2018 National Assessment of Service and Community Engagement (NASCE)

Presented to Oakland University
By the Siena College Research Institute (SCRI)
December 10, 2018

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Loudonville, NY 12211
Table of Contents

NASCE Executive Summary 3
Summary and Recommendations 4
Institutional Overview of All Service Areas 5
Comparative POP Scores from High School to College 6
Avenues for Participation & Awareness 7
Service and Community Engaged Coursework 9
Overall Student Engagement 10
Comparative Data to Similar Institutions 11
Demographics and Weighted Data 12
POP Score Overview of Issue Areas
   Civic Participation/ Public Awareness 14
   Economic Opportunity 15
   Elder Care 16
   Environmental 17
   Health/Fitness 18
   Homelessness/Housing 19
   Hunger/Nutrition 20
   Religious/Spiritual 21
   Youth 22
Detailed Explanation of the POP Score Appendix 1
POP Score Service Categories Appendix 2
Using POP for Strategic Impact Appendix 3
Implementation Details Appendix 4
Glossary of Terms Appendix 5
2018 NASCE Executive Summary
OAKLAND UNIVERSITY

Percentage of Students Reporting Engagement in College

<table>
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<tr>
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<th>OU ’18</th>
<th>OU ’15</th>
<th>SAMPLE</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>43%</td>
<td>33%</td>
<td>54%</td>
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</table>

Percentage of Students Reporting Engagement Prior to College

<table>
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<th>OU ’15</th>
<th>SAMPLE</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>74%</td>
<td>81%</td>
<td>87%</td>
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Change from “Prior to” Levels (percentage points)

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<tr>
<th></th>
<th>OU ’18</th>
<th>OU ’15</th>
<th>SAMPLE</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>31</td>
<td>48</td>
<td>33</td>
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</tbody>
</table>

### POP Scores

- Institutional: 13
- Civic: 8
- Economic: 3
- Elder Care: 9
- Environmental: 11
- Health: 16
- Homelessness: 8
- Hunger: 12
- Religious: 19
- Youth: 31

Emerging  Evolving  Established  Integrated  Pervasive

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

Overall, I would say that Oakland promotes service and community engagement among the student body. 80%

I think the college does an appropriate job of informing students of all the ways they can be engaged in the community. 71%

Overall, I am satisfied with my personal level of involvement 59%

---

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

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Summary and Recommendations

Summary
1. Overall, 43 percent of Oakland University students are engaged in service and community engagement of some kind. Based on NASCE’s POP Score Calculus, Oakland University students achieve an Institutional POP score of 13, which three points higher than the previous administration, placing Oakland University in the Evolving service category.

2. Since Oakland’s 2015 NASCE administration, the rate of participation has increased by ten percentage points. Additionally, the institutional POP score increased by three points, including across seven of the nine issues areas, most notably the areas of Youth and Religious/Spiritual Services. With a consistent response rate of 16 percent both in 2015 and 2018, this overall increase at a large institution is commendable.

3. Compared to the national sample of 69,717 students, Oakland University students participate in service and community engagement at a lower rate (43 percent vs. 54 percent) and achieve the same POP scores in two of the nine areas.

4. Compared to institutions of a similar size, (see p. 11), Oakland University students participate in service at the same rate (43 percent), but achieve lower POP scores in six of the nine areas. Oakland students score higher POP scores than students at institutions of a similar size in the areas of Elder Care and Religious/Spiritual Services.

5. Looking at the total amount of service performed by Oakland University students, 35 percent is done through individual projects, 28 percent is through clubs, organizations, or sports teams, 21 percent is through courses or academic programs, and 16 percent is through non-academic offices (p. 7).

6. While a majority of students agree that Oakland promotes service (80 percent) and informs students of service opportunities (71 percent), those numbers are slightly lower than numbers for the national sample (83 percent and 73 percent respectively). In addition, more than one-half of students (62 percent) say that over the past month they have not been asked by a student, staff, or faculty member to volunteer for an organization or cause in the community.

Recommendations
1. Oakland University students report serving more before college than while at college (drop of 31 percentage points). This drop off is comparable to that of the national sample and is seventeen points lower than OU’s gap was in 2015 (48 percentage points). Moreover, only 17 percent of first year students say they have participated in service as an Oakland University student. This is a drop of 9 percentage points from the 2015 first year class (26 percent), but may be attributed to administering the NASCE in the fall semester as opposed to the spring semester. To address this gap, Oakland should take an inter-departmental approach to implement campus-wide programs that address and lessen the gap between high school and collegiate service and foster a more entrenched culture of continuing service at Oakland from day one. Set a 2-year goal for increasing the number of students engaged (perhaps 50 percent), and a specific goal for first year students, then re-measure.

2. Two-thirds of students say they have not been asked by a student, staff or faculty member to volunteer over the past month. Of people who do not serve, 66 percent say “no one has ever really asked me” to serve and 58 percent say they “do not know what is available.” Yet, only 59 percent of students say they are satisfied with their personal level of involvement at Oakland University. Effective face-to-face communication between faculty/administrators and students about ways to get and stay involved in community service is essential for increasing engagement.

3. Students at Oakland University overall perform service at inconsistent levels of involvement. Oakland University should continue to focus on increasing the number of students who engage in service (Rec. #1), while simultaneously developing institutional structures that promote service on more frequent and deeper levels, moving students away from “one-shot” service events towards service on a recurring basis.

4. Oakland University students achieve higher POP Scores in the area of Youth (31) and Religious/Spiritual Services (19) because they serve at higher rates of frequency and depth than in areas like Hunger/Nutrition (12) and Homelessness/Housing (8), which are primarily dominated by “one-shot” service events. Examine the structures and partnerships in place that foster service to address these areas, and use them as a model to increase the frequency and depth of student service in other areas moving forward.

5. When excluded from the larger sample, the POP score of students who have participated in a service-learning or community engaged course is 40 (27 points higher than the institutional POP score). Additionally, of people who serve, the two largest obstacles to service are schoolwork (85 percent) and too busy with jobs/internships (63 percent). Oakland should expand service-learning and community engaged scholarship opportunities and incorporate community engagement into extracurriculars to overcome these obstacles.

6. Utilize the NASCE Report and POP Scores to strategically enhance Oakland University’s overall service contribution and community contribution (see next page).
Institutional: All Service / All Areas

Total Respondents: 2,333  Response Rate: 16%

Do you participate in community service here at Oakland?

- Yes: 43%
- No: 57%

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

- Less than 5: 40%
- Between 5-9: 30%
- Between 10-19: 18%
- Between 20-29: 7%
- 30 or more: 5%

Total Service by Needs Area

- Youth: 26%
- Religion: 17%
- Environment: 11%
- Health: 13%
- Hunger: 10%
- Homelessness: 8%
- Elder Care: 8%
- Civic: 7%
- Econ: 4%

Capacity Contribution: Institutional

- 43% of students contribute to a POP score of 13.
- 57% of students report doing no service.
- 10% of students account for 56% of the total service score.
Overall and Area Level POP Scores:
Before and at Oakland University

<table>
<thead>
<tr>
<th>Category</th>
<th>Total at High School</th>
<th>Total at Oakland University</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institutional</td>
<td>13</td>
<td>28</td>
<td>15</td>
</tr>
<tr>
<td>Civic</td>
<td>8</td>
<td>12</td>
<td>4</td>
</tr>
<tr>
<td>Elder Care</td>
<td>9</td>
<td>21</td>
<td>12</td>
</tr>
<tr>
<td>Environmental</td>
<td>11</td>
<td>30</td>
<td>19</td>
</tr>
<tr>
<td>Health</td>
<td>16</td>
<td>18</td>
<td>12</td>
</tr>
<tr>
<td>Homelessness</td>
<td>8</td>
<td>14</td>
<td>6</td>
</tr>
<tr>
<td>Hunger</td>
<td>12</td>
<td>17</td>
<td>15</td>
</tr>
<tr>
<td>Religion</td>
<td>19</td>
<td>45</td>
<td>26</td>
</tr>
<tr>
<td>Youth</td>
<td>43</td>
<td>74</td>
<td>43</td>
</tr>
<tr>
<td>Economic</td>
<td>4</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>
Avenues for Student Service and Community Engagement Participation

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

No Service 57%
Service 43%

- Student Club or Organization 28%
- Academic Course or Internship 21%
- Individual Projects 35%
- Non-academic Office 16%

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

- Student Club or Organization 26%
- By an Outside Entity (other than Oakland University) 24%
- Individual projects 21%
- Course 20%
- School Office/Academic Department 18%
- Religious group or office 11%
- Service based trip 11%
- Sports team 9%
- Through Work Study Job 7%
Avenues for Student Service and Community Engagement Awareness

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

- Campus emails: 81%
- Flyers: 68%
- Word of mouth: 63%
- In a class/Faculty: 58%
- Social Media like Facebook: 56%
- Student Group/Club: 43%
- Grizz Fest: 40%
- Organization Fair: 34%
- Residence life, RA or RD: 27%
- Community Engagement: 26%
- The Oakland Post: 21%
- Office of Student Success: 17%
- Leadership and Volunteer Center...: 11%

Student Perceptions of Awareness and Promotion

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

- Agree: 63%
- Strongly Agree: 17%
- Strongly Disagree: 2%
- Disagree: 18%

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

- Agree: 58%
- Strongly Agree: 13%
- Strongly Disagree: 3%
- Disagree: 26%
Service and Community Engaged Coursework

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

- Yes 24%
- No 76%

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

- 1 57%
- 2 20%
- 3 or more 23%

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

- Very often 18%
- Somewhat often 50%
- Not very often 24%
- Not at all 8%

Which of the following components did your service and community engaged course include?

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

<table>
<thead>
<tr>
<th>Component</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intermittent service and community engagement project(s) that seemed to lack integration into the course's objectives</td>
<td>44%</td>
<td>56%</td>
</tr>
<tr>
<td>Organized service and community engagement that enhanced the meaning of course texts and lectures</td>
<td>64%</td>
<td>36%</td>
</tr>
<tr>
<td>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</td>
<td>51%</td>
<td>49%</td>
</tr>
<tr>
<td>Adequate reflection time, that is, time to research, analyze, write about, and discuss the projects in order to better understand the service and community engagement in terms of both its relationship to the community and to your personal development</td>
<td>59%</td>
<td>41%</td>
</tr>
</tbody>
</table>
Overall Student Engagement

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

- Job: 69%
- No Job: 31%

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

- Less than 5: 2%
- At least 5 but less than 10: 7%
- At least 10 but less than 20: 23%
- 20 or more: 37%

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

- Not at all involved: 12%
- Sporadically involved: 27%
- Regularly involved: 27%
- Deeply involved: 45%

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

- Yes: 30%
- No: 70%

**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?**

- Yes: 38%
- No: 62%

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

- Strongly disagree: 5%
- Disagree: 36%
- Agree: 46%
- Strongly agree: 13%
Further School Comparisons

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

Do You Participate in Community Service? (Oakland)

Do You Participate in Community Service? (Sample)

POP Score Comparison

<table>
<thead>
<tr>
<th>Category</th>
<th>Oakland University</th>
<th>Sample (21,631)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institutional</td>
<td>13</td>
<td>15</td>
</tr>
<tr>
<td>Civic</td>
<td>8</td>
<td>14</td>
</tr>
<tr>
<td>Economic</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Elder Care</td>
<td>9</td>
<td>7</td>
</tr>
<tr>
<td>Environmental</td>
<td>11</td>
<td>14</td>
</tr>
<tr>
<td>Health</td>
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<td>Hunger</td>
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<td>14</td>
</tr>
<tr>
<td>Religion</td>
<td>19</td>
<td>18</td>
</tr>
<tr>
<td>Youth</td>
<td>31</td>
<td>32</td>
</tr>
</tbody>
</table>
Demographics and Weighted Data

Gender

- Male: 28%
- Female: 72%

Class Year

- Freshman: 26%
- Sophomore: 18%
- Junior: 27%
- Senior: 29%

Weighted POP Scores

<table>
<thead>
<tr>
<th>Category</th>
<th>Emerging</th>
<th>Evolving</th>
<th>Established</th>
<th>Integrated</th>
<th>Pervasive</th>
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</thead>
<tbody>
<tr>
<td>Institutional</td>
<td></td>
<td></td>
<td></td>
<td>12</td>
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<td>Civic</td>
<td>8</td>
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<tr>
<td>Hunger</td>
<td>11</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Religious</td>
<td></td>
<td></td>
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<td>19</td>
<td></td>
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<tr>
<td>Youth</td>
<td></td>
<td></td>
<td></td>
<td>29</td>
<td></td>
</tr>
</tbody>
</table>

Unweighted Scores

- Institutional: 13
- Civic: 8
- Economic: 3
- Elder Care: 9
- Environmental: 11
- Health: 16
- Homelessness: 8
- Hunger: 12
- Religious: 19
- Youth: 31

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

- Caucasian: 79%
- Hispanic or Latino: 9%
- Asian: 7%
- Black or African-American: 7%
- Multi-racial: 4%

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

- I entered Oakland University as a traditional freshman immediately following High School: 68%
- I transferred to Oakland University directly from another college or university: 28%
- I entered Oakland University as a non-traditional student after having been out of school for some time: 4%

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

- Less than $50,000: 21%
- Between $50,000 and $100,000: 28%
- Between $100,000 and $150,000: 16%
- Between $150,000 and $200,000: 6%
- Between $200,000 and $250,000: 3%
- More than $250,000: 2%
- Prefer not to answer: 24%
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

9% of students contribute to a POP score of 8.

91% of students do no service addressing civic needs or public awareness.

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

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

No 97%
Yes 3%

With what frequency?

With what depth?

Capacity Contribution: Economic Opportunity

97% of students do no service addressing economic opportunity, access, and development.

3% of students contribute to a POP score of 3.
Elder Care

Do you participate in service addressing elder care?

With what frequency?

With what depth?

Capacity Contribution: Elder Care

7% of students contribute to a POP score of 9.

93% of students do no service addressing elder care.

5% of students account for 93% of the Elder Care POP score.
Environmental Efforts

Do you participate in service addressing environmental efforts?

- Yes: 17%
- No: 83%

With what frequency?
- Once or Twice a Year: 51%
- Several Times a Year: 28%
- About Once a Month: 12%
- Several Times a Month: 4%
- About Once a Week: 3%
- More Than Once a Week: 2%

With what depth?
- One-Shot: 63%
- Regular Involvement: 30%
- Deep Commitment: 11%

Capacity Contribution: Environmental

17% of students contribute to a POP score of 11.

83% of students do no service addressing environmental needs.

10% of students account for 85% of the Environmental POP score.
Health or Fitness Promotion

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

- **No**: 83%
- **Yes**: 17%

With what frequency?

- **Once or Twice a Year**: 35%
- **Several Times a Year**: 34%
- **About Once a Month**: 14%
- **Several Times a Month**: 8%
- **About Once a Week**: 5%
- **More Than Once a Week**: 5%

With what depth?

- **One-Shot Involvement**: 35%
- **Regular Involvement**: 31%
- **Deep Commitment**: 13%

Capacity Contribution: Health

- 83% of students do no service addressing health or fitness needs.
- 17% of students contribute to a POP score of 16.
- 10% of students account for 85% of the Health POP score.
Homelessness or Housing

Do you participate in service addressing homelessness or housing?

- Yes: 11%
- No: 89%

With what frequency?

- Once or Twice a Year: 52%
- Several Times a Year: 27%
- About Once a Month: 9%
- Several Times a Month: 7%
- About Once a Week: 2%
- More Than Once a Week: 3%

With what depth?

- One-Shot: 68%
- Regular Involvement: 27%
- Deep Commitment: 8%

Capacity Contribution: Homelessness

- 11% of students contribute to a POP score of 8.
- 89% of students do no service addressing homelessness.
- 10% of students account for 96% of the Homelessness POP score.
Hunger or Nutrition

Do you participate in service addressing hunger and nutrition?

With what frequency?

With what depth?

Capacity Contribution: Hunger

80% of students do no service addressing hunger or nutrition.

20% of students contribute to a POP score of 12.

10% of students account for 78% of the Hunger POP score.
Religious or Spiritual Service

Do you participate in service addressing religious or spiritual needs?

- Yes: 11%
- No: 89%

With what frequency?

- Once or Twice a Year: 16%
- Several Times a Year: 16%
- About Once a Month: 12%
- Several Times a Month: 14%
- About Once a Week: 19%
- More Than Once a Week: 23%

With what depth?

- One-Shot: 29%
- Regular Involvement: 42%
- Deep Commitment: 36%

Capacity Contribution: Religious/Spiritual

- 11% of students contribute to a POP score of 19.
- 89% of students do no service addressing religious or spiritual needs.
- 5% of students account for 71% of the Religious POP score.
Youth Services

Do you participate in service addressing youth concerns?

- Yes: 21%
- No: 79%

With what frequency?

- Once or Twice a Year: 21%
- Several Times a Year: 23%
- About Once a Month: 12%
- Several Times a Month: 14%
- About Once a Week: 13%
- More Than Once a Week: 18%

With what depth?

- One-Shot: 30%
- Regular Involvement: 43%
- Deep Commitment: 31%

Capacity Contribution: Youth

21% of students contribute to a POP score of 31.

79% of students do no service addressing youth needs.

10% of students account for 78% of the Youth POP score.
Appendix 1: The POP Score

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

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

1) Do you participate in service addressing Issue X?
   a. Yes (1)
   b. No (0)

2) How often would you say you did that type of service?
   a. Once a year (1)
   b. Several times a year – Once a month (2)
   c. Several times a month (3)
   d. Weekly or more (4)

3) Which best describes your level of involvement?
   a. I would participate at an event or short term drive. Usually it was one-shot type involvement. (1)
   b. I was involved on a regular basis for a period of time. One example would be a regular commitment to be there once a week for an entire semester, or another would be to participate on a service trip for most of each day for a period of time. (2)
   c. I was deeply involved in a project or cause and dedicated to it. Rather than thinking of my service as a chore or time commitment, I was drawn to serve by the issue or problem and worked towards its resolution. (3)

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

$$\sum \left( \text{Service} \times \text{Frequency} \times \text{max(Depth)} \right) / n \times 12$$

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

Both institutional and area scores are then normalized with .33 equaling a POP Score of 100.
Appendix 2: POP Score Service Categories

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Category</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>41+</td>
<td>Pervasive</td>
<td>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.</td>
</tr>
<tr>
<td>31-40</td>
<td>Integrated</td>
<td>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.</td>
</tr>
<tr>
<td>21-30</td>
<td>Established</td>
<td>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.</td>
</tr>
<tr>
<td>11-20</td>
<td>Evolving</td>
<td>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.</td>
</tr>
<tr>
<td>0-10</td>
<td>Emerging</td>
<td>Service is not a main component of your culture, only taking place intermittently. Service is performed at low levels, primarily taking the form of &quot;one-shot&quot; activities. To enhance service contribution, data points the way.</td>
</tr>
</tbody>
</table>
Appendix 3: Strategic Impact

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

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

Current POP Score: 20

Participation in Service and Community Engagement: 17%
Average Frequency of Service and Community Engagement: Several Times a Year (2.32/4)
Average Depth of Service and Community Engagement: One-Shot /Regular Involvement (1.85/3)

To reach a target POP score of 45:

Method #1: Increase gross participation across campus
Method #2: Increase frequency of service and community engagement among current volunteers
Method #3: Increase depth of service and community engagement among current volunteers
Method #4: Any combination of the above

Method #1: Make service and community engagement addressing civic participation compulsory for XYZ students.²
- **Participation:** 100%
- Frequency: 2.32/4
- Depth: 1.85/3
- **Resulting POP Score:** 107

Method #2: Have active students commit to service and community engagement activities once a week.
- Participation: 17%
- **Frequency:** 4/4
- Depth: 1.85/3
- **Resulting POP Score:** 31

Method #3: Integrate active students into partnerships with specific organizations.
- Participation: 17%
- Frequency: 2.32/4
- **Depth:** 3/3
- **Resulting POP Score:** 29

Method #4: Combination
- Participation: 30%
- Frequency: 3/4
- Depth: 2/3
- **Resulting POP Score:** 45

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² While merely increasing service and community engagement participation to 100% will indeed create a POP score in a high range, doing so without addressing frequency and depth will yield a low quality, low impact, and potentially damaging increase in community involvement.
Appendix 4: Implementation Details

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

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

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

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

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

The “Other” Category of Service

In addition to the nine areas of service recorded above, the survey also provides students with the option of “Other (Please Specify)” to ensure that all types of service are included in the analysis. While the students who select “Other” have been included in the overall percentage of students who serve at Oakland, they are not included in the institution’s overall POP score. We track “Other” at every participating school across our entire sample, and it does not have a significant effect on institutions’ POP scores. In Oakland’s case, 141 students chose “Other.” To see what they said specifically, please refer to Q24l in the raw dataset.
Appendix 5: Glossary of Terms

Prompts provided to respondents within the survey:

- **Service and Community Engagement**: includes any activity in which you participate with or assist members of community(ies) to address unmet human needs in areas like housing, health, nutrition, education, and economic opportunity (this includes service and community engagement through internships, courses, work study, co-ops, or on your own).

- **Civic Participation/Promoting Public Awareness**: types of service promoting public awareness or civic participation (e.g. voter awareness, human rights, refugees & immigration, public safety)

- **Economic Opportunity, Access, and Development**: types of service promoting economic access and justice (e.g., tax assistance, job training, fair trade)

- **Elder Care**: types of service addressing elder care (e.g. adopt a grandparent, nursing home)

- **Environmental Efforts**: types of service addressing environmental efforts (e.g. local clean-up, environmental advocacy, green initiatives)

- **Health or Fitness Promotion**: types of service working to promote health or fitness (e.g. donating blood, visiting the sick, raising money to combat a disease, anti-obesity programs)

- **Homelessness or Housing**: types of service addressing homelessness or housing (e.g. Habitat for Humanity, Affordable Housing, housing policy)

- **Hunger or Nutrition**: types of service addressing hunger and nutrition issues (e.g. soup kitchen, food drive, food policy)

- **Religious or Spiritual Service**: types of service addressing religious or spiritual service (e.g. teaching a Sunday School class, mission work, interfaith dialogue)

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