2015 National Assessment of Service and Community Engagement (NASCE)

Presented to Earlham College

By the Siena College Research Institute (SRI)

July 15, 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.

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.**

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.

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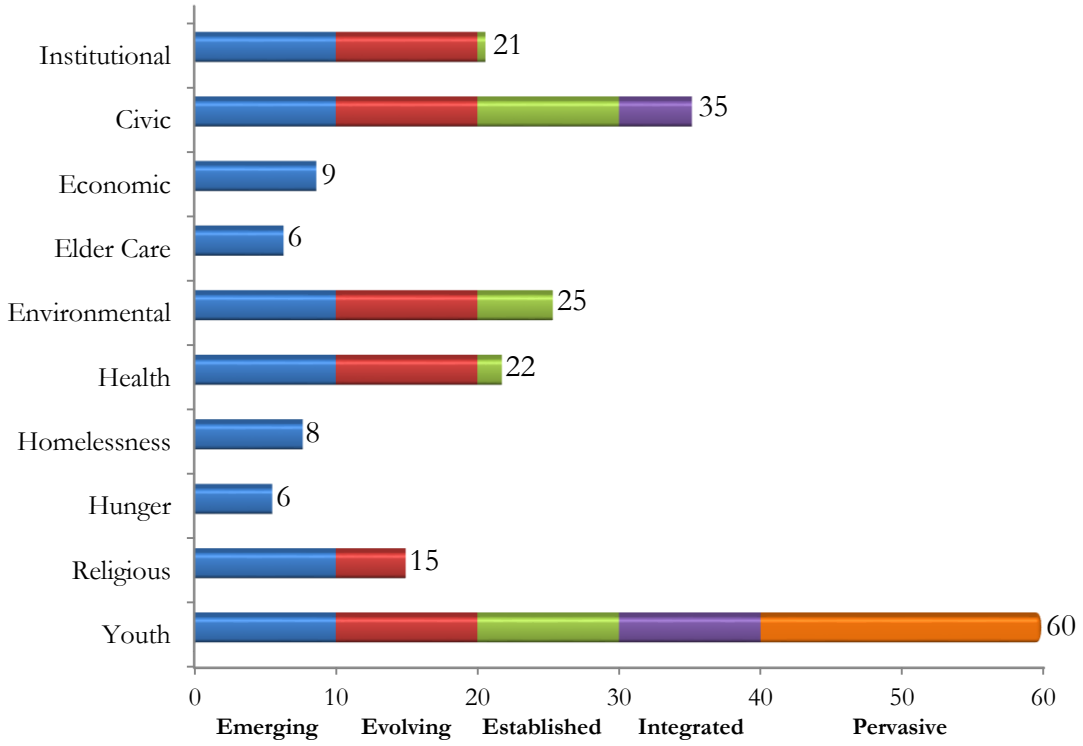
2015 *NASCE* Quick Facts[1]

Earlham College

	EC 2015	EC 2013	SAMPLE
Percentage of Students Reporting Service in College	56%	51%	49%
Percentage of Students Reporting Service Prior to College	93%	96%	87%
Change from High School (percentage points)	37	45	38

POP Scores



	EC 2015	EC 2013	SAMPLE
Institutional		19	18
Civic		25	18
Economic		12	7
Elder Care		5	8
Environmental		30	18
Health		20	23
Homelessness		8	13
Hunger		9	17
Religious		5	19
Youth		59	43

Student Opinions (Agree or Strongly Agree):

	EC 2015	EC 2013	SAMPLE
Overall, I would say that Earlham College promotes community service among the student body.	75%	83%	85%
I think the college does an appropriate job of informing students of all the ways they can be engaged in the community.	67%	57%	74%
Overall, I am satisfied with my personal level of involvement in community service here at Earlham College.	49%	50%	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. Earlham College students are excluded from this data.

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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, about 40,000 undergraduates from more than 70 distinct institutions across 20 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 Earlham College to our growing list of institutions that have re-administered NASCE.

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 April 2015, Earlham College administered the NASCE. Three hundred thirteen students participated in the survey, representing 35% of Earlham College'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. Fifty-six percent of Earlham College students report participating in some type of service while in college, a decline of 37 percentage points from high school levels. Measured via the NASCE-unique POP score (POP combines service, frequency, and depth into one score), Earlham College demonstrates pervasive service addressing Youth needs, integrated service addressing Civic Participation, established service addressing Health, and the Environment, evolving service addressing Religious services, and evolving service addressing the remaining five areas. Compared to scores from 38,071 college students nationally, (see page 4), Earlham students performed the same or higher than other students in four of nine areas. Overall, 75% of students agree that the college promotes service and 67% agree that Earlham does a good job at informing the student body of service opportunities, both lower than the national average. Forty-nine percent of students are satisfied with their personal level of involvement in community service at Earlham College, indicating that nearly 5 in 10 are dissatisfied with their current service levels, representing an untapped resource for increasing service.

Because Earlham College's NASCE dataset had a disproportionately high number of female respondents (see page 16), we also weighted the data to reflect Earlham College's actual gender distribution of enrolled undergraduate students (71% female, 29% 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. Additionally, certain customized data is included as Appendix 5 and data comparisons to institutions of a similar size are included on page 23.

Thank you for participating in the 2015 NASCE. We hope you find the data and analysis in this 2015 NASCE Report helpful in both assessing and understanding service at Earlham College and in your strategic planning process as you move forward. We look forward to continuing to assist you in your efforts to enhance Earlham College's overall community contribution.

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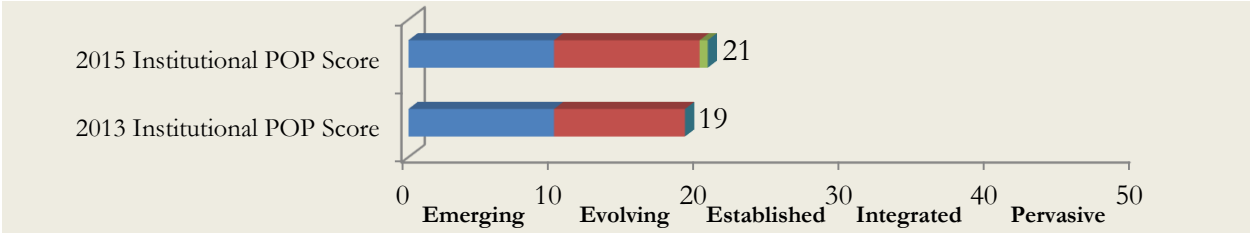
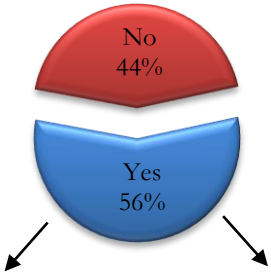
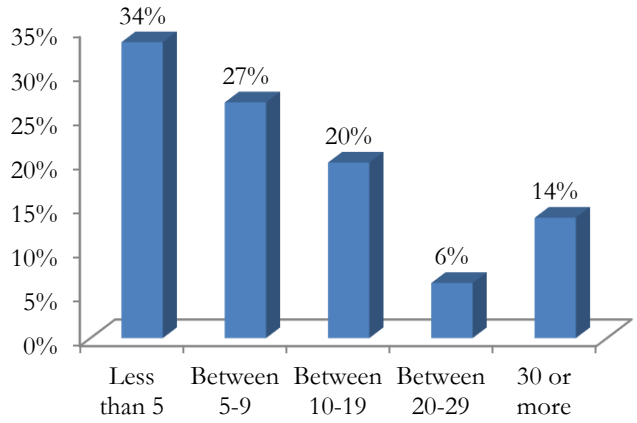
Institutional: All Service / All Areas



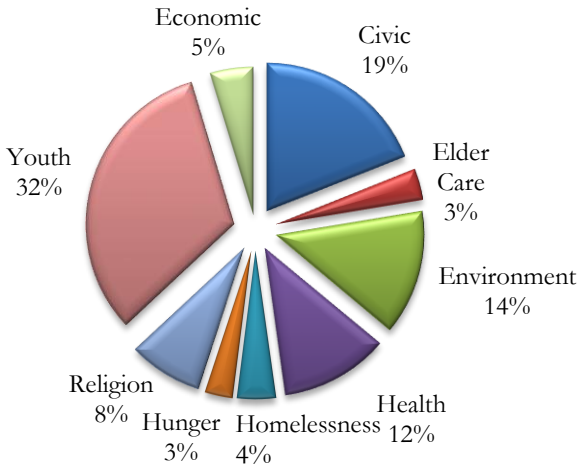
Do you participate in community service here at Earlham College?



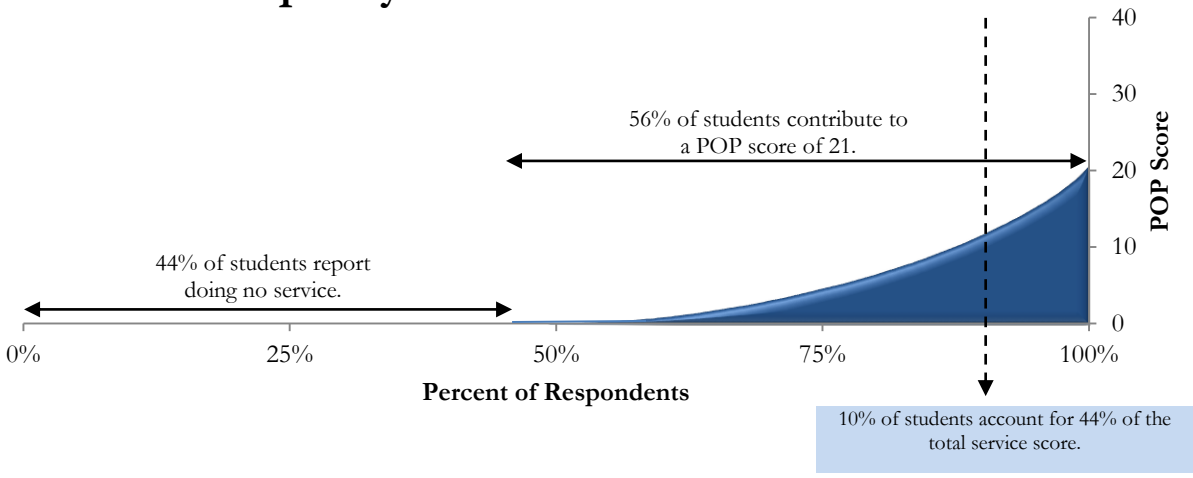
How many hours per month do you engage in community service?



Total Service by Needs Area



Capacity Contribution: Institutional



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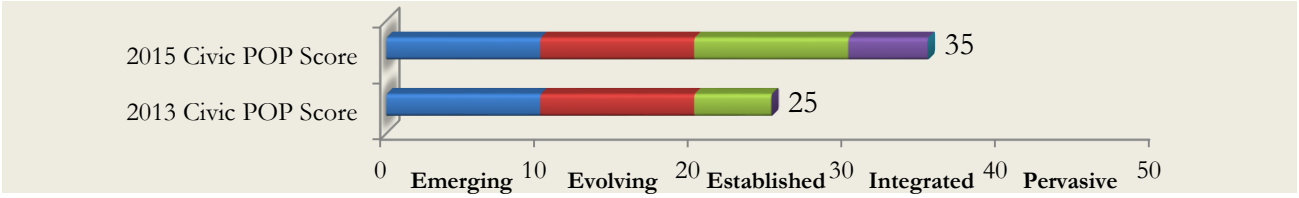
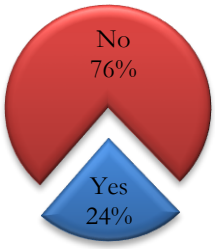
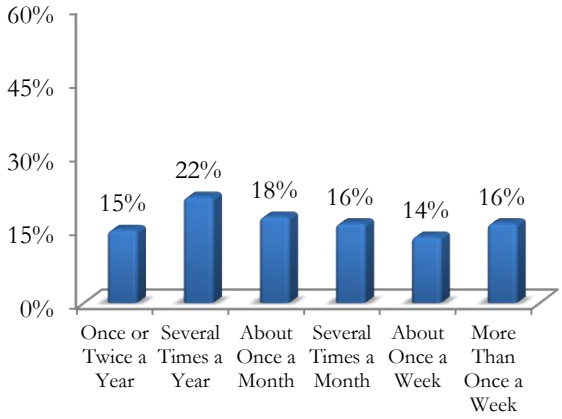
Civic Participation / Public Awareness



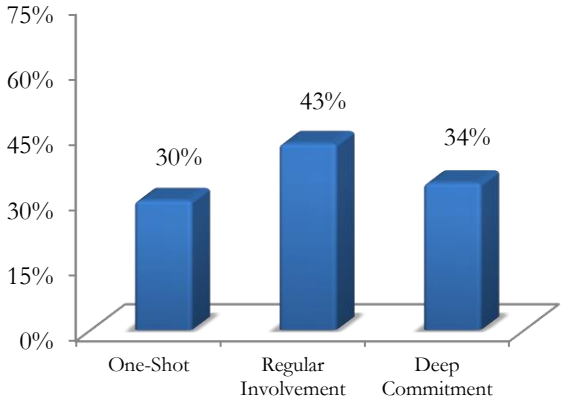
Do you participate in service promoting public awareness or civic participation?



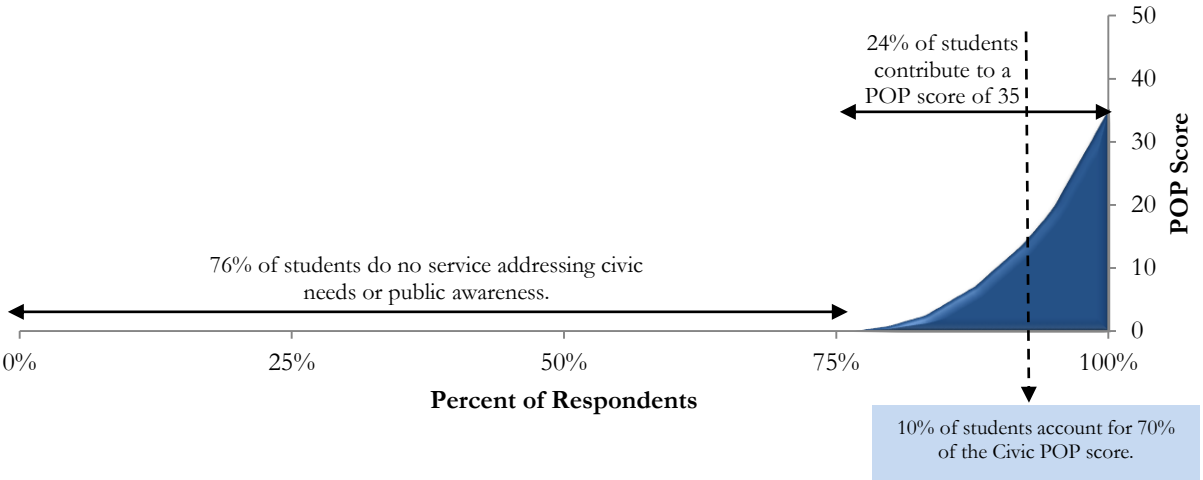
With what frequency?



With what depth?



Capacity Contribution: Civic Participation



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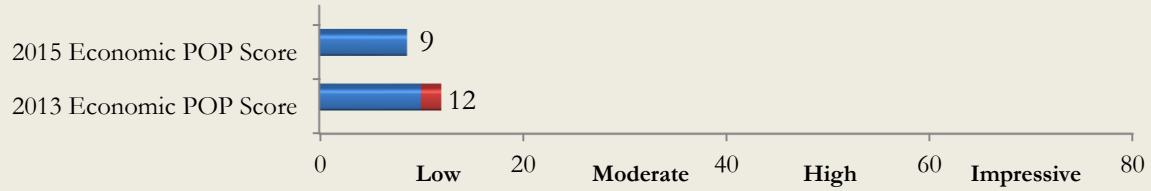
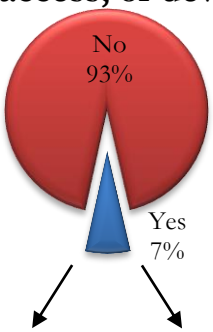
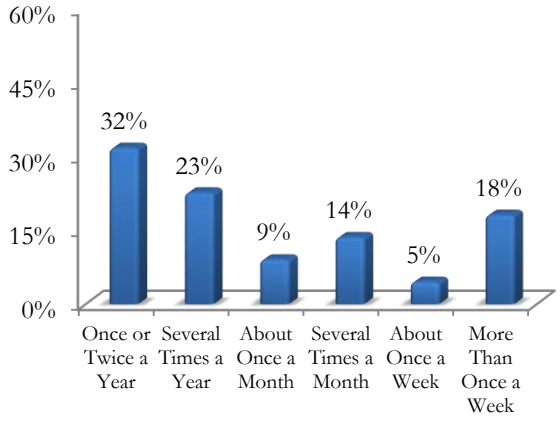
Economic Opportunity



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



With what frequency?



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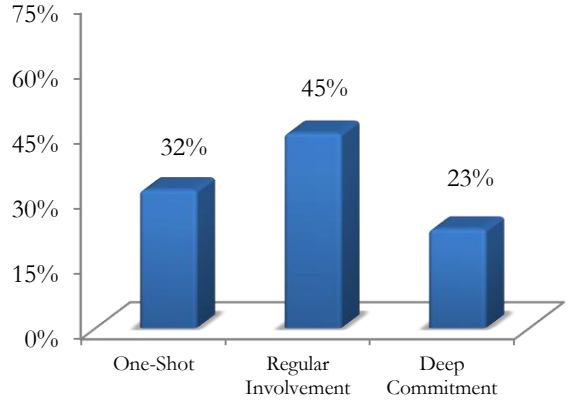
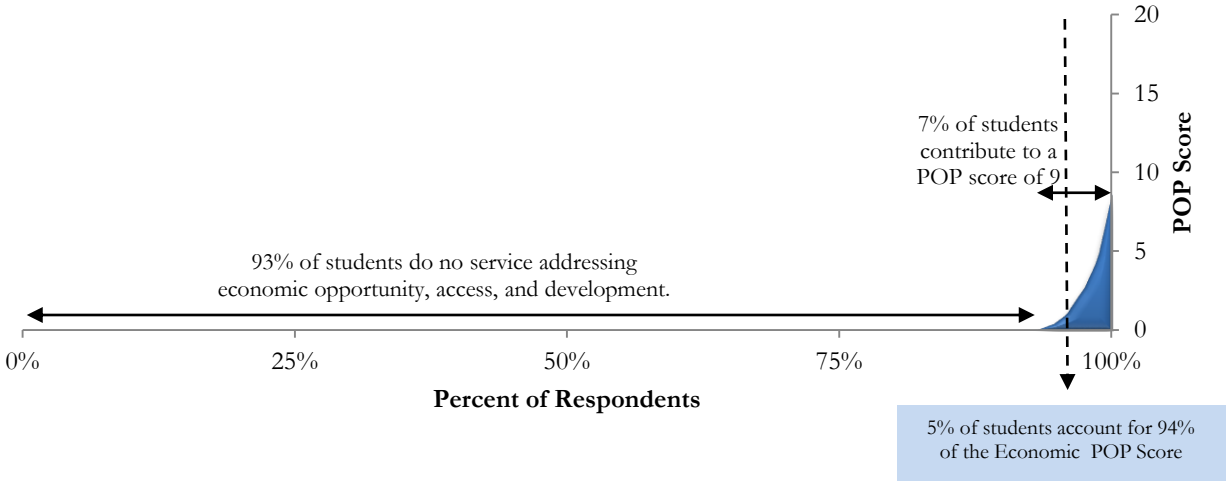


Capacity Contribution: Economic Opportunity



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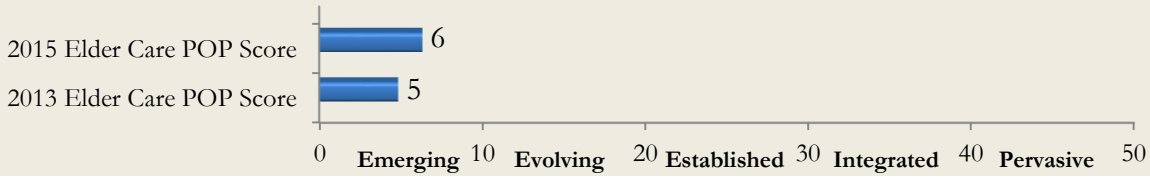
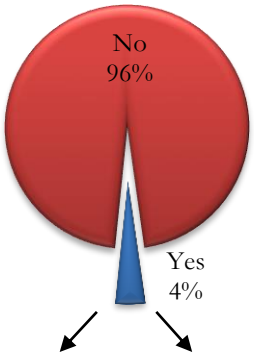
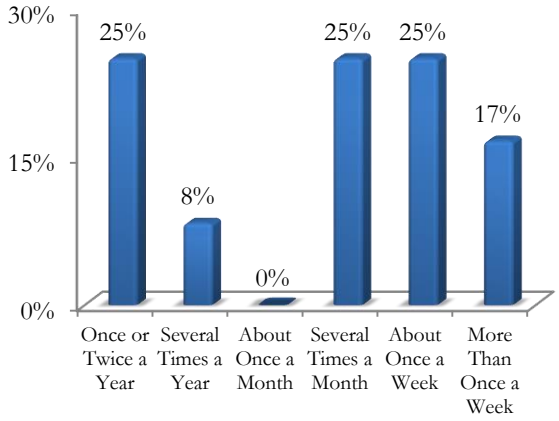
Elder Care



Do you participate in service addressing elder care?



With what frequency?



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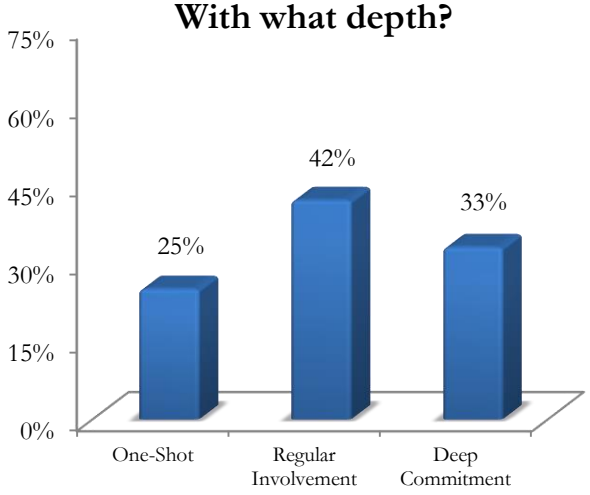
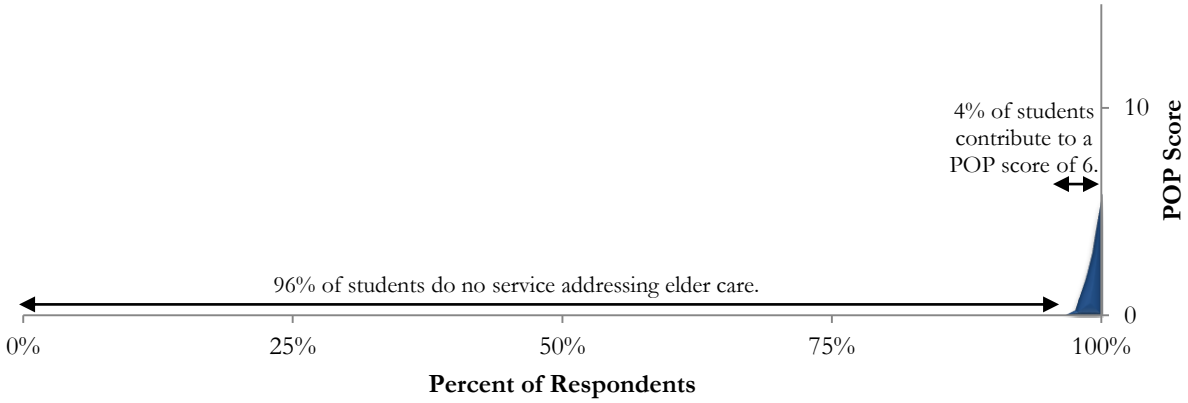


Capacity Contribution: Elder Care



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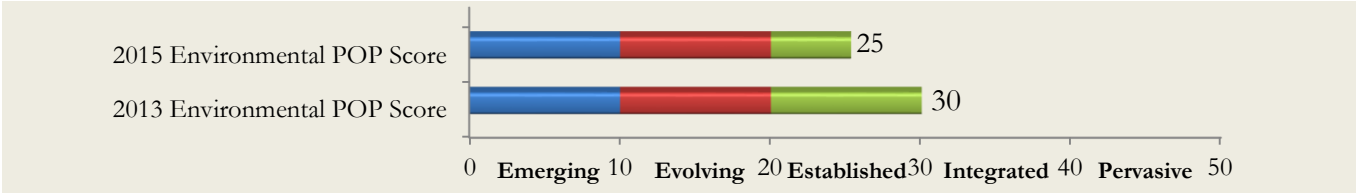
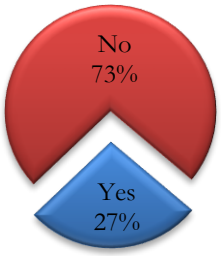
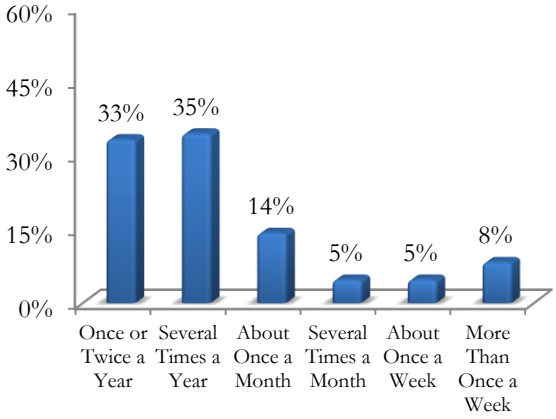
Environmental Efforts



Do you participate in service addressing environmental efforts?



With what frequency?



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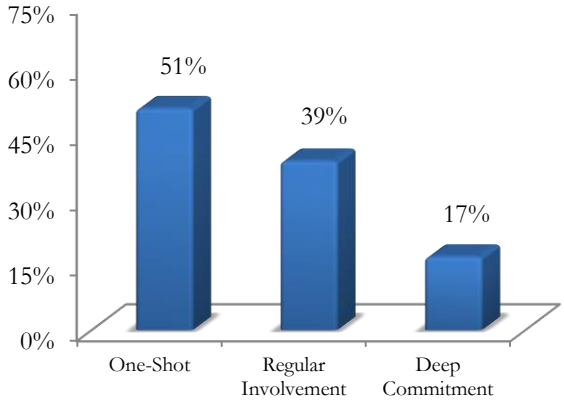
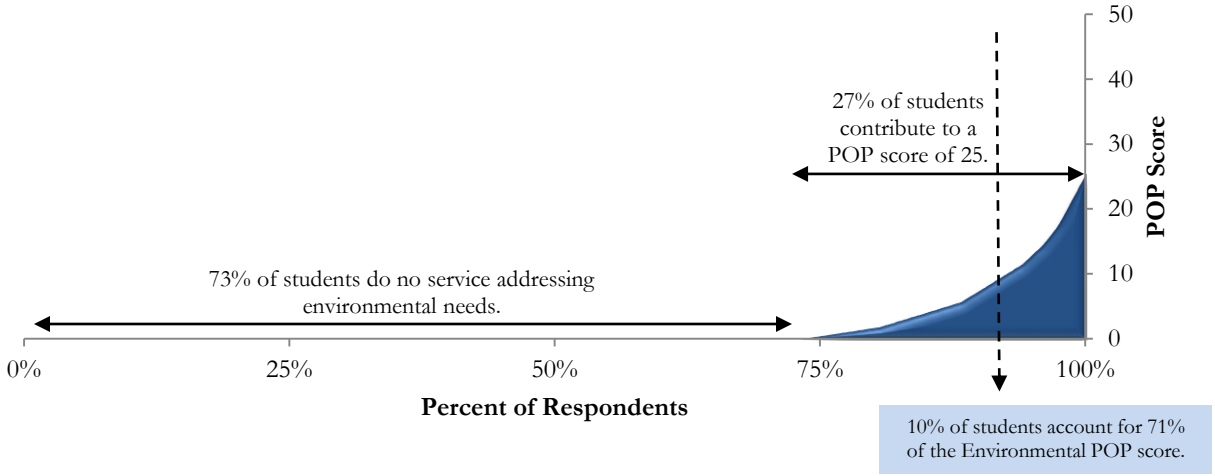


Capacity Contribution: Environmental



10% of students account for 71% of the Environmental POP score.

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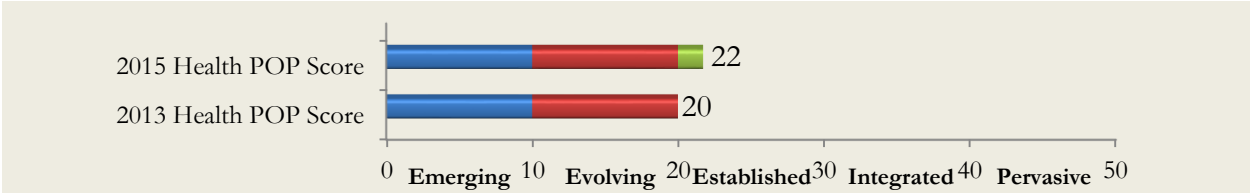
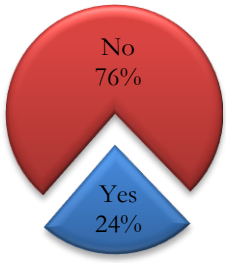
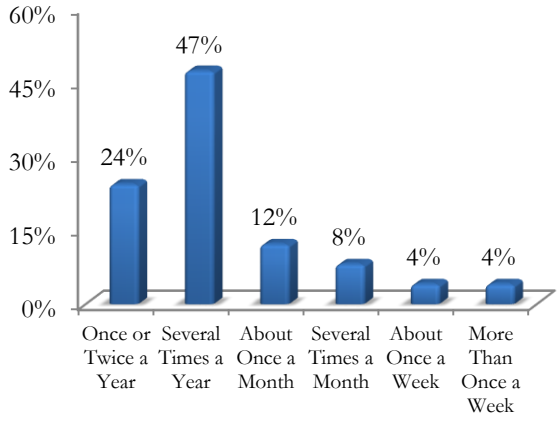
Health or Fitness



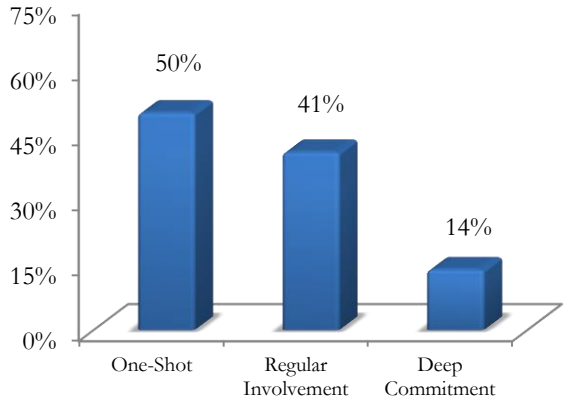
Do you participate in service working to promote health or fitness?



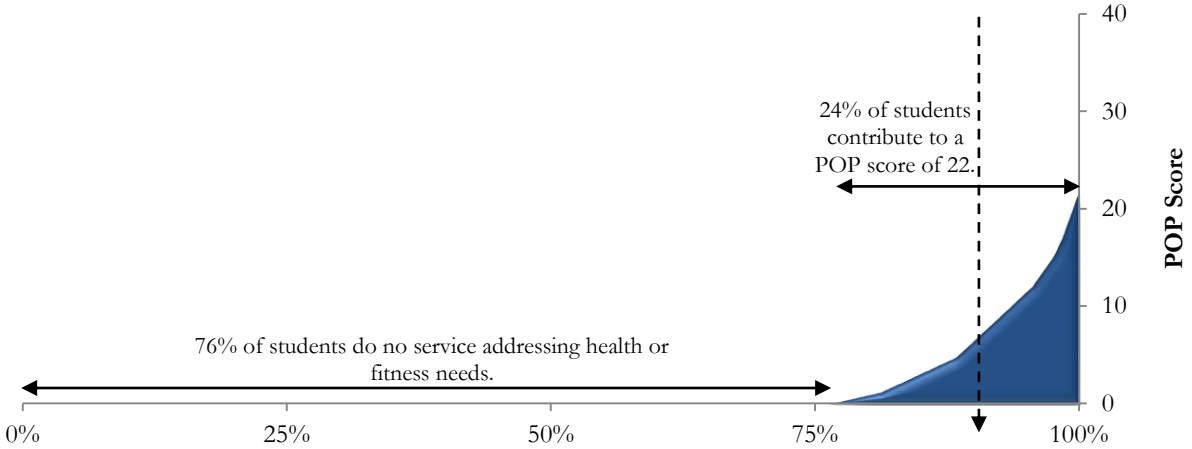
With what frequency?



With what depth?



Capacity Contribution: Health



10% of students account for 71% of the Health POP score.

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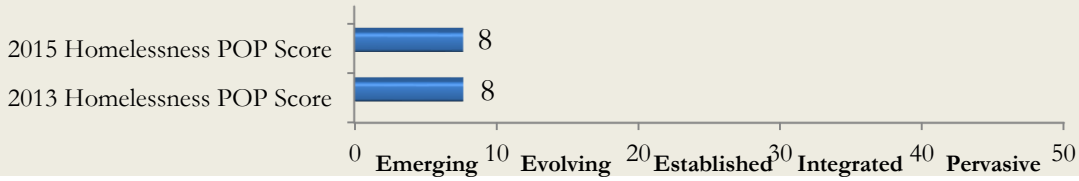
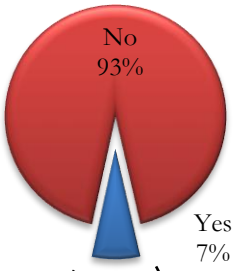
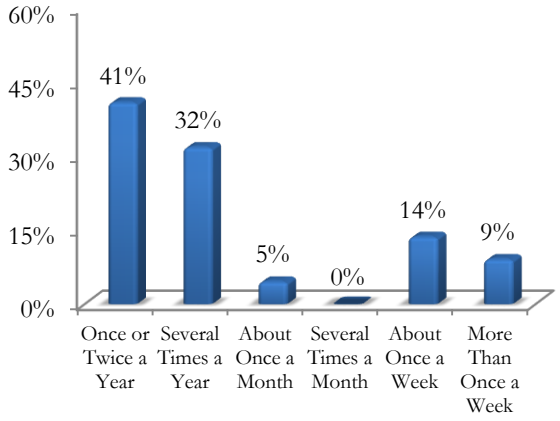
Homelessness or Housing



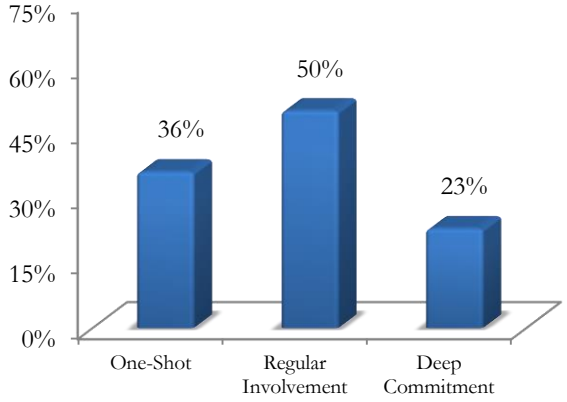
Do you participate in service addressing homelessness or housing?



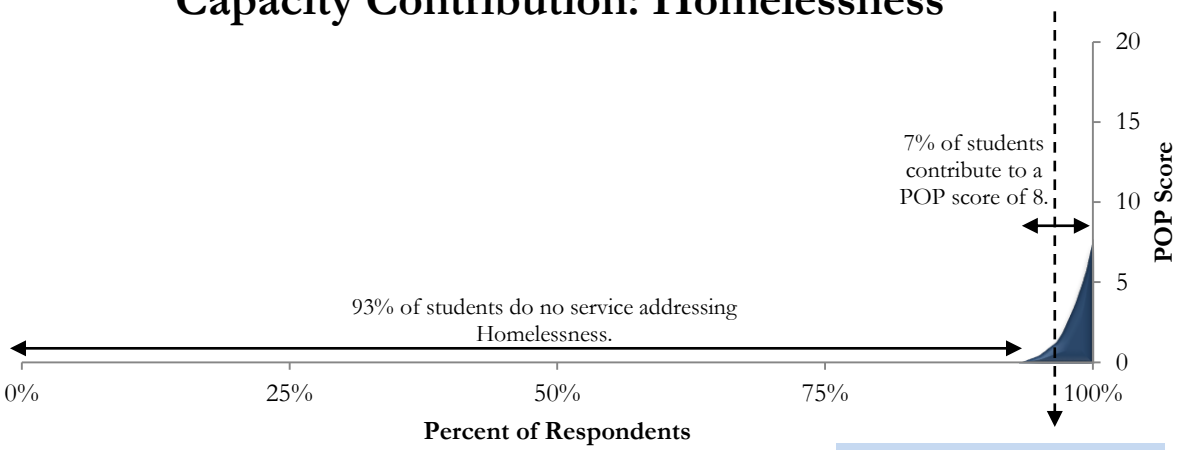
With what frequency?



With what depth?



Capacity Contribution: Homelessness



5% of students account for 94% of the Homelessness POP score.

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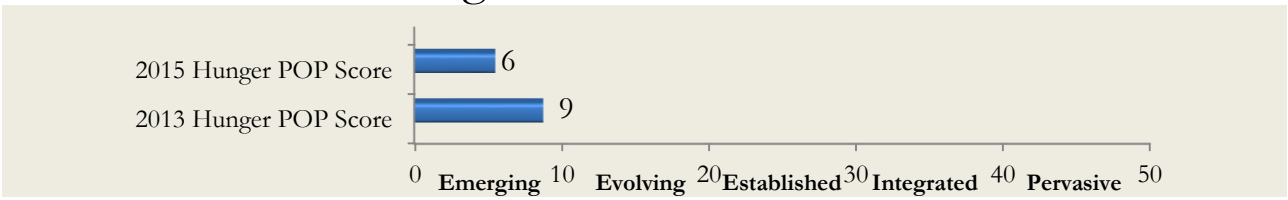
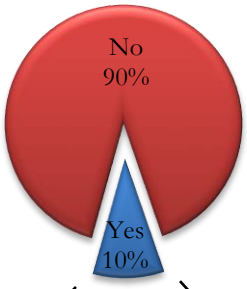
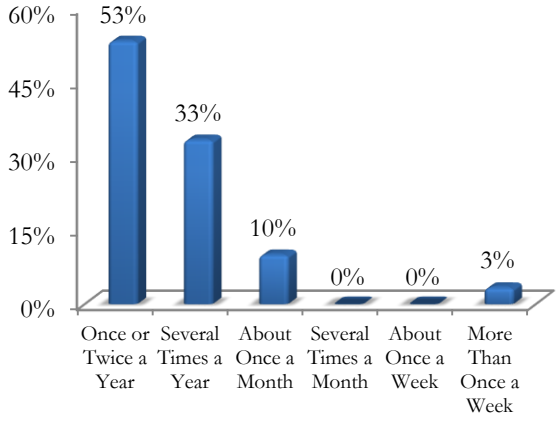
Hunger or Nutrition Issues



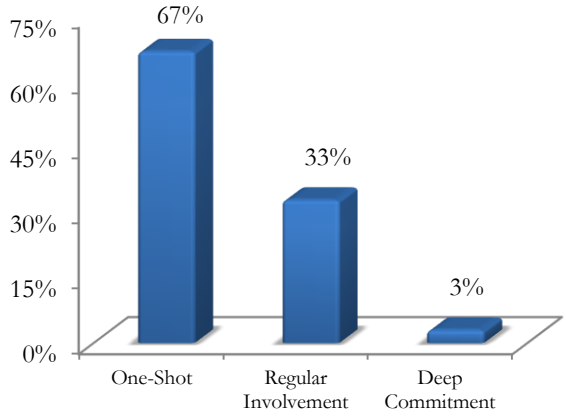
Do you participate in service addressing hunger and nutrition?



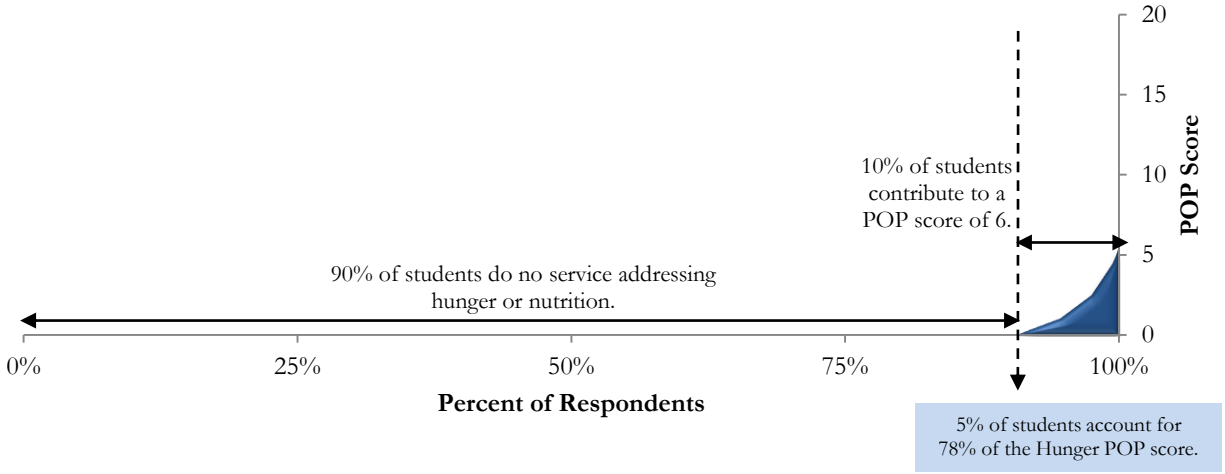
With what frequency?



With what depth?



Capacity Contribution: Hunger



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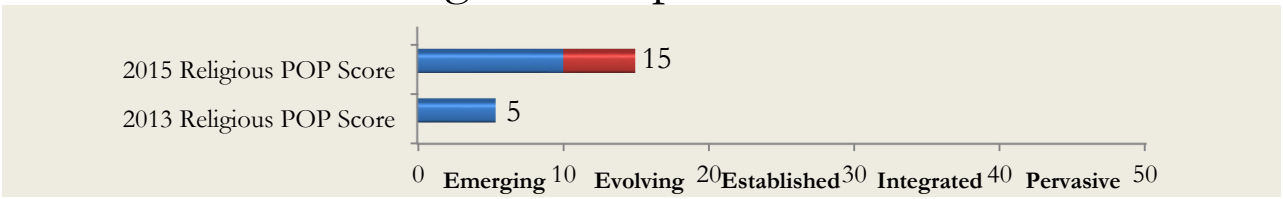
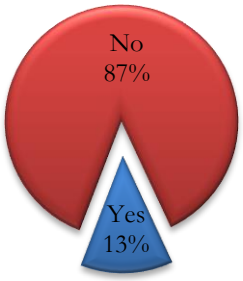
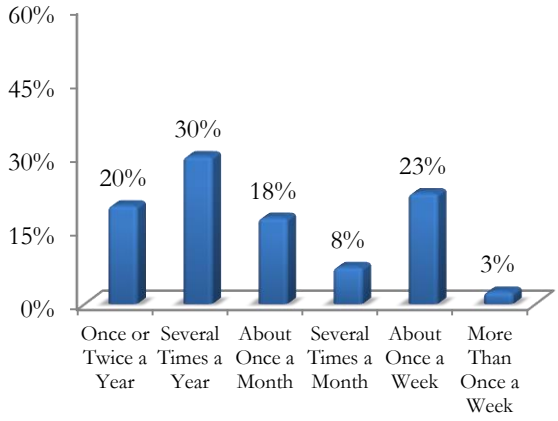
Religious or Spiritual Needs



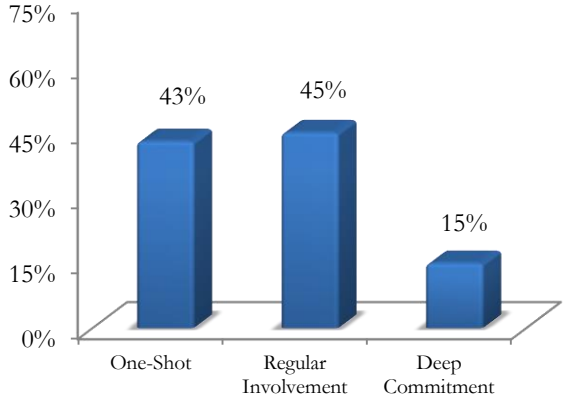
Do you participate in service addressing religious or spiritual needs?



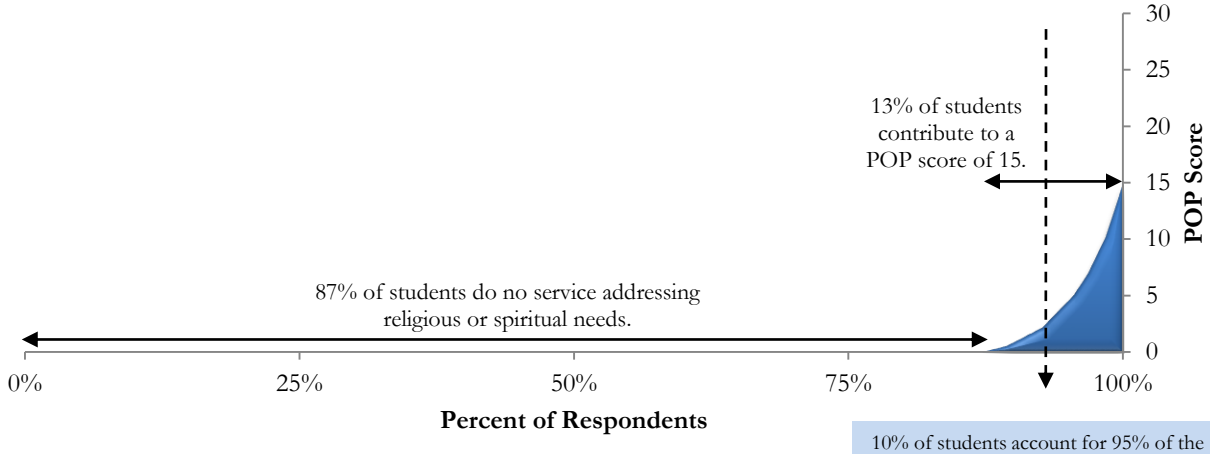
With what frequency?



With what depth?



Capacity Contribution: Religious/Spiritual



10% of students account for 95% of the Religious POP Score

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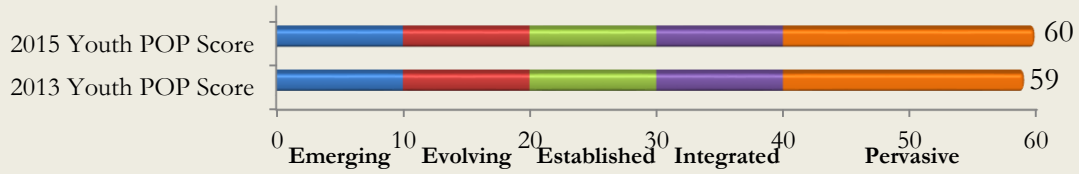
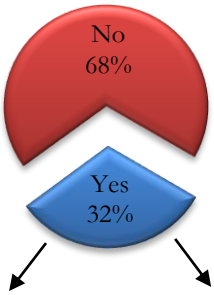
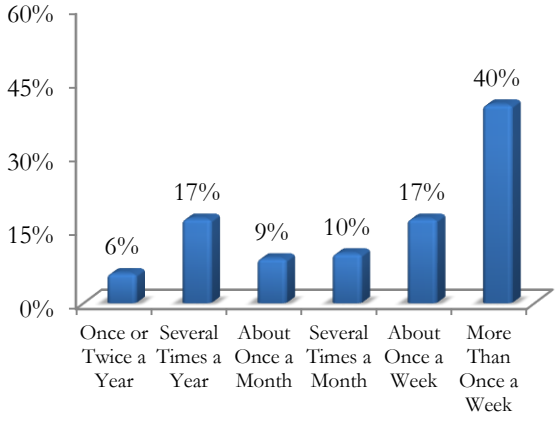
Youth Services



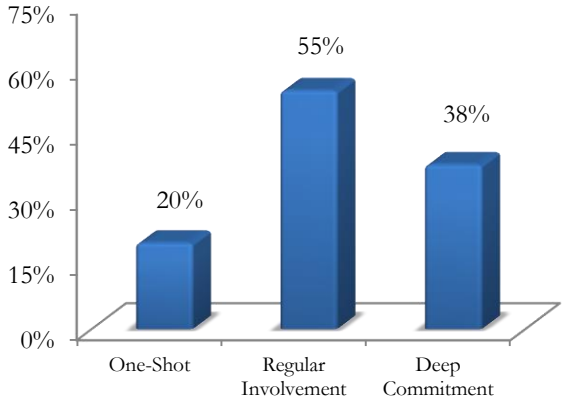
Do you participate in service addressing youth concerns?



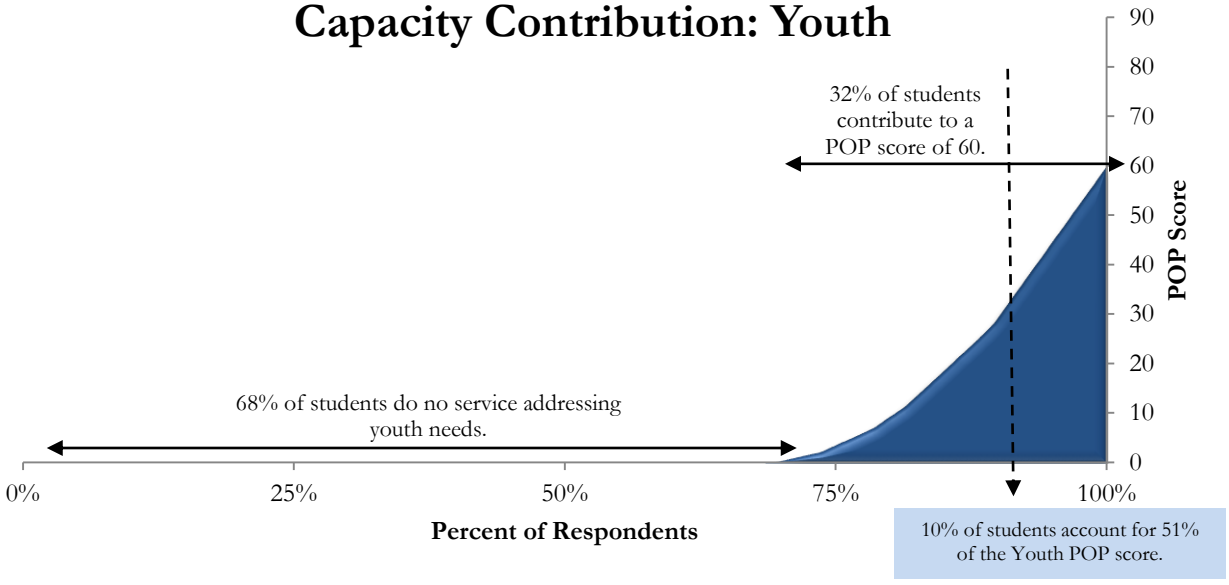
With what frequency?



With what depth?



Capacity Contribution: Youth



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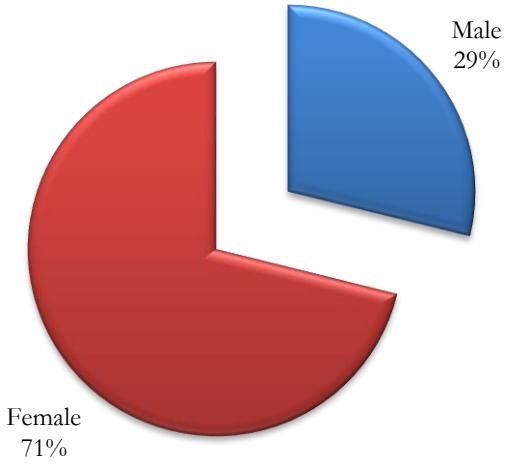
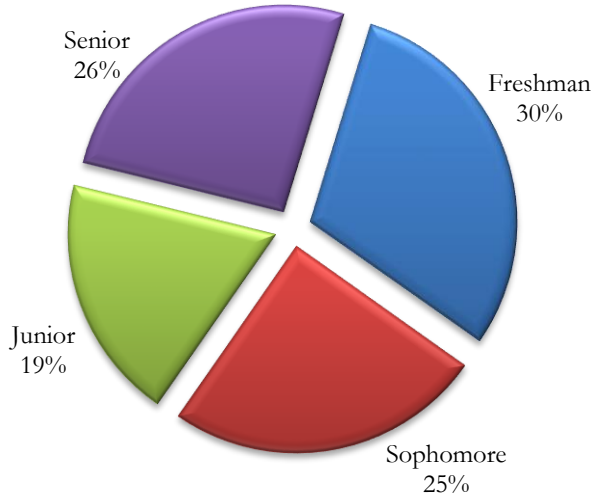
Demographics and Weighted Data

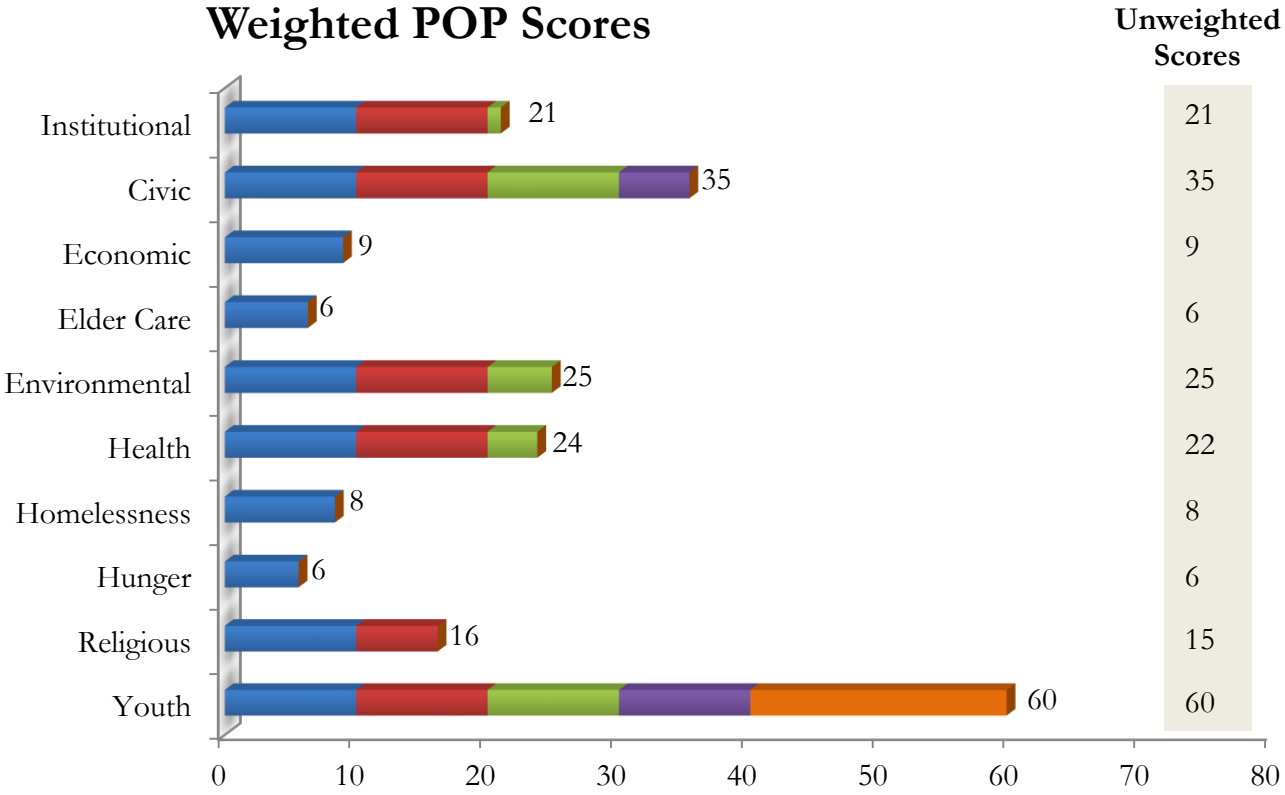
Gender



Class Year



Weighted POP Scores



Since the gender distribution in Earlham College'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 Earlham College's enrolled undergraduate students (55% female and 45% 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. No significant changes in POP Scores occurred once weighted.

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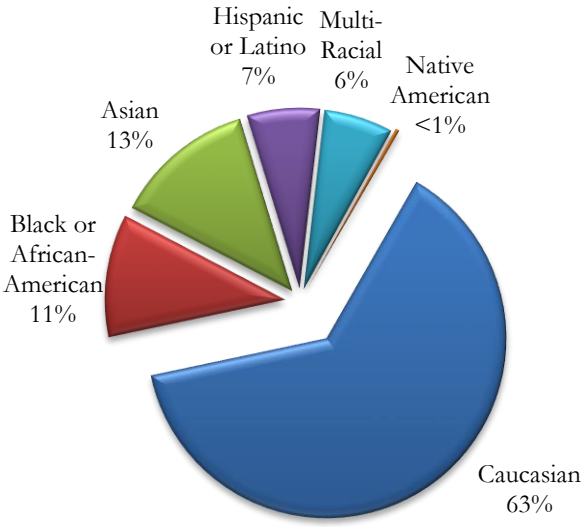
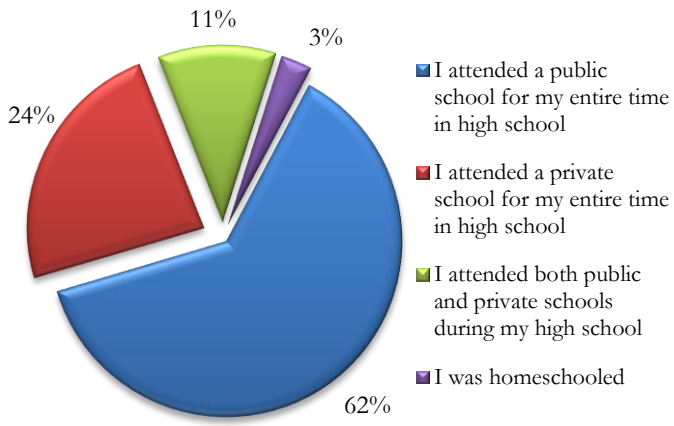
Average Age: 20	Average Earlham College GPA: 3.36

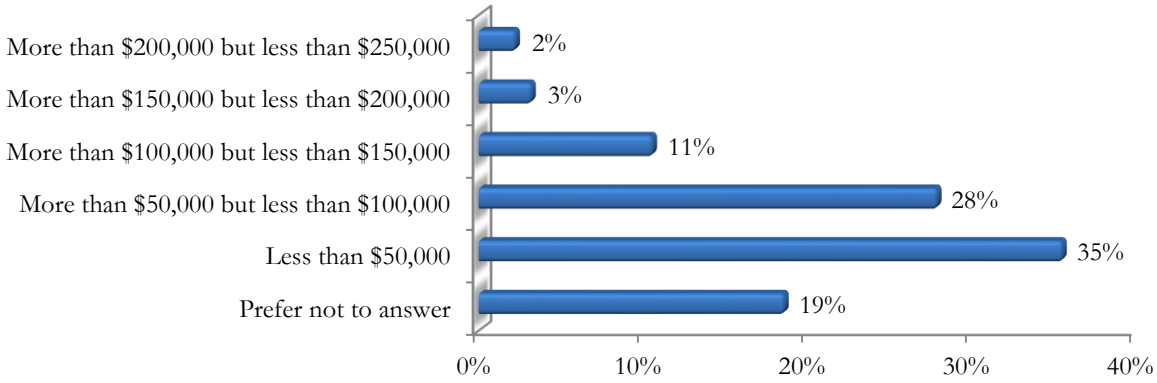
I would describe myself as:



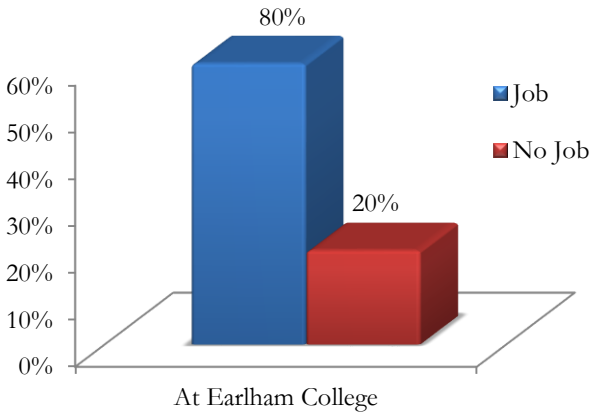
Which of the following best describes your high school experience?



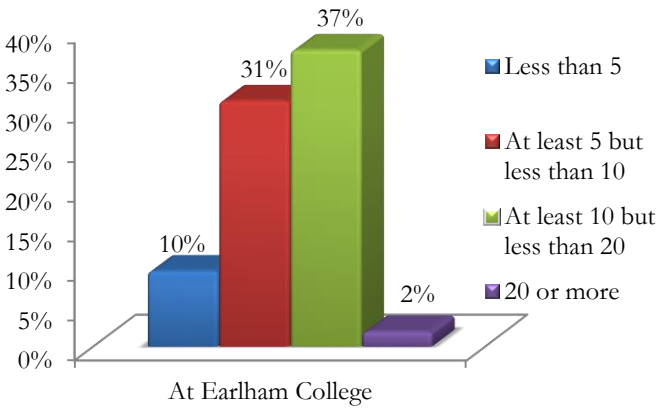
I believe my family's total income last year (2014) was:



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?



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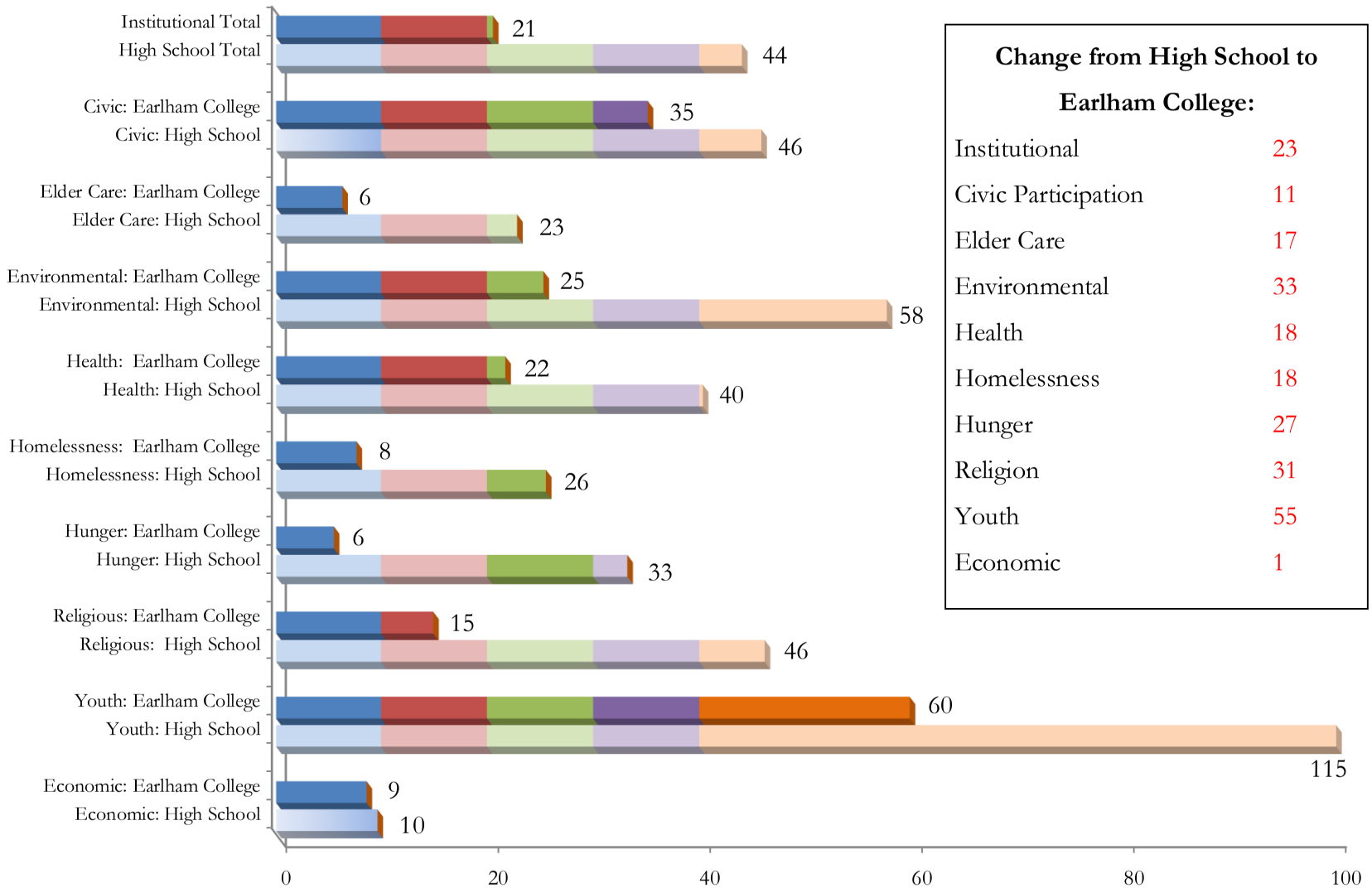
Overall and Area Level POP Scores:

Before and at Earlham College

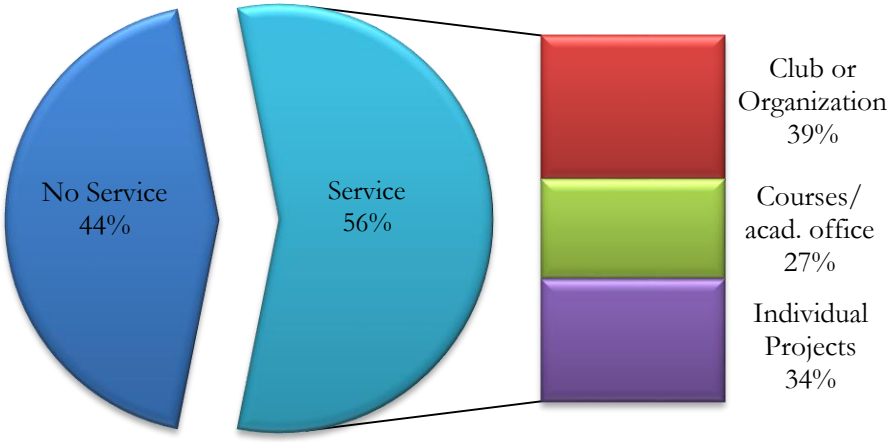


Change from High School to Earlham College:

Institutional	23
Civic Participation	11
Elder Care	17
Environmental	33
Health	18
Homelessness	18
Hunger	27
Religion	31
Youth	55
Economic	1

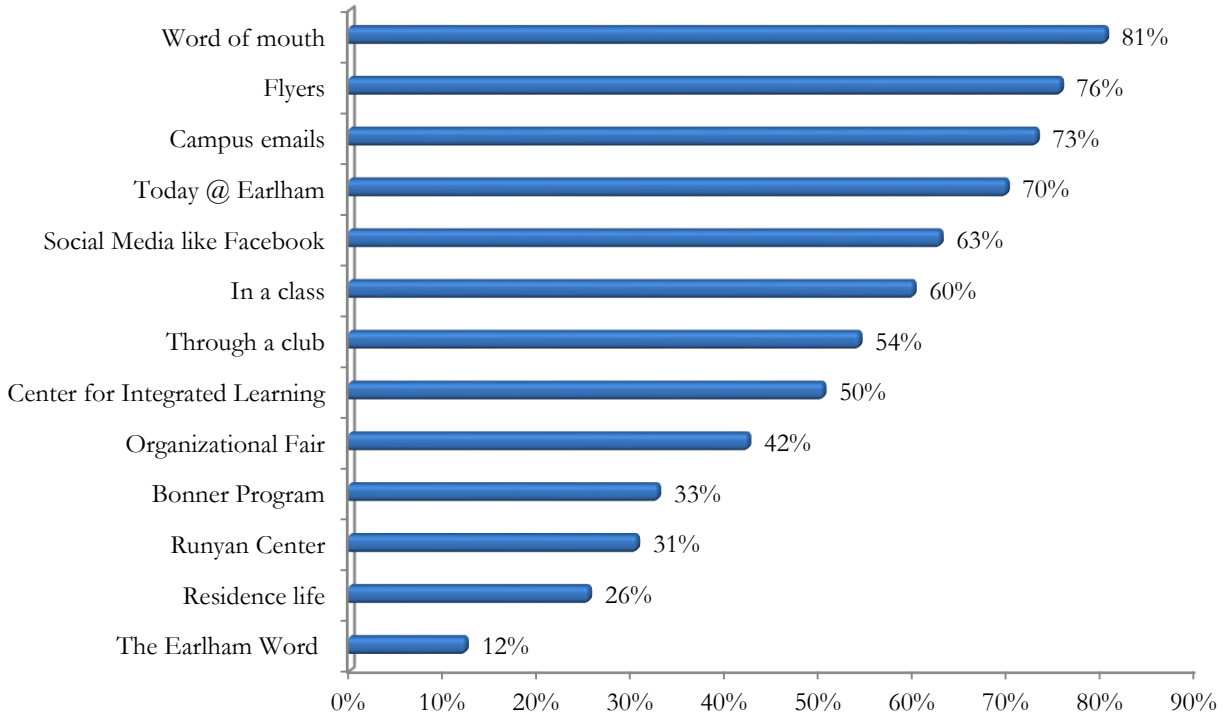
Avenues for Student Service Participation

[If performs service] What percent of your total service was performed as part of...



Avenues for Student Service Awareness

How have you heard about service opportunities available here at Earlham College?



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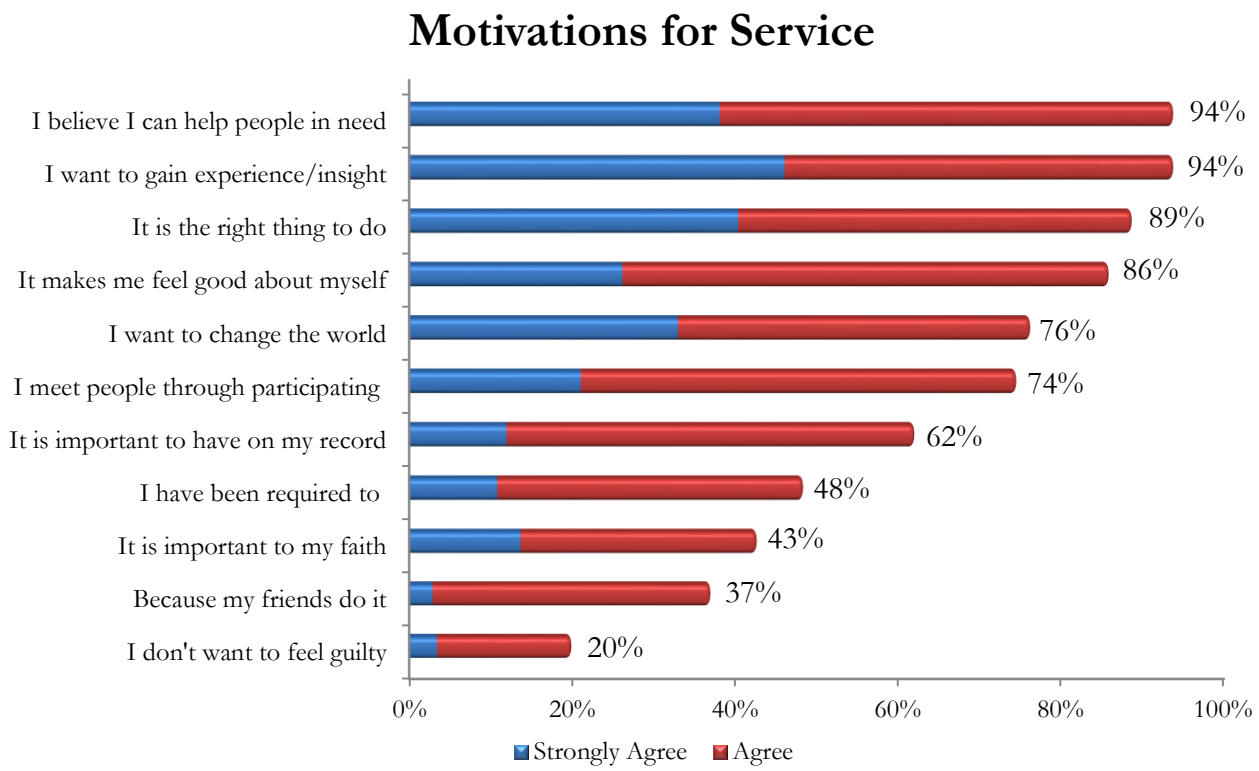
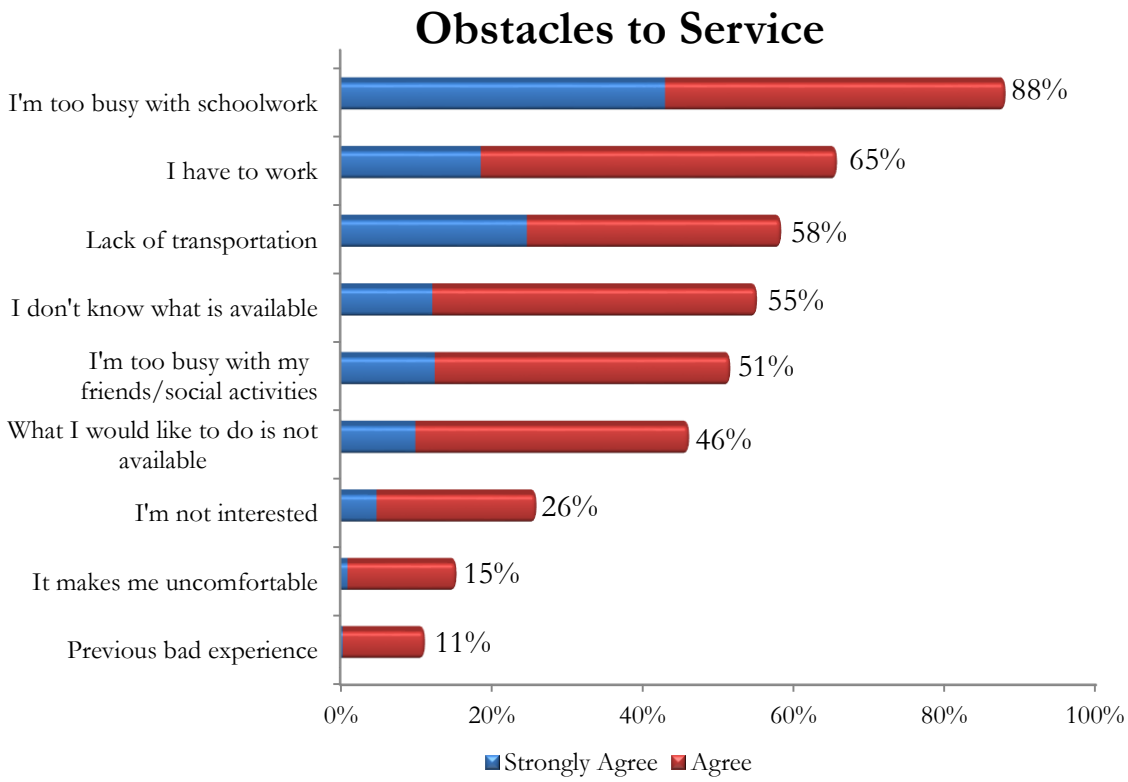
Motivations, Obstacles, and Satisfaction





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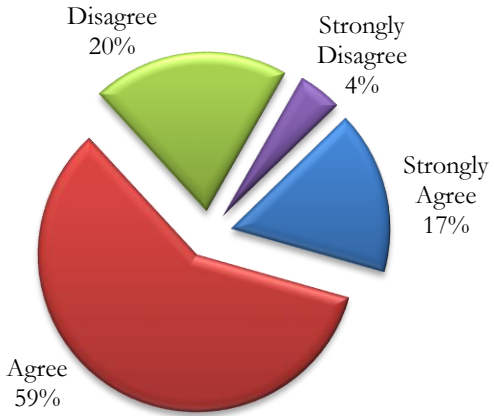
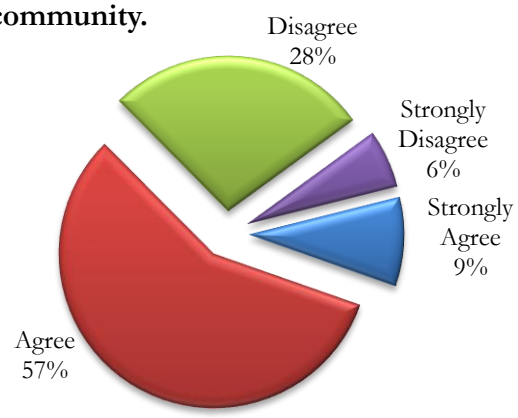
Institutional Service Promotion and Volunteer Attitudes

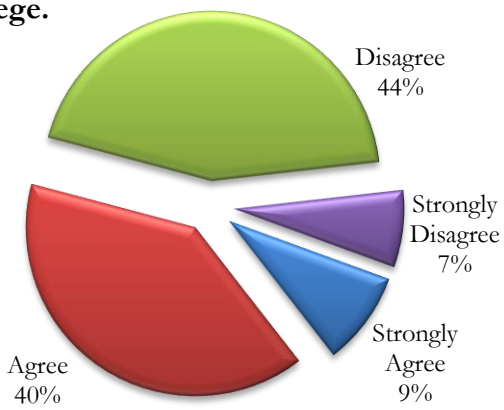
Overall, I would say that Earlham College promotes community service among the student body.



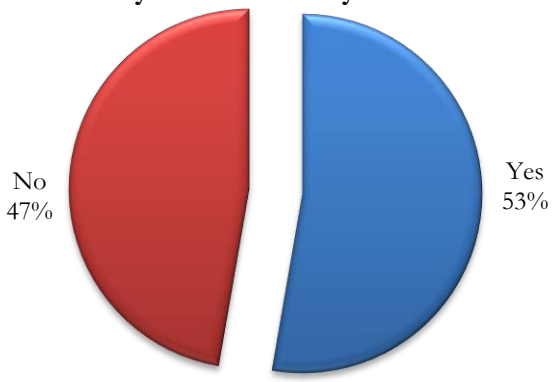
I think the college does an appropriate job of informing students of all the ways they can be engaged in the community.



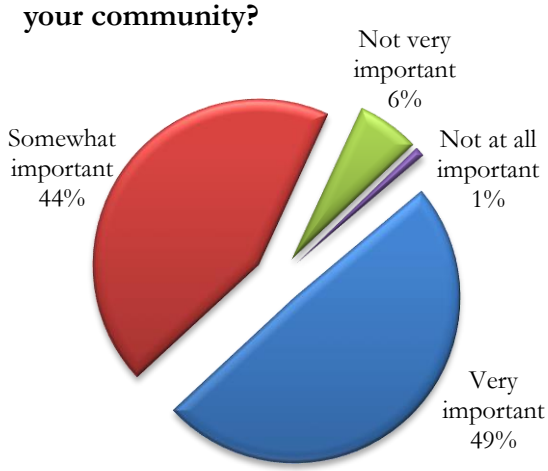
Overall, I am satisfied with my personal level of involvement in community service here at Earlham College.



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?

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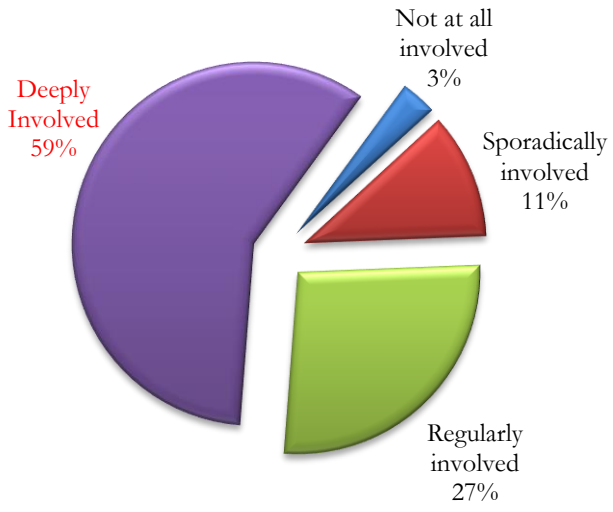
Service Leadership

In which of the following ways have you participated in service here at Earlham College?

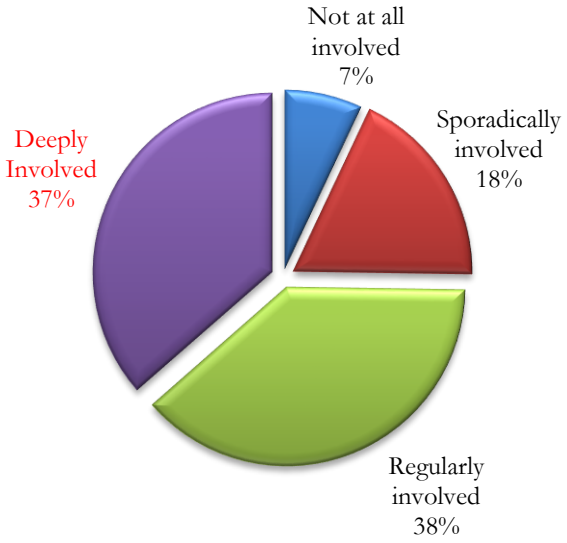
	Of Those Who Serve	Of All Respondents
I have organized/planned a service project that involved other volunteers	38%	21%
I have helped facilitate a group service project as a group leader	42%	23%
I have participated in a service-based trip	31%	18%

Club Involvement

Club/Extracurricular Involvement in High School



Club/Extracurricular Involvement at Earlham College



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 Earlham decreases from high school levels, but not as drastically (86% in high school to 75% in college). About 7% of students at Earlham College 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.

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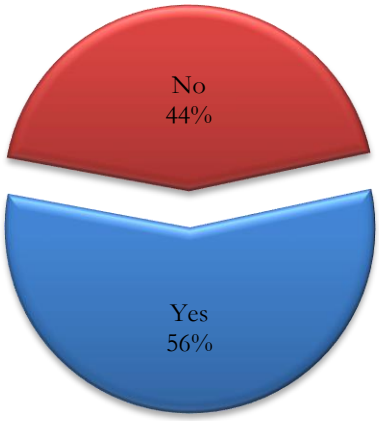
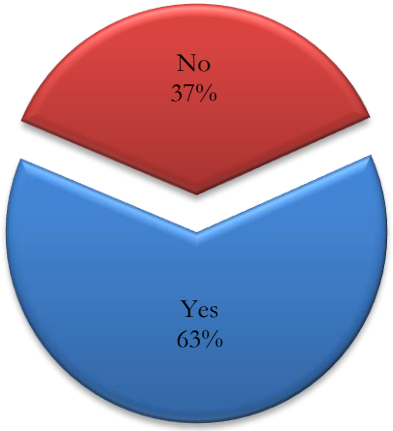
Further School Comparisons

From 2009 to 2015 nineteen institutions (6,228 students), with enrollments of less than 2000 undergraduate students, have administered the NASCE. This page compares Earlham College students to students from these schools of similar size. Earlham College students are excluded from the sample.

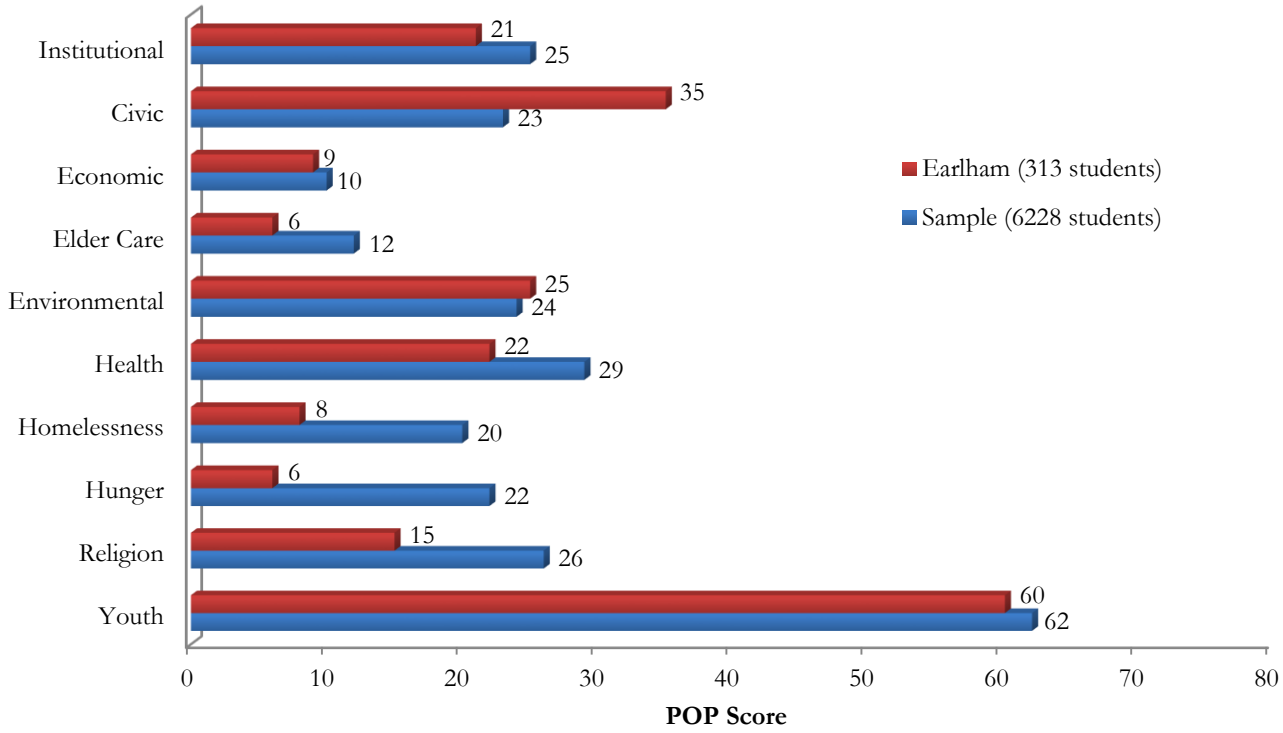
Do you participate in community service? (Earlham College)



Do You Participate in Community Service? (Sample)



POP Score Comparison



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Summary and Recommendations

Summary

1. Overall, 56% of Earlham students in 2015 are engaged in community service of some kind, an increase of 5 percentage points from 2013.
2. Based on NASCE's POP Score Calculus, Earlham College achieves an Institutional POP Score of 21, two points higher than its 2013 score, and three points above the national average (18).
3. Compared to scores from 38,071 college students collected from 2009-2014, Earlham students participate in community service at a higher rate (56% vs. 49%) and achieve higher POP scores overall, and in four of nine areas of service, most notably in Youth services and Civic Participation.
4. Earlham outperforms institutions of a similar size in the area of Civic Participation, with one of the highest POP Scores ever in that area. It underperforms in Homelessness and Hunger (p.23).
5. Looking at the total amount of service performed by Earlham students, 39% of it is done through clubs, organizations, or sports teams, while 27% is through courses or academic programs (p. 19).
6. While most students agree that Earlham College promotes service and informs students of service opportunities, they do so at rates lower than the national average (p. 4). Also, 49% of students say they are satisfied with their personal level of involvement in service, indicating that half of students are dissatisfied with their involvement; this represents an untapped resource for greater service.

Recommendations

1. Earlham students report serving more before college than while at college (drop of 37 percentage points). Since 2015, the College has improved this "drop off" by increasing its rate of student service participation by 5 percentage points. To continue to improve, Earlham should focus on programs to address and lessen the gap between High School and Collegiate service to help foster a culture of continuing service campus-wide, ***from day one***. Set a 2-year goal for increasing the number of students engaged in service (perhaps 65%), and a specific goal for freshmen, then re-measure.
2. Forty-seven percent of students say they have not been asked by a student, staff or faculty member to volunteer for any organization or cause in the community over the past month. Moreover, 55% of students say that one obstacle to serving is "not knowing what is available" (p. 20). Encourage faculty and administrators (especially advisors) to communicate with students ***inside and outside the classroom*** about service opportunities, to generate greater awareness for year-round service opportunities and to continuously emphasize the importance of service to the Earlham experience.
3. At the area-level, Earlham students perform service at inconsistent levels of frequency and depth. Students who serve in the areas of Youth service (60), and Civic Participation (35), do so at significantly higher rates of frequency and depth than in areas like Hunger and Homelessness, which are dominated by "one-shot" service events and low participation rates. While the Youth POP Score is typically the highest at NASCE institutions given existing service structures in that area, Earlham's Civic Participation POP Score is noticeably strong; one of the highest ever. Examine the structures and partnerships in place that foster engagement to address Civic Participation, and replicate them in other need areas – through courses, partnerships, programs, etc. – to increase the rate, frequency, and depth of student service, campus-wide, consistently across the nine areas.
4. The three largest obstacles to service identified by Earlham students are schoolwork (88%), work (65%), and lack of transportation (58%). Expand community-engaged learning opportunities, and incorporate community service requirements into school-sponsored work positions, and expand school-sponsored transportation to service sites, to help overcome these obstacles.
5. Utilize the NASCE Report and POP Scores to strategically enhance Earlham College's overall service contribution and community contribution (see next page).

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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.

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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.

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

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 3: Implementation Details

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

After confirmed participation in the NASCE, Earlham College completed an individuation process. This process was used by SRI to create the customized NASCE web-module for Earlham College. A grand prize of an iPad Mini 2 (32GB), 2 $50 Amazon gift certificates, and 4 $25 Amazon gift certificates were raffled off as a material incentive to participate.

Earlham College 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 Earlham College, 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 Earlham College's case, 27 students chose "Other." To see what they said specifically, please refer to Q24_OO in the raw dataset.

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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)

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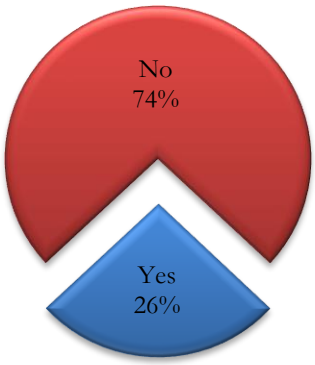
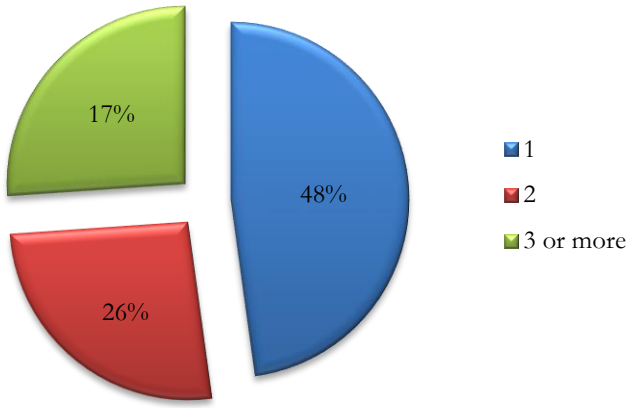
Appendix 5: Customized Analysis

Service-Learning

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



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



Which of the following components did your service-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	44%	57%
Organized community service that enhanced the meaning of course texts and lectures	72%	28%
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	61%	39%
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	78%	22%

Service Participation Rates, by Class Year

	Freshmen	**Sophomores**	**Juniors**	**Seniors**
% Reporting Service at Earlham	44%	60%	60%	64%

Service Participation Rates, by Certain Groups

	Male	**Female**	**International Student**	**Student Athlete**	**Work Study Student**
% Reporting Service at Earlham	53%	58%	66%	47%	58%

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