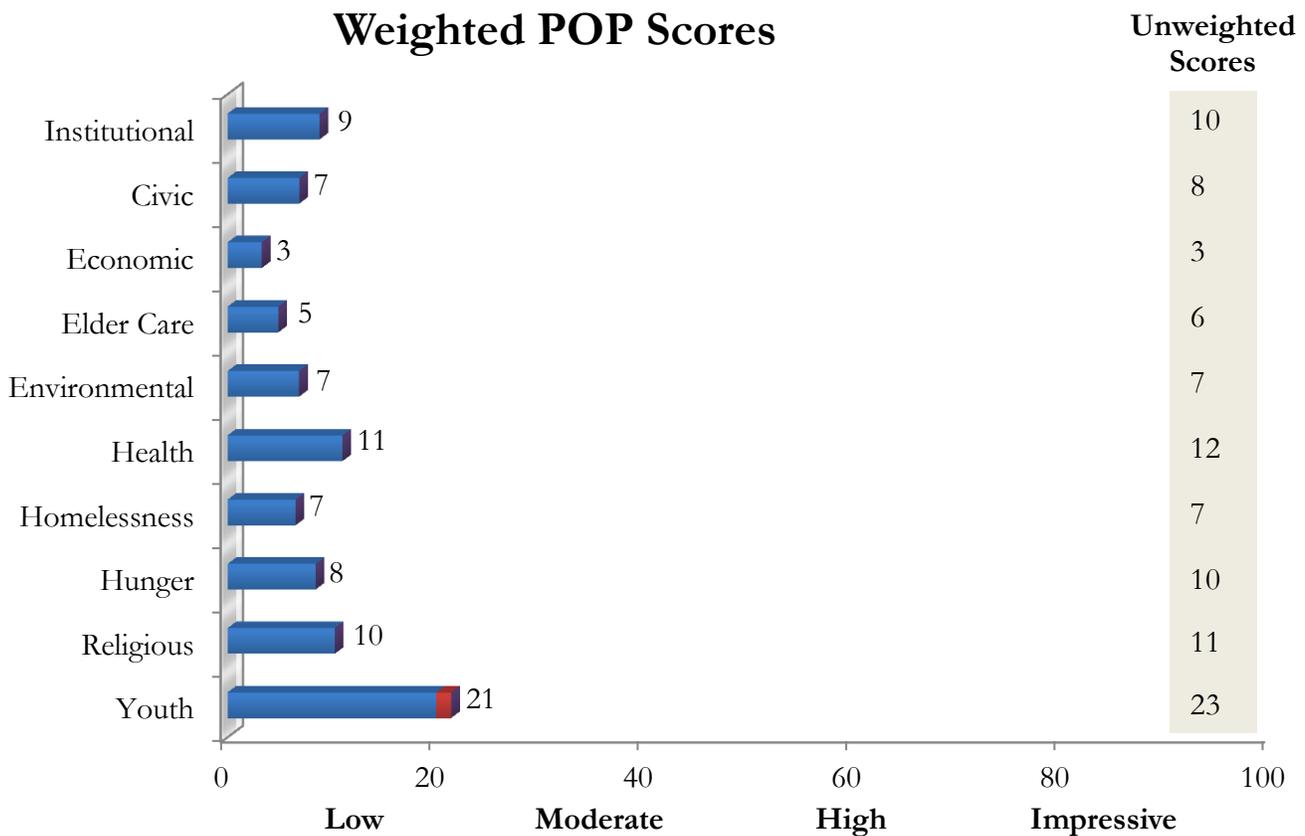
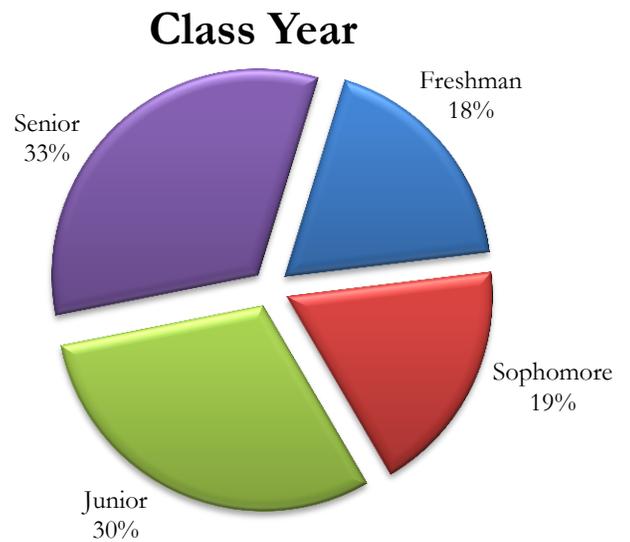
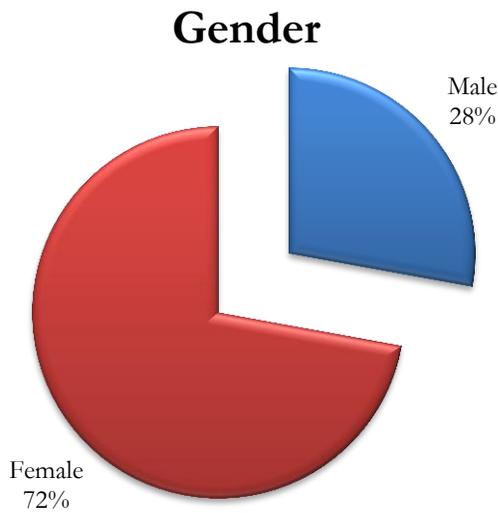
With what depth?



Capacity Contribution: Youth

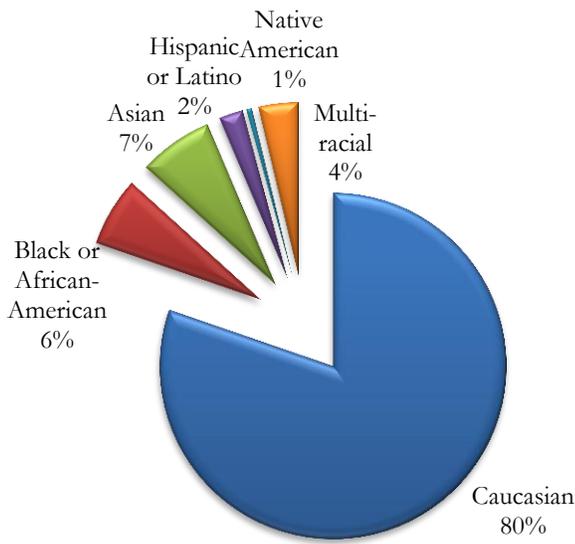


Demographics and Weighted Data

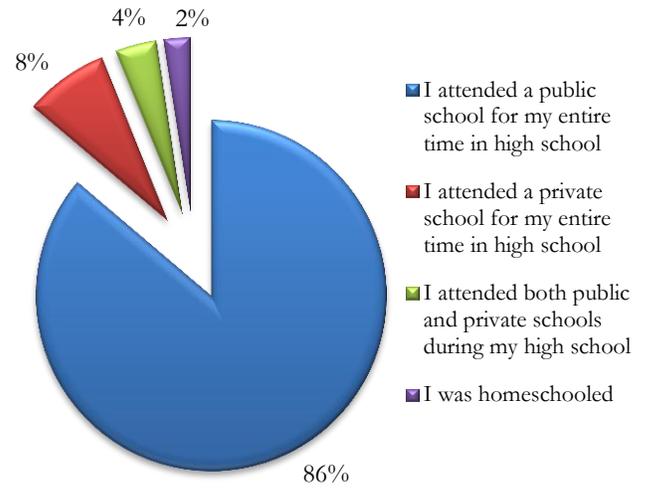


Since the gender distribution in Oakland University’s NASCE dataset had a disproportionately high number of females, in addition to reporting the data as is, we also weighted the data to accurately reflect the gender distribution of Oakland University’s enrolled undergraduate students (59% female and 41% 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. Notably, all nine areas stayed the same or saw a slight decrease in POP Score once weighted

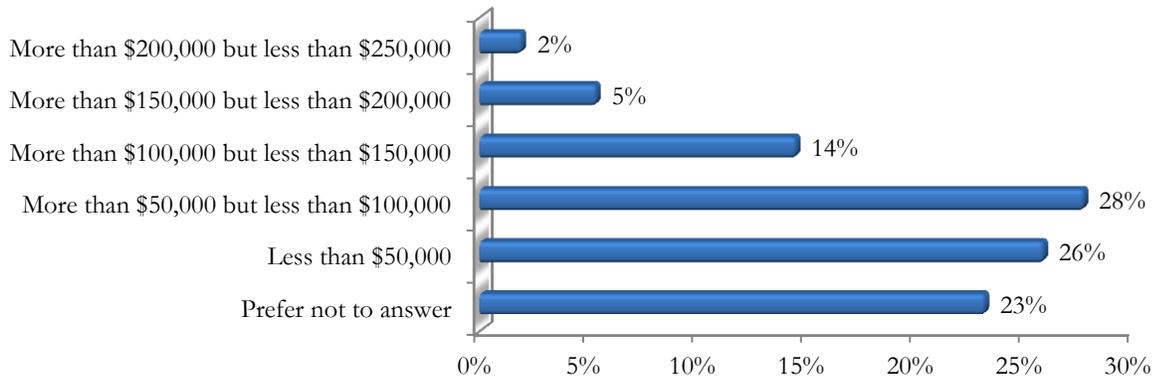
I would describe myself as:



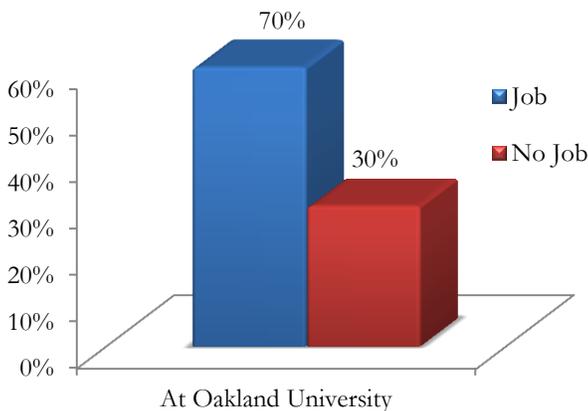
Which of the following best describes your high school experience?



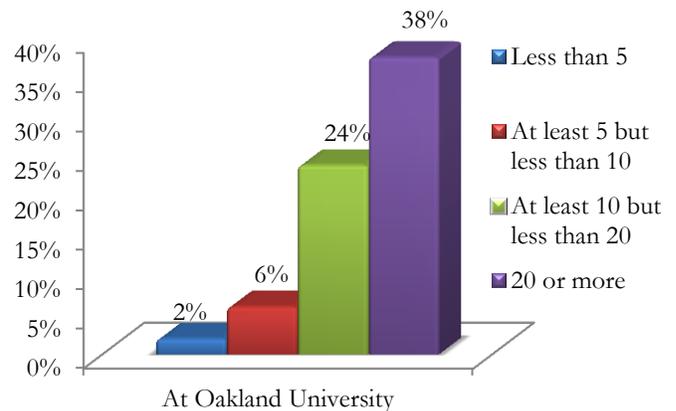
I believe my family's total income last year (2014) was:



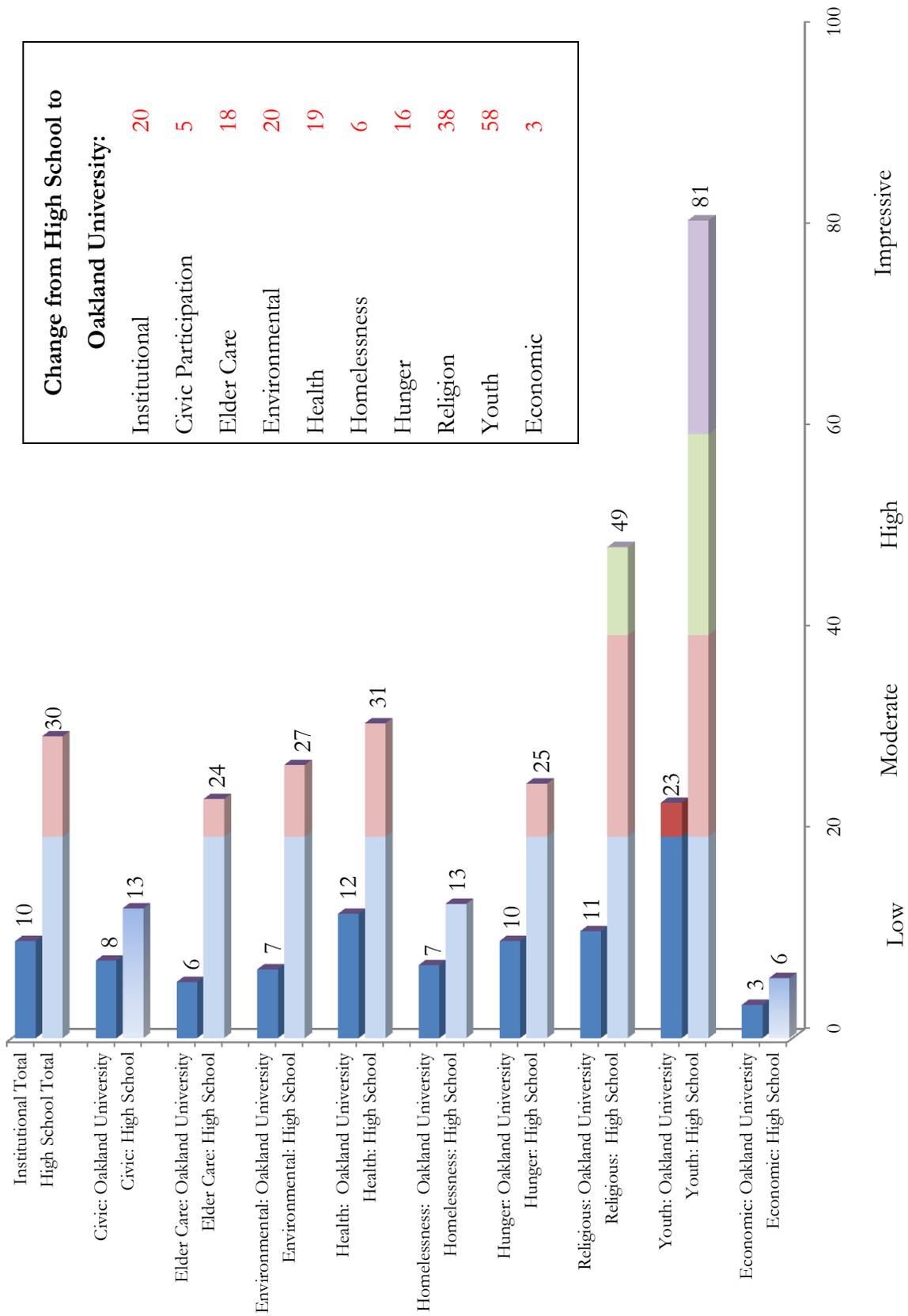
Do you have a job or internship to which you report to during the academic year?



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

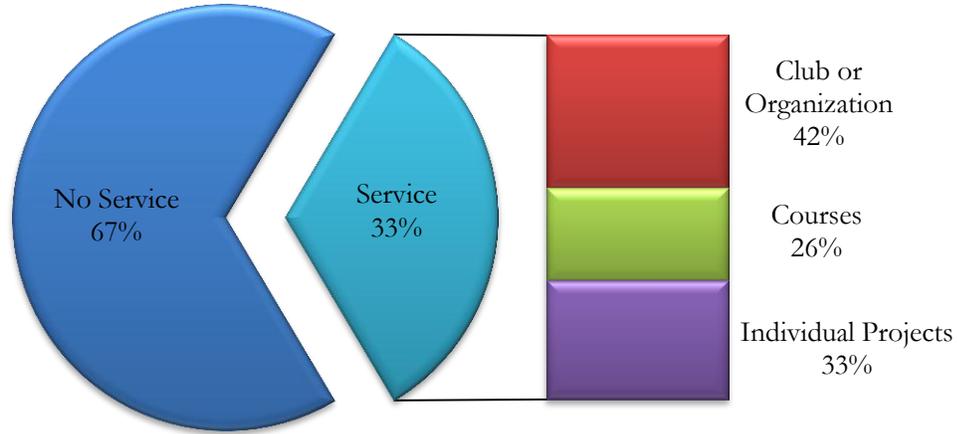


Overall and Area Level POP Scores: Before and at Oakland University



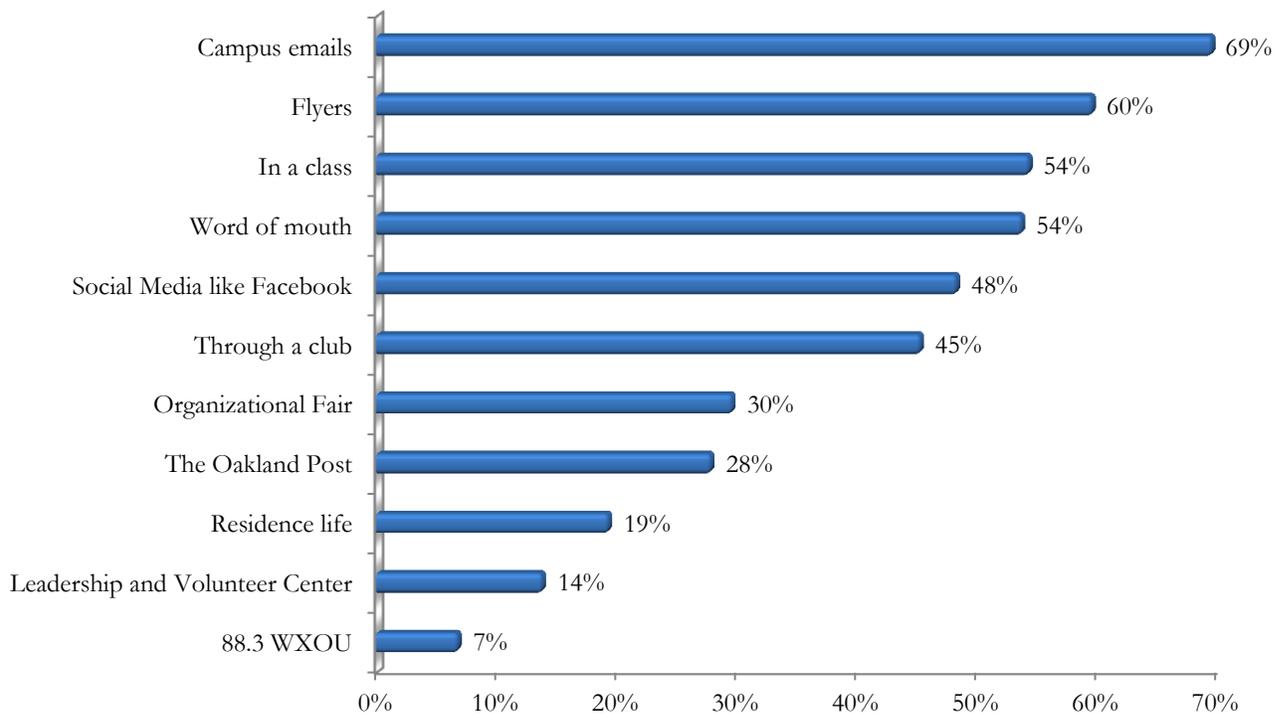
Avenues for Student Service Participation

[Of students who serve] How much of your total service was performed as part of...



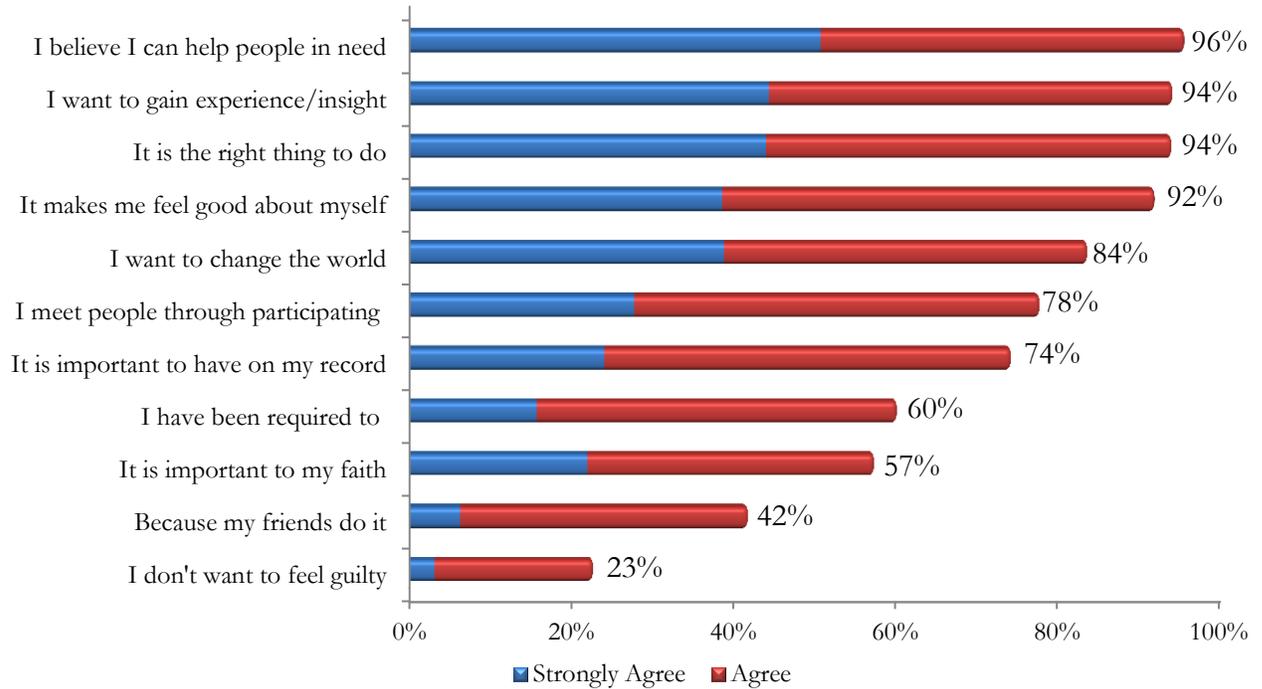
Avenues for Student Service Awareness

How have you heard about service opportunities available here at Oakland University?

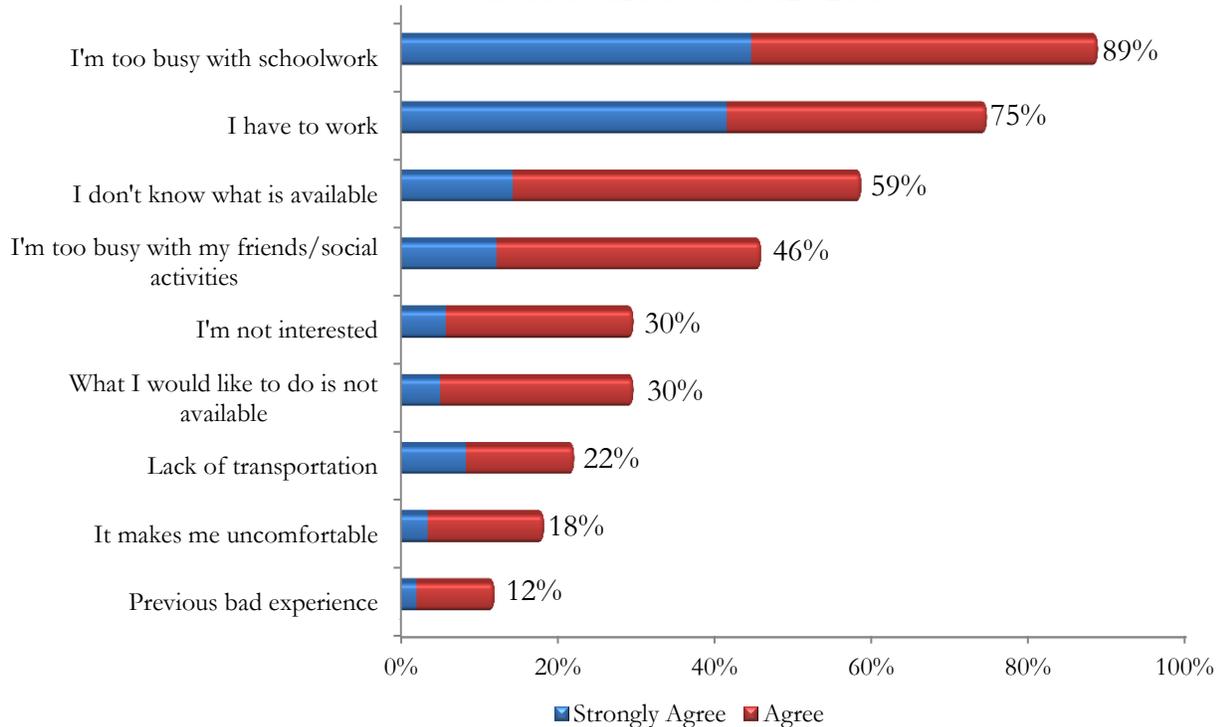


Motivations, Obstacles, and Satisfaction

Motivations for Service

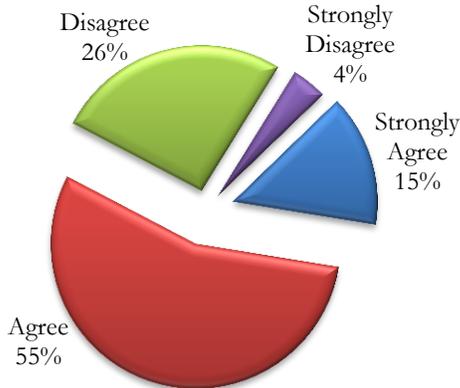


Obstacles to Service

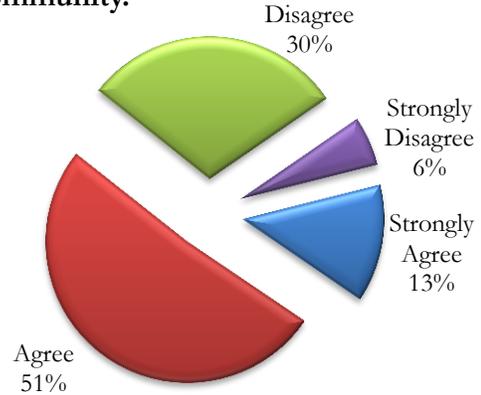


Institutional Service Promotion and Volunteer Attitudes

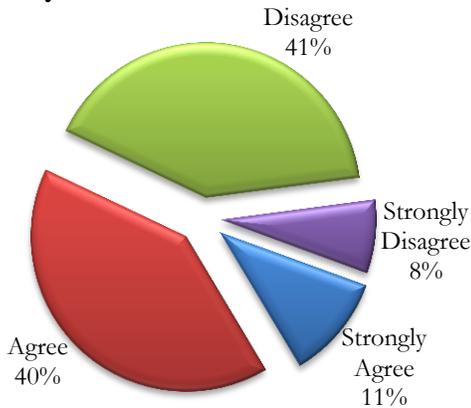
Overall, I would say that Oakland University promotes community service among the student body.



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



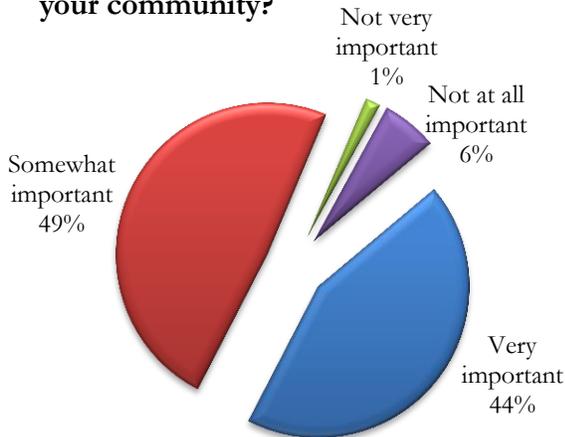
Overall, I am satisfied with my personal level of involvement in community service here at Oakland University.



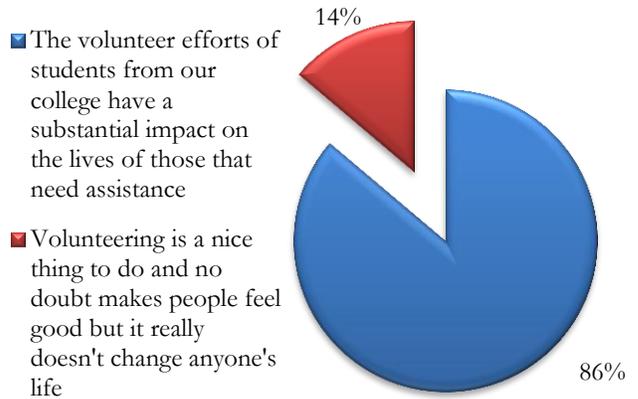
Over the past month, have you been asked by a fellow student, staff, or faculty member at your college to volunteer for any organization or cause in your community?



How important is it to you that you contribute to addressing the needs of people that require assistance in your community?



Which of the following two positions is closer to your view?



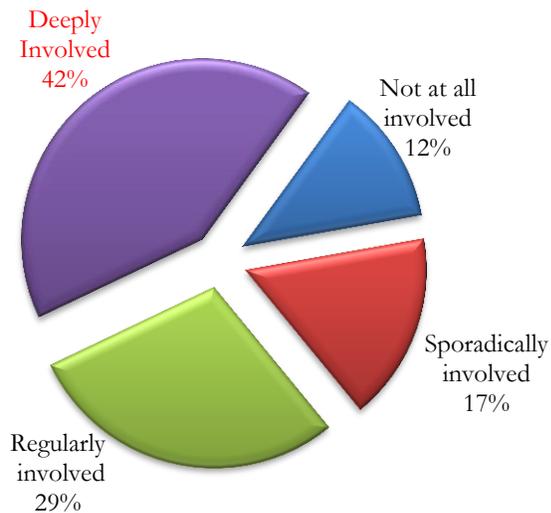
Service Leadership

In which of the following ways have you participated in service here at Oakland University?

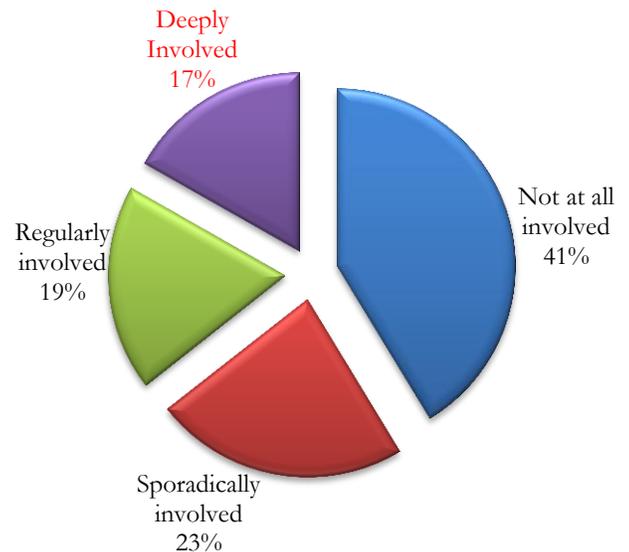
	Of Those Who Serve	Of All Respondents
I have organized/planned a service project that involved other volunteers	37%	12%
I have helped facilitate a group service project as a group leader	40%	13%
I have participated in a service-based trip	26%	8%

Club Involvement

Club/Extracurricular Involvement in High School



Club/Extracurricular Involvement at Oakland University

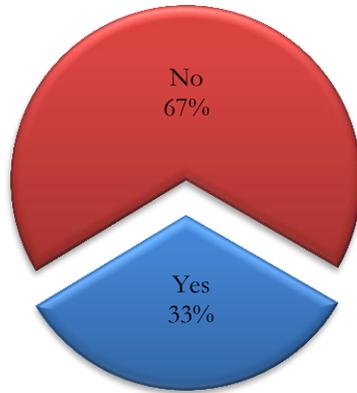


Similar to the drop off in service from high school to college, the percentage of students who are regularly or deeply involved in extracurricular activities at Oakland University significantly decreases from high school levels (71% in high school to 36% in college). About 41% of students at Oakland University say they are not involved in any extracurricular activities such as clubs, organizations, sports, and/or other outside activities. NASCE data shows that club/student organization involvement is related to increased service participation.

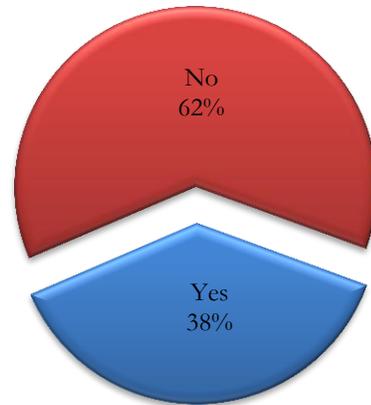
Further School Comparisons

From 2009 to Spring 2015, ten institutions (14,056 students) with undergraduate enrollments greater than 10,000 students, have administered the NASCE. This page compares Oakland University students to students from these schools of similar size. Oakland University students are excluded from the sample.

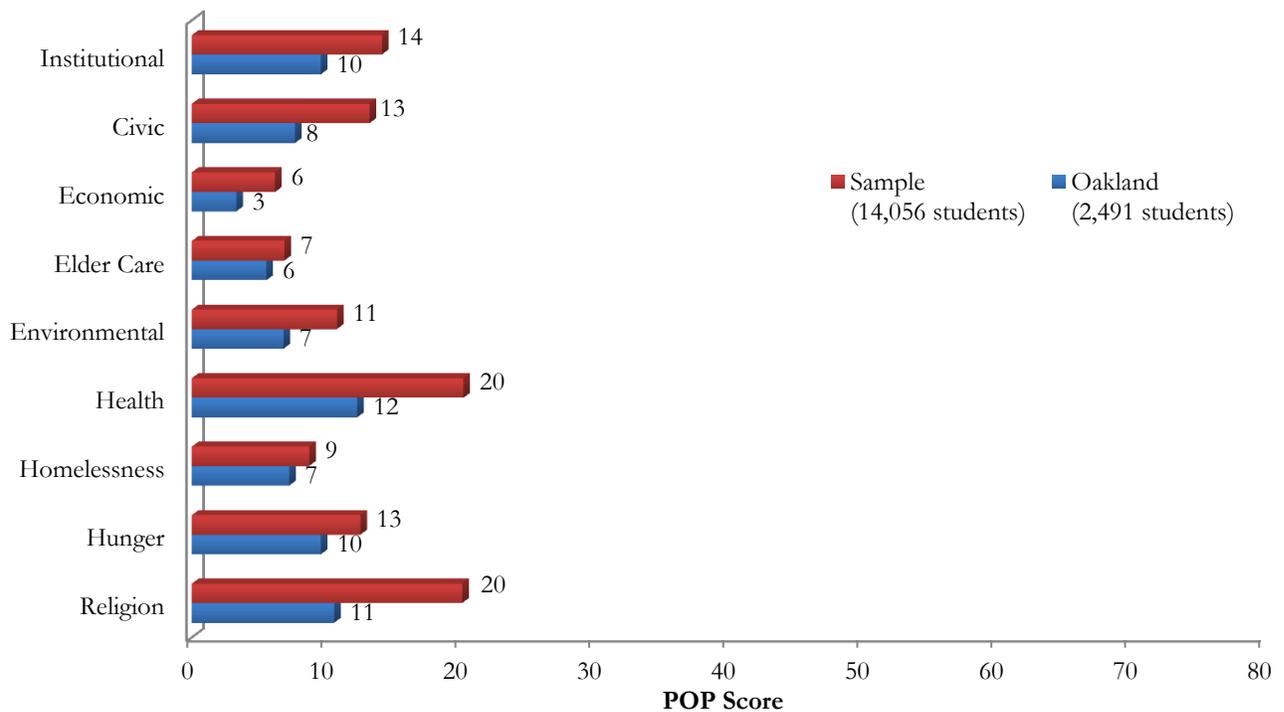
Do You Participate in Community Service? (Oakland)



Do You Participate in Community Service? (Sample)



POP Score Comparison



Summary and Recommendations

Summary

1. Based on NASCE's POP Score Calculus, Oakland University falls in the "low service" ranking, placing it below the national average (Institutional POP Score of 18) and below the average of institutions of a similar size (Institutional POP Score of 14).
2. Overall, Oakland University students report serving significantly more before college than while at college (drop of 48 percentage points). Thirty-three percent of OU students are engaged in community service of some kind while at OU, considerably lower than the national sample (49%), and slightly lower than institutions of a similar size (38%). At the same time, 70% of OU students have a job or internship (significantly more than the national sample at 59%). Of those, 54% work more than 20 hours per week (88% more than 10 hours per week). Finally, 75% say "I have to work" is an obstacle to doing service, compared to only 62% of the national sample.
3. The numbers indicate that the culture at Oakland is one in which the majority of students are commuters who have either a job or an internship; virtually all working students work more than 10 hour per week, and most work more than 20 hours per week. This presents a difficult challenge for the OU administration regarding service promotion and participation. NASCE data suggests that there is often a tradeoff between work and service, where institutions with higher levels of working students see lower levels of service as a result.
4. That said, although the majority of students agree that OU promotes service and informs students of service opportunities, they agree at considerably lower rates than the national sample. Also, about half of students are dissatisfied with their levels of involvement in service at Oakland (page 21), representing significant potential to motivate this "untapped resource" to perform more service.
5. At the area-level, Oakland University students perform the most service addressing Youth Needs, and the least service addressing Economic Opportunity.
6. Looking at the total amount of service performed by Oakland students, 42% of it is done through clubs, organizations, or sports teams, while 26% is through courses or academic programs (p. 19).

Recommendations

1. Before addressing students' frequency and depth of service, more students should be recruited to participate in service. In particular, OU must do a better job at engaging new students right away. Take an inter-departmental approach to implement campus-wide programs that address and lessen the gap between high school and collegiate service to foster a culture of continuing service at Oakland from day one. Set a 2-year goal for increasing the number of students engaged in service (perhaps 40%), and a specific goal for freshmen, then re-measure.
2. Oakland must more effectively connect with students about community engagement programs, especially commuters. Encourage faculty to communicate with students *in the classroom* about service opportunities, to generate greater awareness for year-round service opportunities and to emphasize the importance of service to the OU experience. Encourage administrators, especially advisers, to incorporate discussions of service into their conversations with students.
3. The two largest obstacles to service identified by Oakland students are schoolwork (89%) and work (75%). Expanding service-learning opportunities and incorporating community service requirements into school-sponsored work positions are potential ways to overcome these obstacles.
4. Utilize the NASCE Report and POP Scores to strategically enhance Oakland University's overall service contribution and community contribution (see next page). If indeed the institution selected target areas and appropriate community partners for new, focused community engagement programs, OU's involvement in the community could be effectively enhanced.

Appendix 1: Strategic Impact

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

Example: Service addressing Civic Participation at XYZ College.

Current POP Score: 20

Participation in Service: 17%

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

Average Depth of Service: One-Shot Service /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 among current volunteers

Method #3: Increase depth of service among current volunteers

Method #4: Any combination of the above

Method #1: Make service addressing civic participation compulsory for XYZ students.²

Participation: 100%

Frequency: 2.32/4

Depth: 1.85/3

Resulting POP Score: 107

Method #2: Have active students commit to service 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 service sites.

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 community service 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 2: 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 3: Implementation Details

The National Assessment of Service and Community Engagement (NASCE) was administered at Oakland University in the Spring of 2015 by the Siena College Research Institute (SRI), in conjunction with Oakland University.

After confirmed participation in the NASCE, Oakland University completed an individuation process. This process was used by SRI to create the customized NASCE web-module for Oakland University. Several incentives were offered as material incentives to participate, including study room reservations, OU apparel (hoodies, lanyards, blankets, etc.).

Oakland University then provided SRI 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 SRI 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 SRI 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 University, 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 University’s case, 127 students (5%) chose “Other.” To see what they said specifically, please refer to Q24_OO in the raw dataset.

Appendix 4: Glossary of Terms

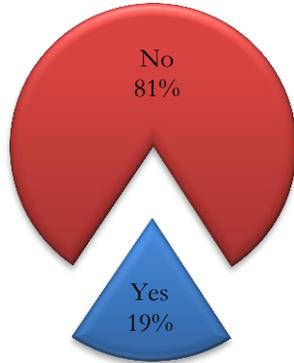
Prompts provided to respondents within the survey:

- **Community Service:** any activity, including internships and work study, in which you participate with the goal of providing, generating and/or sustaining help for individuals and groups who have unmet human needs in areas like shelter, health, nutrition, education, and opportunity.
- **Civic Participation:** 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:** types of service addressing environmental efforts (e.g. local clean-up, environmental advocacy)
- **Health:** types of service working to promote health or fitness (e.g. donating blood, visiting the sick, raising money to combat a disease)
- **Homelessness:** types of service addressing homelessness or housing (e.g. Habitat for Humanity, Affordable Housing)
- **Hunger:** types of service addressing hunger and nutrition issues (e.g. soup kitchen, food drive)
- **Religion:** types of service addressing religious or spiritual service (e.g. teaching a Sunday School class, mission work)
- **Youth:** types of service addressing youth services (e.g. tutoring, coaching, working on a toy drive)

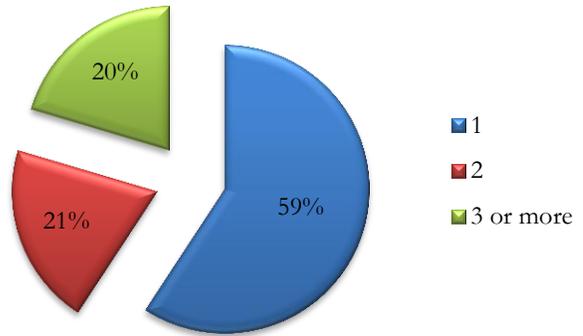
Appendix 5: Customized Analysis

Service-Learning

[Of those who serve] Have you participated in a service-learning course here at Oakland?



[If took SL course] How many service learning courses have you taken?



Which of the following components did your service-learning learning course include?

(students who took more than one SL course were asked to base their responses on the one that was the most rewarding)

	Yes	No
Intermittent community service project(s) that seemed to lack integration into the course's objectives	36%	64%
Organized community service that enhanced the meaning of course texts and lectures	69%	31%
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	60%	40%
Adequate reflection time, that is, time to research, analyze, write about, and discuss the service projects in order to better understand the service in terms of both its relationship to the community and to your personal development	71%	29%

Service Participation Rates, by Class Year

	Freshmen	Sophomores	Juniors	Seniors
% participating in service	26%	32%	30%	40%

Service Participation Rates, by Students in Certain Groups

	On-campus	Off-campus	Acad. Student Club/Org.	Sorority/Fraternity
% participating in service	45%	29%	50%	83%