2016 National Assessment of Service and Community Engagement (NASCE)

Presented to Brown University
By the Siena College Research Institute (SRI)
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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.

   - **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.
   - **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.
   - **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.
   - **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.
   - **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 16-23. Comparative POP Scores to similar institutions is included on Page 24.

4. A general summary and recommendations informed by the data are available on page 25 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.
2016 NASCE Quick Facts
Brown University

Percentage of Students Reporting Service in College
BROWN: 59%
SAMPLE: 52%

Percentage of Students Reporting Service Prior to College
BROWN: 83%
SAMPLE: 87%

Change from “Prior to” Levels (percentage points)
BROWN: 24
SAMPLE: 35

POP Scores

<table>
<thead>
<tr>
<th>Category</th>
<th>BROWN</th>
<th>SAMPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Civic</td>
<td>36</td>
<td>18</td>
</tr>
<tr>
<td>Economic</td>
<td>13</td>
<td>7</td>
</tr>
<tr>
<td>Elder Care</td>
<td>5</td>
<td>9</td>
</tr>
<tr>
<td>Environmental</td>
<td>17</td>
<td>20</td>
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<tr>
<td>Health</td>
<td>30</td>
<td>18</td>
</tr>
<tr>
<td>Homelessness</td>
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<td>13</td>
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<tr>
<td>Hunger</td>
<td>13</td>
<td>17</td>
</tr>
<tr>
<td>Religious</td>
<td>11</td>
<td>13</td>
</tr>
<tr>
<td>Youth</td>
<td>80</td>
<td>44</td>
</tr>
</tbody>
</table>

Student Opinions (Agree or Strongly Agree):
Overall, I would say that Brown promotes community service among the student body. 70% 84%

I think the college does an appropriate job of informing students of all the ways they can be engaged in the community. 59% 74%

Overall, I am satisfied with my personal level of involvement in community service here at Brown. 52% 60%

1 The column labeled “Sample” contains data from 57,596 students at colleges and universities from 2009-2016. The economic data reflects only 54,615 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. Brown 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 7 years into a widely used and respected assessment tool for measuring and expressing community engagement among U.S. colleges and universities. Today, more than 57,000 undergraduates from more than 80 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 Brown 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 purposely – 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 October, 2016 Brown University administered the NASCE. Five hundred and eighty-one students participated in the survey, representing 12 percent of Brown University’s total undergraduate enrollment sample (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-nine percent of Brown University students report participating in some type of service while in college, a decline of 24 percentage points from high school levels. Measured via the NASCE-unique POP score (POP combines service, frequency, and depth into one score), Brown University demonstrates Pervasive service addressing Youth needs, Integrated service addressing Civic needs, Established service addressing Health needs, Evolving service addressing Economic, Environmental, Homelessness, Hunger, and Religious needs, and Emerging service addressing Elder Care needs. When compared to scores from 57,596 college students collected from 2009-2016 (see page 4), Brown University students performed at a higher rate than other students in five of the nine areas. Overall, 70 percent of students agree that the college promotes service (lower than the national average), and 59 percent agree that Brown University does a good job at informing the student body of service opportunities, also lower than the national average. Fifty-two percent of students are satisfied with their personal level of involvement in community service at Brown University, which is below the national average and indicates that more than 4 out of 10 students would like to serve more.

Because Brown University’s NASCE dataset had a disproportionately high number of female respondents (see page 16), we also weighted the data to reflect Brown University’s actual gender distribution of enrolled undergraduate students (53 percent female, 47 percent male) and to reflect an equal distribution of students between each undergraduate cohort (25 percent each). The weighted POP Scores for each area and overall are included on page 16. Additionally, certain customized data is included as Appendix 5.

Thank you for participating in the 2016 NASCE. We hope you find the data and analysis in this 2016 NASCE Report helpful in both assessing and understanding service at Brown University and in your strategic planning process as you move forward. We look forward to continuing to assist you in your efforts to enhance Brown University’s overall community contribution.

Dr. Don Levy and Dr. Mathew Johnson
Institutional: All Service / All Areas

Do you participate in community service here at Brown University?

- Yes: 59%
- No: 41%

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

- Less than 5: 22%
- Between 5-9: 25%
- Between 10-19: 27%
- Between 20-29: 15%
- 30 or more: 11%

Total Service by Needs Area

- Civic: 16%
- Econ: 6%
- Elder Care: 2%
- Environment: 8%
- Health: 14%
- Hunger: 6%
- Religion: 5%
- Homelessness: 7%
- Youth: 36%

Capacity Contribution: Institutional

- 31% of students report doing no service.
- 69% of students contribute to a POP score of 25.
- 10% of students account for 39% of the total service score.
Civic Participation / Public Awareness

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

- Yes: 21%
- No: 79%

With what frequency?

- Once or Twice a Year: 10%
- Several Times a Year: 15%
- About Once a Month: 15%
- Several Times a Month: 18%
- About Once a Week: 26%
- More Than Once a Week: 16%

With what depth?

- One-Shot: 36%
- Regular Involvement: 42%
- Deep Commitment: 30%

Capacity Contribution: Civic Participation

- 21% of students contribute to a POP score of 36
- 79% of students do no service addressing civic needs or public awareness.
- 10% of students account for 72% of the Civic POP score.

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Economic Opportunity

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

- Yes: 6%
- No: 94%

With what frequency?
- Once or Twice a Year: 3%
- Several Times a Year: 6%
- About Once a Month: 11%
- Several Times a Month: 22%
- About Once a Week: 33%
- More Than Once a Week: 25%

With what depth?
- One-Shot: 28%
- Regular Involvement: 55%
- Deep Commitment: 23%

Capacity Contribution: Economic Opportunity

94% of students do no service addressing economic opportunity, access, and development.

5% of students account for 92% of the Economic POP Score.
Do you participate in service addressing elder care?

- **No**: 98%
- **Yes**: 2%

**Capacity Contribution: Elder Care**

98% of students do no service addressing elder care.

- 2% of students contribute to a POP score of 5.

With what frequency?

- One Shot: 0%
- Regular Involvement: 15%
- Deep Commitment: 35%
- About Once a Month: 43%
- More than Once a Month: 14%

With what depth?

- One Shot: 50%
- Regular Involvement: 35%
- Deep Commitment: 17%

Percent of Respondents
Environmental Efforts

Do you participate in service addressing environmental efforts?

With what frequency?

- No: 86%
- Yes: 14%

With what depth?

- One-Shot: 57%
- Regular Involvement: 33%
- Deep Commitment: 15%

Capacity Contribution: Environmental

86% of students do no service addressing environmental needs.

14% of students contribute to a POP score of X.

10% of students account for 93% of the Environmental POP score.
Health or Fitness

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

No 82%
Yes 18%

With what frequency?  
With what depth?

Capacity Contribution: Health

82% of students do no service addressing health or fitness needs.

18% of students contribute to a POP score of 30.

10% of students account for 85% of the Health POP score.
Homelessness or Housing

Do you participate in service addressing homelessness or housing?

No 89%
Yes 11%

With what frequency?

- Once or Twice a Year: 22%
- Several Times a Year: 17%
- About Once a Month: 13%
- Several Times a Month: 11%
- About Once a Week: 21%
- More Than Once a Week: 16%

With what depth?

- One-Shot: 62%
- Regular Involvement: 34%
- Deep Commitment: 8%

Capacity Contribution: Homelessness

11% of students contribute to a POP score of 16.

89% of students do no service addressing Homelessness.

10% of students account for 99% of the Homelessness POP score.
Hunger or Nutrition Issues

Do you participate in service addressing hunger and nutrition?

- Yes: 9%
- No: 91%

With what frequency?

- About Once a Month: 17%
- More Than Once a Week: 22%
- Once or Twice a Year: 24%
- Several Times a Year: 9%
- About Once a Week: 15%

With what depth?

- Regular Involvement: 25%
- Deep Commitment: 7%
- One-Shot: 0%

Capacity Contribution: Hunger

- 91% of students do no service addressing hunger or nutrition.
- 9% of students contribute to a POP score of 13.
- 5% of students account for 85% of the Hunger POP score.
Religious or Spiritual Needs

Do you participate in service addressing religious or spiritual needs?

- No: 95%
- Yes: 5%

With what frequency?

- Once or Twice a Year: 7%
- Several Times a Year: 7%
- About Once a Month: 10%
- Several Times a Month: 7%
- About Once a Week: 37%
- More Than Once a Week: 33%

With what depth?

- One-Shot: 0%
- Regular Involvement: 15%
- Deep Commitment: 50%
- Involvement: 38%

Capacity Contribution: Religious/Spiritual

- 5% of students contribute to a POP score of 11.
- 5% of students account for 99% of the Religious POP Score.

95% of students do no service addressing religious or spiritual needs.
Youth Services

Do you participate in service addressing youth concerns?

Yes 37%

No 63%

With what frequency?

With what depth?

Capacity Contribution: Youth

37% of students contribute to a POP score of 80.

63% of students do no service addressing youth needs.

10% of students account for 38% of the Youth POP score.
Demographics and Weighted Data

**Gender**
- Male: 31%
- Female: 66%

**Class Year**
- Senior: 26%
- Sophomore: 24%
- Junior: 23%
- Freshman: 27%

**Weighted POP Scores**

<table>
<thead>
<tr>
<th>Area</th>
<th>Emerging</th>
<th>Evolving</th>
<th>Established</th>
<th>Integrated</th>
<th>Pervasive</th>
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</thead>
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<tr>
<td>Institutional</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>19</td>
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<tr>
<td>Civic</td>
<td></td>
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<td></td>
<td></td>
<td>33</td>
</tr>
<tr>
<td>Economic</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elder Care</td>
<td>4</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Environmental</td>
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<td>16</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health</td>
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<td></td>
<td></td>
<td></td>
<td>28</td>
</tr>
<tr>
<td>Homelessness</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>15</td>
</tr>
<tr>
<td>Hunger</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>Religious</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>Youth</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>74</td>
</tr>
</tbody>
</table>

**Unweighted Scores**
- 25
- 36
- 13
- 5
- 17
- 30
- 16
- 13
- 11
- 80

*Since the gender distribution in Brown 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 Brown University’s enrolled undergraduate students (53% female and 47% 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, eight of the nine areas saw a decrease in POP Score once weighted*
I believe my family's total income last year (2015) was:

- Less than $50,000: 14%
- More than $50,000 but less than $100,000: 17%
- More than $100,000 but less than $150,000: 12%
- More than $150,000 but less than $200,000: 11%
- More than $200,000 but less than $250,000: 9%

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

- Yes (Job): 57%
- No (No Job): 43%

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

- Less than 5: 11%
- At least 5 but less than 10: 25%
- At least 10 but less than 20: 18%
- 20 or more: 4%
Overall and Area Level POP Scores:
Before and at Brown University

<table>
<thead>
<tr>
<th>Category</th>
<th>High School</th>
<th>Brown University</th>
<th>Change from High School to Brown University</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institutional</td>
<td>25</td>
<td>40</td>
<td>15</td>
</tr>
<tr>
<td>Civic: Brown</td>
<td>36</td>
<td>39</td>
<td>3</td>
</tr>
<tr>
<td>Civic: High School</td>
<td>36</td>
<td>39</td>
<td>3</td>
</tr>
<tr>
<td>Elder Care: Brown</td>
<td>5</td>
<td>18</td>
<td>13</td>
</tr>
<tr>
<td>Elder Care: High School</td>
<td>17</td>
<td>18</td>
<td>13</td>
</tr>
<tr>
<td>Environmental: Brown</td>
<td>18</td>
<td>17</td>
<td>1</td>
</tr>
<tr>
<td>Environmental: High School</td>
<td>17</td>
<td>17</td>
<td>1</td>
</tr>
<tr>
<td>Health: Brown</td>
<td>30</td>
<td>41</td>
<td>31</td>
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<tr>
<td>Health: High School</td>
<td>30</td>
<td>33</td>
<td>3</td>
</tr>
<tr>
<td>Homelessness: Brown</td>
<td>16</td>
<td>19</td>
<td>4</td>
</tr>
<tr>
<td>Homelessness: High School</td>
<td>19</td>
<td>19</td>
<td>4</td>
</tr>
<tr>
<td>Hunger: Brown</td>
<td>13</td>
<td>33</td>
<td>20</td>
</tr>
<tr>
<td>Hunger: High School</td>
<td>13</td>
<td>33</td>
<td>20</td>
</tr>
<tr>
<td>Religious: Brown</td>
<td>11</td>
<td>37</td>
<td>26</td>
</tr>
<tr>
<td>Religious: High School</td>
<td>11</td>
<td>37</td>
<td>26</td>
</tr>
<tr>
<td>Youth: Brown</td>
<td>80</td>
<td>134</td>
<td>54</td>
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<td>Youth: High School</td>
<td>80</td>
<td>134</td>
<td>54</td>
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<tr>
<td>Economic: Brown</td>
<td>13</td>
<td>9</td>
<td>4</td>
</tr>
<tr>
<td>Economic: High School</td>
<td>9</td>
<td>9</td>
<td>4</td>
</tr>
</tbody>
</table>
Avenues for Student Service Participation

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

- No Service: 41%
- Service: 59%

Avenues for Student Service Awareness

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

- Emails (Morning Mail, etc): 81%
- Word of mouth: 79%
- Fairs: 65%
- Flyers/Posters: 62%
- Social Media like Facebook: 59%
- Swearer Center for Public Service: 54%
- In a class/Faculty: 37%
- Office of Student Activities Club: 31%
- Brown Website: 29%
- Academic Departments: 29%
- CareerLab: 25%
- Athletics: 15%
- Brown Center for Students of Color: 14%
- Sarah Doyle Women's Center: 14%
- Residence life, RA or RD: 13%
- Brown Daily Herald: 6%
- Other: 4%
Motivations, Obstacles, and Satisfaction

Motivations for Service [of students who serve]

- I believe I can help people in need: 95%
- I want to gain experience/insight: 95%
- It makes me feel good about myself: 86%
- I meet people through participating: 77%
- It is important to have on my record: 53%
- It is important to my faith: 31%
- Because my friends do it: 22%
- I have been required to: 16%

Obstacles to Service [of students who serve]

- Too busy with schoolwork: 90%
- Too busy with extracurriculars: 68%
- Lack of transportation: 60%
- Too busy with job/internship: 47%
- Don't know what is available: 39%
- Will do more once get…: 37%
- Can't find regular, organized…: 34%
- What I would like to do is not…: 33%
- Already do as much as I'd like…: 32%
- Most opp. are one-day service…: 22%
- What I'd like to do req. funding…: 19%
Obstacles to Service [of students who don't serve]

- Too busy with schoolwork: 90%
- Too busy with other extracurriculars: 77%
- Haven't had the chance yet: 73%
- Lack of transportation: 67%
- No one has ever really asked me: 66%
- Still getting acclimated to life here: 60%
- Don't know what opp. are available: 57%
- Doesn't fit lifestyle right now: 55%
- Too busy with work/internship: 50%
- Don't value the importance as much as other opp.: 43%
- There are more effective ways to give back: 33%
- Did not come to college to do comm. serv.: 32%
- Hasn't crossed my mind: 31%
- No longer required to: 28%
- What I would like to do is not available: 25%
- Not interested: 19%
- No longer have incentive: 14%
- Comm. serv. doesn't have much impact: 11%
Institutional Service Promotion and Volunteer Attitudes

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

- Strongly Agree: 16%
- Agree: 54%
- Disagree: 26%
- Strongly Disagree: 4%

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

- Disagree: 36%
- Strongly Disagree: 5%
- Strongly Agree: 8%
- Agree: 51%

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

- Disagree: 41%
- Strongly Disagree: 7%
- Strongly Agree: 10%
- Agree: 42%

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: 45%
- No: 55%

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

- Very important: 56%
- Somewhat important: 39%
- Not very important: 5%
- Not at all important: 0%

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

- The volunteer efforts of students from our college have a substantial impact on the lives of those that need assistance: 18%
- Volunteering is a nice thing to do and no doubt makes people feel good but it really doesn't change anyone's life: 82%
Service Leadership

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

<table>
<thead>
<tr>
<th>Activity</th>
<th>Of Those Who Serve</th>
<th>Of All Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have organized/planned a service project that involved other volunteers</td>
<td>40%</td>
<td>24%</td>
</tr>
<tr>
<td>I have helped facilitate a group service project as a group leader</td>
<td>43%</td>
<td>26%</td>
</tr>
<tr>
<td>I have participated in a service-based trip</td>
<td>14%</td>
<td>8%</td>
</tr>
</tbody>
</table>

Club Involvement

Club/Extracurricular Involvement in High School

- Deeply Involved: 88%
- Regularly Involved: 9%
- Sporadically Involved: 2%
- Not at all involved: 1%

Club/Extracurricular Involvement at Brown University

- Deeply Involved: 49%
- Regularly Involved: 38%
- Sporadically Involved: 11%
- Not at all involved: 2%

*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 Brown University slightly decreases from high school levels (97% in high school to 87% in college). About 2% of students at Brown 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 2016 seventeen institutions (14,901 students), with enrollments between 5,000 and 10,000 undergraduate students, have administered the NASCE. This page compares Brown University students to students from these schools of similar size. Brown University students are excluded from the sample.

**Do You Participate in Community Service? (Brown University)**

- Yes: 59%
- No: 41%

**Do You Participate in Community Service? (Sample)**

- Yes: 50%
- No: 50%

**POP Score Comparison**

<table>
<thead>
<tr>
<th>Category</th>
<th>Brown (581)</th>
<th>Sample (14091)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institutional</td>
<td>18</td>
<td>25</td>
</tr>
<tr>
<td>Civic</td>
<td>16</td>
<td>36</td>
</tr>
<tr>
<td>Economic</td>
<td>5</td>
<td>13</td>
</tr>
<tr>
<td>Elder Care</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>Environmental</td>
<td>17</td>
<td>16</td>
</tr>
<tr>
<td>Health</td>
<td>16</td>
<td>23</td>
</tr>
<tr>
<td>Homelessness</td>
<td>11</td>
<td>16</td>
</tr>
<tr>
<td>Hunger</td>
<td>13</td>
<td>16</td>
</tr>
<tr>
<td>Religion</td>
<td>11</td>
<td>23</td>
</tr>
<tr>
<td>Youth</td>
<td>23</td>
<td>80</td>
</tr>
</tbody>
</table>

Brown (581) Sample (14091)
Summary and Recommendations

Summary

1. Overall, 59 percent of Brown University students are engaged in community service of some kind. Based on NASCE’s POP Score Calculus, Brown University students achieve an Institutional POP score of 25, which is seven points higher than the national average, placing Brown University in the Established service category.

2. Compared to the national sample of 57,596 students, Brown University students participate in service at a higher rate (59 percent vs. 52 percent) and achieve the same or higher POP scores in 5 of 9 areas, most notably in the areas of Youth Services, Civic Participation, and Health Services.

3. Compared to institutions of a similar size, (see p. 24), Brown University students participate in service at a slightly higher rate (59 percent vs. 50 percent), and achieve higher POP scores in 6 of the 9 areas. Brown University students achieve a notably lower POP score in Religious Services and Elder Care.

4. Looking at the total amount of service performed by Brown University students, 61 percent is through clubs, organizations, or sports teams, while 26 percent is through courses or academic programs, and 13 percent is done through individual projects (p. 19).

5. While a majority of students agree that Brown University promotes service (70 percent) and informs students of service opportunities (59 percent), those numbers are lower than numbers for the national sample (84 percent and 74 percent respectively). Also, more than half of students (54 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.

6. Brown University students remain engaged in Civic Participation at virtually the same rate, frequency and depth as they did in high school, where the POP score only drops by three points. Brown students demonstrate a significant contribution in the area of Civic Participation with a total POP score of 36, more than double the national sample (17).

7. Three of the nine issue areas remain relatively unchanged from high school to college engagement, including: Civic Participation, Health and Homelessness (each dropped by only three points).

Recommendations

1. Brown University students report serving more before college than while at college (drop of 24 percentage points). Moreover, only 39 percent of first year students say they have participated in service as a Brown University student. Brown should take an inter-departmental approach to implement campus-wide programs that address and lessen the gap between high school and collegiate service to help foster a more entrenched culture of continuing service at Brown University from day one. Set a 2-year goal for increasing the number of students engaged in service (perhaps 70 percent), and a specific goal for first year students, then re-measure.

2. More than half 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 57 percent say they “do not know what is available.” Additionally, of those who do serve, 34 percent say that one obstacle to serving more is that they “can’t find a regular, organized way to get involved.” 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 Brown University overall perform service at inconsistent levels of involvement. Brown 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. Brown University students achieve higher POP Scores in the area of Youth Services (80), Civic Participation (36) and Health Services (30) because they serve at higher rates of frequency and depth than in areas like Elder Care, Environmental and Hunger, which are primarily dominated by “one-shot” service events. Examine the structures and partnerships in place that foster service to address these areas, and use them as a model to increase the frequency and depth of student service in other areas moving forward.

5. Of people who serve, the two largest obstacles to service are schoolwork (90 percent) and too busy with extracurriculars (68 percent). Expanding service-learning opportunities, community engaged scholarship and incorporating community engagement into extracurriculars are potential ways to overcome these obstacles.

6. Utilize the NASCE Report and POP Scores to strategically enhance Brown University’s overall service contribution and community contribution (see next page).
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 University.

Current POP Score: 36

- Participation in Service: 21%
- 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.

- 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

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.

\[
\sum_{n} (\text{Service} \times \text{Frequency} \times \text{max(Depth)})
\]

\[
\text{n} \times 12
\]

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

Both institutional and area scores are then normalized with .33 equating a POP Score of 100.
Appendix 3: Implementation Details

The National Assessment of Service and Community Engagement (NASCE) was administered at Brown University in the Fall of 2016 by the Siena College Research Institute (SRI), in conjunction with Brown University.

After confirmed participation in the NASCE, Brown University completed an individuation process. This process was used by SRI to create the customized NASCE web-module for Brown University. Participants were invited to vote for one of five community organizations. The winning organization was awarded $1,500.

Brown University then provided SRI with a sample 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 Brown 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 Brown University’s case, 57 students chose “Other.” To see what they said specifically, please refer to Q24 of 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 Brown?

- Yes 24%
- No 76%

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

- 1
- 2
- 3 or more

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)

<table>
<thead>
<tr>
<th>Component</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intermittent community service project(s) that seemed to lack integration</td>
<td>23%</td>
<td>77%</td>
</tr>
<tr>
<td>into the course's objectives</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organized community service that enhanced the meaning of course texts and</td>
<td>59%</td>
<td>41%</td>
</tr>
<tr>
<td>lectures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A community-based research project in which you participated perhaps in</td>
<td>77%</td>
<td>23%</td>
</tr>
<tr>
<td>collaboration with a community partner to identify a community problem</td>
<td></td>
<td></td>
</tr>
<tr>
<td>and work towards its resolution</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adequate reflection time, that is, time to research, analyze, write about,</td>
<td>75%</td>
<td>25%</td>
</tr>
<tr>
<td>and discuss the service projects in order to better understand the service</td>
<td></td>
<td></td>
</tr>
<tr>
<td>in terms of both its relationship to the community and to your personal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>development</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Service Participation Rates, by Class Year

<table>
<thead>
<tr>
<th>Class</th>
<th>Freshmen</th>
<th>Sophomores</th>
<th>Juniors</th>
<th>Seniors</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Reporting</td>
<td>39%</td>
<td>62%</td>
<td>64%</td>
<td>74%</td>
</tr>
</tbody>
</table>

Service Participation Rates, by Student Sub-Groups

<table>
<thead>
<tr>
<th></th>
<th>Commuter Student</th>
<th>First Generation Student</th>
<th>Family Income Less than $100,000</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Reporting Service</td>
<td>73%</td>
<td>61%</td>
<td>34%</td>
</tr>
</tbody>
</table>