



# Assessment of Service and Civic Engagement Stetson University Center for Community Engagement



**STETSON**  
UNIVERSITY

The Center for Community Engagement

## Introduction

In Spring 2010, the Center for Community Engagement undertook the Assessment of Service and Civic Engagement (ASCE) in order to better understand the student service on Stetson's campus. **484 students** participated in the survey, representing **22% of Stetson University's total enrollment**. Since the survey has taken place the Center for Community Engagement has moved forward with initiatives to increase students depth and frequency of service.

## Implementation of Survey



The ASCE is run through The Siena College Research Institute (SRI) with support from the Corporation for National and Community Service Learn and Serve Program, the Bonner Foundation, and Stetson University.

Stetson University distributed three emails with a link to the web-based survey through the Stetson Announce Email System that went out to all students over a ten day period.

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 ASCE due to its reliance on voluntary participation.

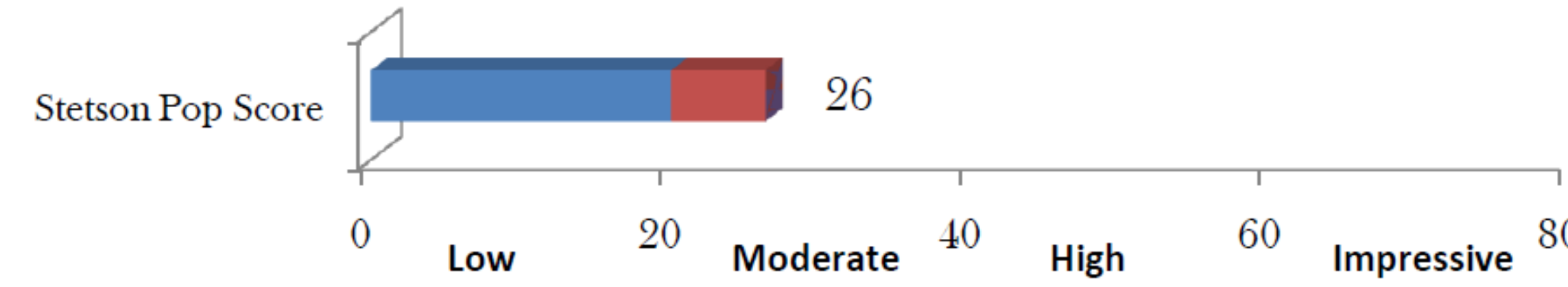
## Summary of ASCE Results

56% of Stetson University students report participating in some type of service while in college, a decline of 23% points from High School levels. Measured via the ASCE-unique POP score (POP combines service, frequency, and depth into one score), Stetson demonstrated high service addressing youth, moderate service addressing health, civic, and environmental issues, and low service focused throughout the other areas of service.

Students cite studying demands, other activities and jobs as the most significant obstacles to engaging in more service. Among those that do perform service, most say they serve because they believe they can help those in need and it makes them feel good about themselves. Overall, a majority of students (70%) are satisfied with their personal level of service and agree that the college promotes service (98%) and does a good job at informing the student body of opportunities (94%).

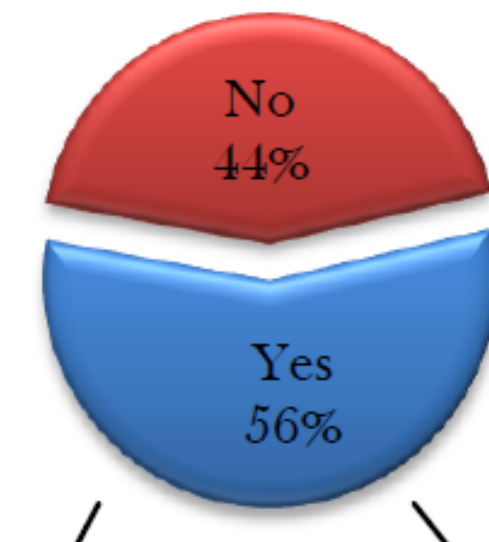
## Results

### Institutional: All Service / All Areas



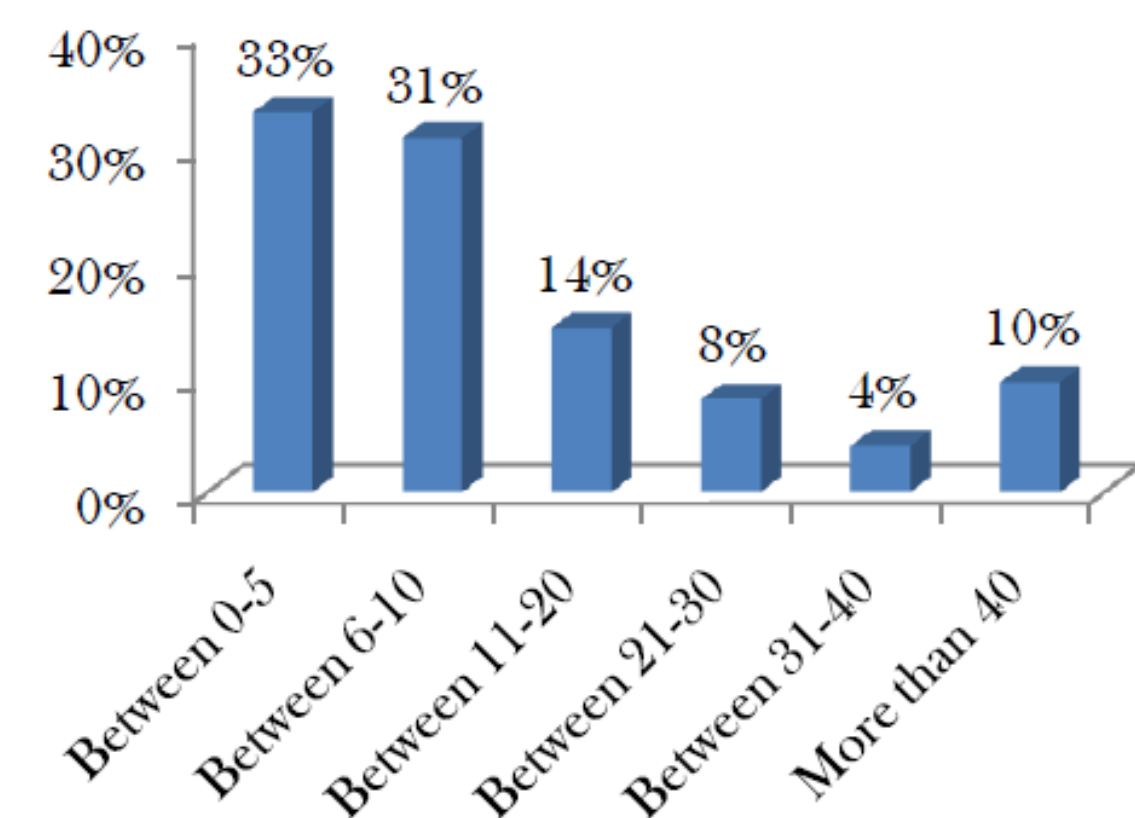
POP Scores are created by combining participation, frequency, and depth in service activities.

Do you participate in community service here at Stetson?

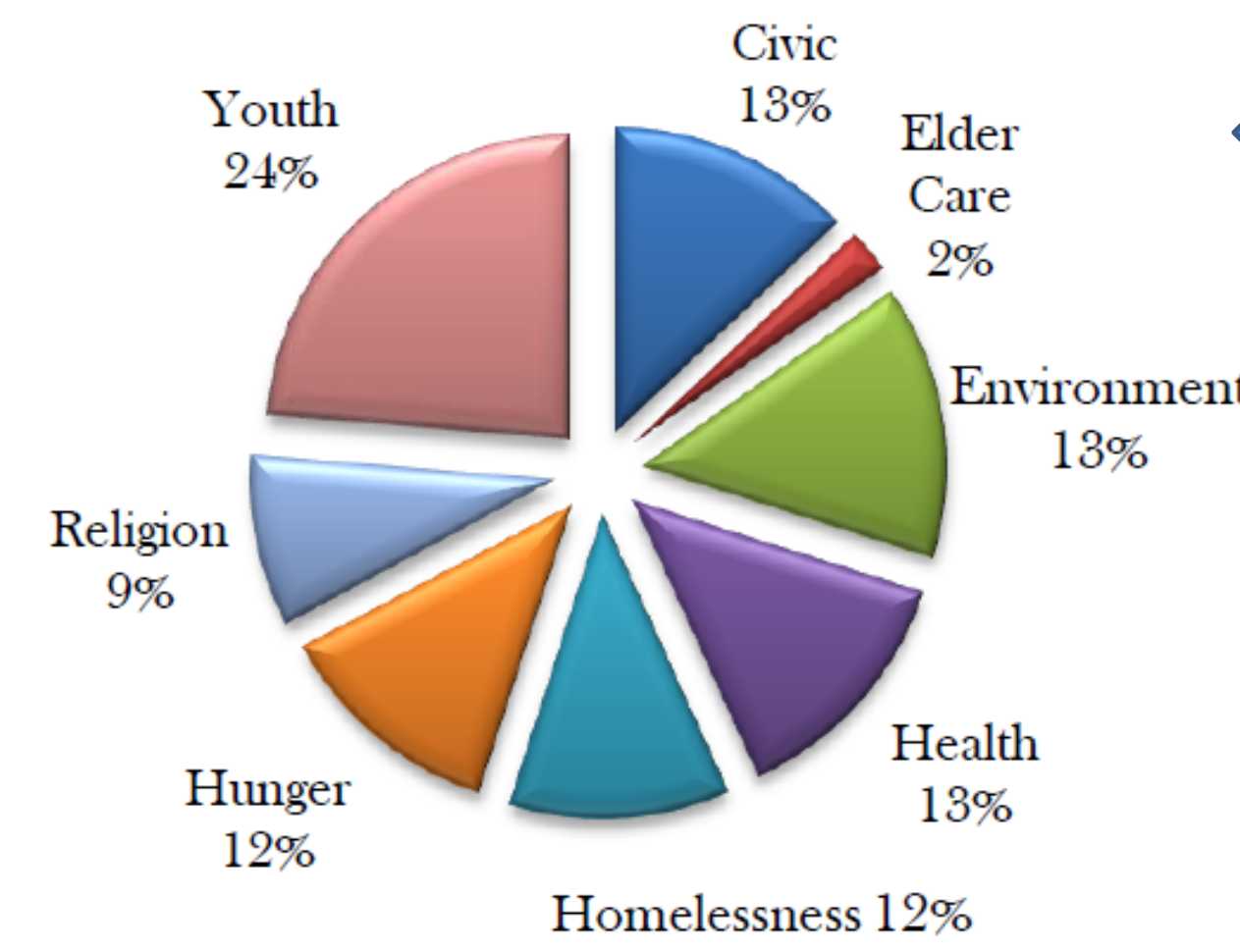


Students at Stetson perform service at a low-moderate rate. Overall, 56% are engaged in community service of some kind while 44% do no community service of any kind.

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



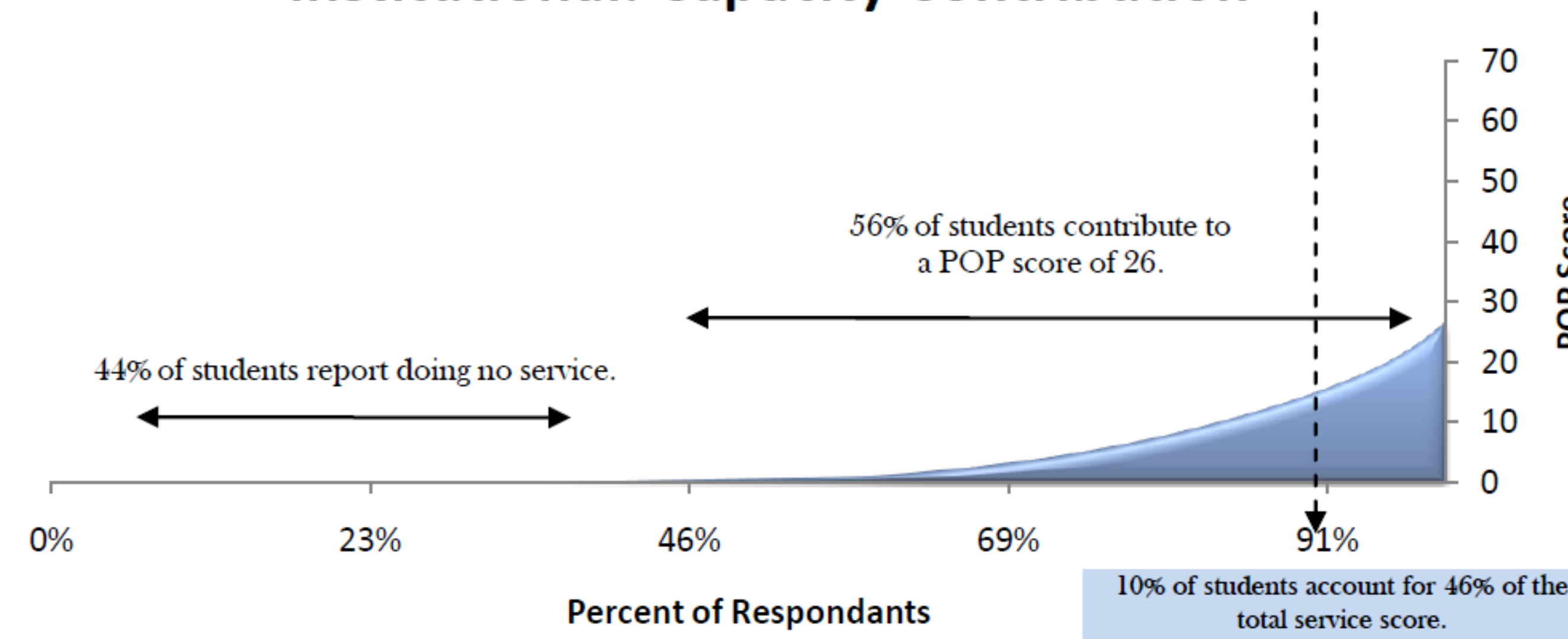
Total Service by Needs Area



Stetson demonstrated high service addressing youth, moderate service addressing health, civic and environmental issues, and low service focused throughout the other four measured areas of service.

Stetson students are most engaged in service that benefits community youth and environmental concerns.

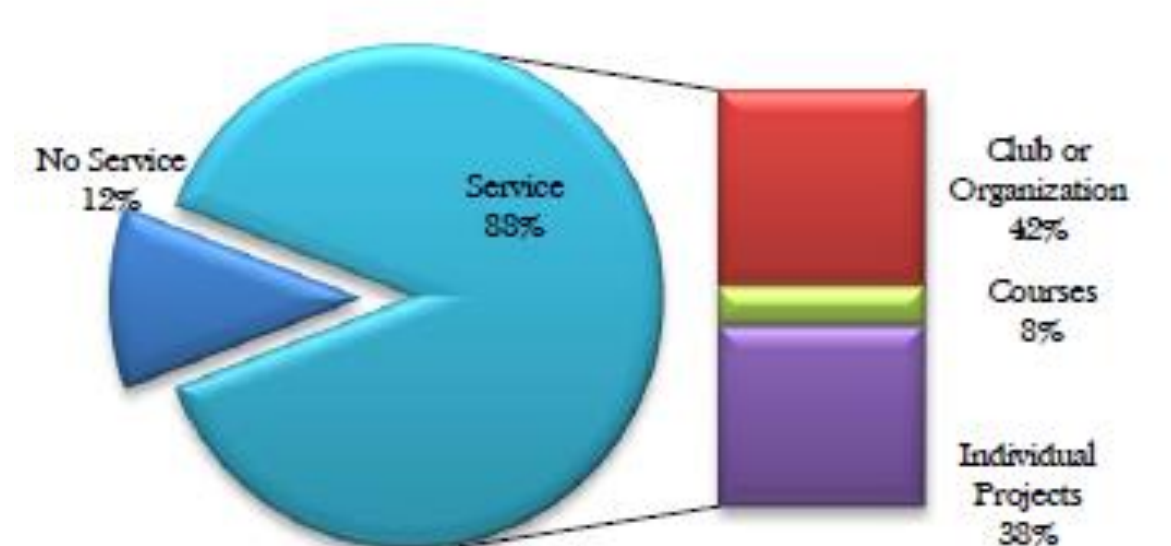
### Institutional: Capacity Contribution



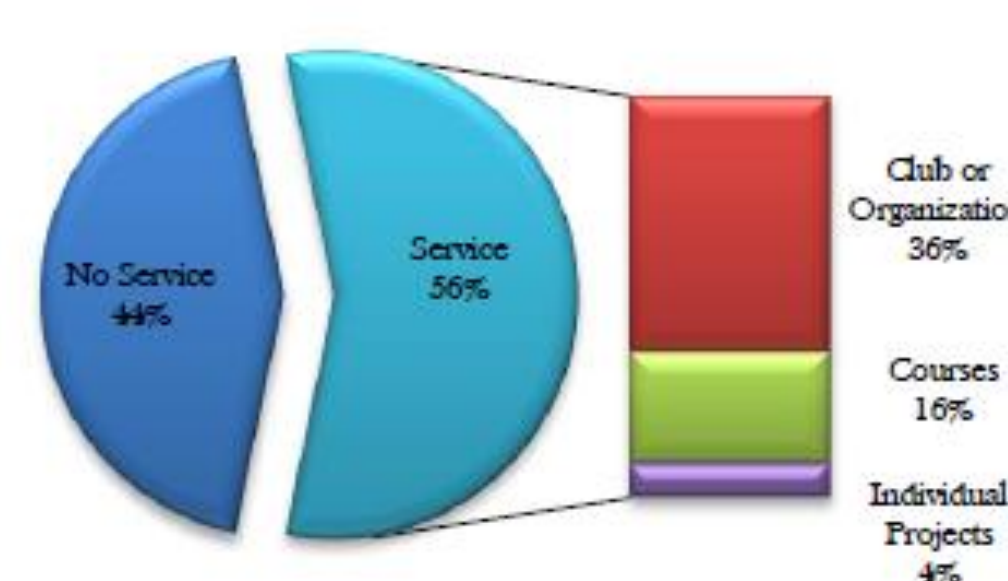
About 46% of Stetson's service contribution is performed by 10% of Stetson's student body.

### Organizations and Activities

How did students serve in High School?



How do students serve at Stetson?



Students that participated in service in high school said they did a good amount of service through individual projects and student organizations and very little through their courses.

Student groups and dedicated service organizations generate the highest rate of community participation.

## Recommendations - Action Items

- Develop and maintain institutional structures that engage in and promote service among students. The data indicates that students are more likely to serve and continue service as part of an organized effort.
  - The CCE created the Adopt A Community Partner Program for student organizations to create long term sustainable relationships with community partners.
  - The CCE Purchased the Service Umbrella to OrgSync to provide a platform for students to search for volunteer opportunities, create volunteer opportunities, and log and reflect on community service hours.
  - The CCE partnered with Residential Life to train Resident Assistants on how to create programs focused around community engagement.
  - The Student Athletic Association now has an incentive program for each athletic team to participate in service projects.
  - The Greek Service Initiative has been created, which focuses on deepening the level of service in the Greek Community.
- Students at Stetson report serving significantly more during secondary school. Programs to address and shorten the gap between High School and Collegiate service can help foster the culture of continuing service within Stetson's campus.
  - CCE developed a program during Hatter Saturday and Orientation to get more students engaged in the community earlier during their time at Stetson and have increased marketing efforts around OrgSync.
  - CCE staff presented in First Year Seminars educating students on how to incorporate service into their course work and every day life.
- Service on college campuses is dominated by traditional "one-shot" events. By focusing on continuing service, Stetson can move away from a sporadic model of service. Encouraging frequent service with students integrated into community partners generates continuing partnerships.
  - The CCE has significantly increased student service leadership programs including Bonner, AmeriCorps, and Community Organizers.
  - The CCE has reduced the amount of Into the Streets events and has focused on marketing events that community partners are already doing.
  - The CCE has put more resources towards Youth programs, because we have a lot of students participating in service around that focus area.
- Students report serving significantly more in their courses at Stetson than they did in High School. Enhancing community engaged learning on Stetson's campus will get more students engaged in a deeper level of service.
  - The CCE Distributed a survey amongst all faculty to assess the current level of service learning that is taking place in courses at Stetson University.
  - The CCE applied and received the Florida Campus Compact STEM Service Learning Day Institute grant, providing training around service learning for faculty in the STEM field.
  - Stetson hosted training in the Summer for FSEM/JSEM Faculty to incorporate community engaged learning into their curriculum.
- Utilize the ASCE Report and POP Scores to strategically impact service at Stetson
  - The CCE Developed a Strategic Plan utilizing the data from the ASCE to map out our strategic initiatives.